Founders Academy Arts Integration Curriculum Map

Science/Social Studies and Visual Arts – Grade 6

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| Arts Objective | Science Objective | Social Studies Objective | Potential Assessments | Seed Ideas |
| **National Core Art Standards: Visual Arts**  **Connecting**  VA:Cn11.1.6  Analyze how art reflects changing times, traditions, resources, and cultural uses.  **Creating**  VA:Cr1.1.6  Combine concepts collaboratively to generate innovative ideas for creating art.  VA:Cr2.1.6 Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.  VA:Cr2.2.6  Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.  VA:Cr2.3.6  Design or redesign objects, places, or systems that meet the identified needs of diverse users.  **Presenting**  VA:Pr5.1.6  Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.  **Responding**  VA:Re7.1.6  Identify and interpret works of art or design that reveal how people live around the world and what they value. | **Next Generation Science Standards**  Students will be introduced to topics like:  Structure and Function,  Growth and Development of Organisms,  Organization for Matter and Energy Flow in Organisms,  Energy in Chemical Processes and Everyday Life,  Interdependent Relationships in Ecosystems,  Cycle of Matter and Energy Transfer in Ecosystems,  Ecosystem Dynamics,  Functioning, & Resilience,  Biodiversity and Humans (Founders science teacher, personal communication, July 5, 2015) | **Grade 6 Geography curriculum**  **Key Ideas and Details**  Cite specific textual evidence to support analysis of primary and secondary sources.  **Integration of Knowledge and Ideas**  Integrate visual information with other visual information in print and digital texts.  Students will be introduced to the following social studies concepts:  Human-Environment interaction through the impact of their activities in creating the parklet on a piece of the landscape.  Movement of ideas and global connections across cultures and wide geographic areas as all participants across the globe will partake in the parklet project simultaneously on the same day.  Exact and relative location of their parklet through the use of precise measurement and mapping. | **Science Rubric**  assessing the research of plant life citing the accuracy and ability of the student to determine the authenticity of the text. Also included are the dimensions needed for said plant life to survive in a parklet setting.  **Social Studies Rubric**  Assessing research and interpretation of the industrial history of the area and its subsequent urbanization and industrialization. Use of Trimble SketchUp and use of Google maps to reflect the connection to the urban landscape.  **Visual Arts Rubric**  Assessing process and product. The aesthetics of the parklet and its layout, the means of display for plants as to what is innovative and original about the design (how far out of the box did the group go?) Ability to work collaboratively on a work of art and use peer critique. Finally usage of historical and scientific references to make aesthetic decisions. | **Students will research** plant life that will aid in the beautification and reduction in CO2 emissions of the urban environment of Woonsocket One tree and one other type of useful plant are key to this project. Students will also look at the environmental implications of Park(ing) day and why it matters to the planet, especially an urban environment built on an industrial history.  **Students will create** a work of art that is based on the parklet model as highlighted in the Rebar Group’s Park(ing) Day movement. The creation of this parklet will be a collaborative piece with several stages – sketch, brainstorm, collaborate, design, measure, model and construct. |