

Greenville Middle School
Spanish Perspectives
Grade 6

Overall Goal of the Project:

To introduce Spanish vocabulary and one point perspective drawing techniques.

Objective(s):

[Measurable – often begins ‘Students will...’]

- First objective Students will master Spanish vocabulary affiliated with parts of a bedroom
- Second objective Students will demonstrate an understanding of one point perspective.
- Third objective Students will share their knowledge with their peers.

Arts Standards (GLCEs, HSCEs)

[Limit to 3-4 and paraphrase]

1. Students will select and use the visual characteristics and organizational principles to communicate ideas.
2. Students will integrate spatial concepts with content to communicate integrated meaning in artworks.
3. Students will describe ways in which the principles and subject matter of other disciplines taught in school are interrelated with the visual arts.

Content Area Standards (Spanish Power Standards)

[Limit to 3-4 and paraphrase]

1. Exchange and obtain information in the target language about:
 - ✓ My home, school, neighborhood and community
2. Use authentic materials as a vehicle for communication and cultural understanding.
3. Use the grammatical structures of the target language competently enough to be understood by heritage speakers.

Goals related to Eight habits of Mind (do not choose more than 3)

1. Develop craft
2. Engage & persist
3. Envision
4. Express
5. Observe
6. Reflect
7. Stretch & explore
8. Understand Art World

1. Develop Craft
 2. Observe
-

Instructional Outline

1) Set Up

- a) Diagnosing [How will you know what the students already know, what they want to know?]

This project will take place the third week of the marking period. All concepts will be new to the students.

- b) Classroom Management [Are there strategies, procedures you need to identify/explain to students?]

Students will be connecting with a partner from the other classroom to work in teams. Independent instruction in each classroom will be given prior to meeting in order to ensure proper behavior.

- c) Accommodations [Are there students with special needs you need to know about and prepare for?]

Of course, you always have students with special needs. Students will be working with partners; in most cases they should be able to help each other.

- d) Prep Work/Materials [Will students need instruction about materials, will you need to set up materials?]

Students in the art class will have had pre-instruction in drawing technique and students in Spanish class will have had prior introduction to room vocabulary.

2) Beginning

- a) Introduction [How will the lesson/unit/project be introduced, framed? How will you hook students?]

Prior to meeting a teammate from the other class, students will have challenges in their own classroom. Students from art class will be challenged to create a correctly drawn one point perspective of a bedroom with a lot of accessories. Students from Spanish class will be mastering the vocabulary of a bedroom.

- b) Warm Up/Ice Breaker [Identify the relationship building activities]

After drawing partner names from the other class, students will spend some time explaining their drawing and understanding of bedroom vocabulary to their partner.

3) Middle

- a) Main Activity [Describe the procedure in sequence]

1. Monday- Thursday: Students in Spanish class learn the vocabulary for parts of a bedroom. Students in art class learn how to draw a bedroom in one point perspective.
2. Friday: Students in Spanish class draw for partner names from the art classroom.
3. Students meet up with partner in the art room and they share their drawings and knowledge of Spanish vocabulary.
4. On a plastic overlay, Spanish students label as many items in their partners drawing as they can remember. If time permits, art students will have an opportunity to draw in more items that their partner can recall.

b) Reflection [Engages students to MAKE emotional connection, connection to their life]
Students will get to teach what they've learned to their peers. Students will gain the satisfaction of being either an art expert or a Spanish expert.

4) End

a) Follow-up assignment/Homework [If applicable is written, described for student]

9 weeks after this activity, students from Spanish and Art will have switched to the opposite elective. The students will be given the opportunity to demonstrate what skills/knowledge they have retained over this period of time by either drawing in one point perspective or labeling their own one point perspective drawing.

b) Closure [Marks the end of the Main Activity/moral of the story]

At the end of the hour, students will present their drawings with labels to the class. Spanish and Art teachers will identify through the use of a rubric for accuracies in both perspective technique and Spanish labeling including spelling.

5) After

a) Follow up assignment [If applicable, is turned in/possibly shared/celebrated/published for parents/others]

The top three teams from each hour with the most detail and accuracies will be recognized with a prize of Spanish treats and art sketchbooks/drawing materials

b) Assessment Task [How will students show what they learned?]

Students will be assessed by their respective teacher in the content that they have mastered through the use of a rubric. All final products will be on display throughout the school.

c) Document [How will you document this lesson/project? Refer to the example with photos for minimum documentation]

We will make a powerpoint with photos of students working, student comments and of the finished products.