

Unit Description	Table of Contents
<p>Combining the arts to learn about living and nonliving things will create memorable experiences. In this unit, students will experience music, movement, visual arts, and drama as they explore and discover the differences between living and nonliving things. Some of the activities the students will be participating in will include music, movement, a collage, a self-portrait and a tableau. At the conclusion of this unit, students will be scientific experts at comparing living and nonliving things!</p>	<p>Classifying Living and Nonliving Things Eric Carle Inspired Art Natural Self-Portrait Tableaus Come to Life</p>

UNIT ESSENTIAL QUESTION

How can I tell the difference between living and nonliving things?
How can I use the arts to show that I know the difference between living and nonliving things?

CROSS-CUTTING INTERDISCIPLINARY CONCEPT

Living and Nonliving, Compare/Contrast

REAL WORLD CONTEXT

As students discover the differences between living and nonliving things, they will find that different living organisms have varying needs. The students should then realize that we, as humans need to take care of the world in which we live, so that all living things can continue to exist.

STANDARDS

Curriculum Standards	Arts Standards
<p>SKL1 Students will sort living organisms and nonliving materials into groups by observable physical attributes.</p> <ul style="list-style-type: none"> a. Recognize the difference between living organisms and nonliving materials. b. Group animals according to their observable features such as appearance, size, motion, where it lives, etc. (Example: A green frog has four legs and hops. A rabbit also hops.) c. Group plants according to their observable features such as appearance, size, etc. <p>SKL2 Students will compare the similarities and differences in groups of organisms.</p> <ul style="list-style-type: none"> a. Explain the similarities and differences in animals. (color, size, appearance, etc.) b. Explain the similarities and differences in plants. (color, size, appearance, etc.) c. Recognize the similarities and differences between a parent and a baby. 	<p>MKGM.6 Listening to, analyzing, and describing music.</p> <ul style="list-style-type: none"> a. Distinguish between contrasts (pitch, dynamics, tempo, timbre) in various pieces of music. b. Describe music using appropriate vocabulary (e.g., high, low, loud, quiet, fast, slow). <p>MKGM.10 Moving, alone and with others, to a varied repertoire of music.</p> <ul style="list-style-type: none"> a. Respond to contrasts and events in music with gross locomotor and non-locomotor movements. <p>DKFD.1 Identifies and demonstrates movement elements, skills and terminology in dance.</p> <ul style="list-style-type: none"> f. Demonstrates the ability to perform simple movements in response to oral instruction. <p>VAKCU.2 Views and discusses selected artworks.</p> <ul style="list-style-type: none"> a. Talks about artworks of significant artists that have recognizable subjects and themes.

<p>d. Match pictures of animal parents and their offspring explaining your reasoning. (Example: dog/puppy; cat/kitten; cow/calf; duck/ducklings, etc.)</p> <p>e. Recognize that you are similar and different from other students. (senses, appearance).</p>	<p>VAKPR.2 Understands and applies media, techniques, and processes of two-dimensional works of art using tools and materials in a safe and appropriate manner to develop skills.</p> <p>e. Creates paintings with a variety of media.</p> <p>TAESK.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments.</p> <p>a. Uses voice to communicate ideas and emotions.</p> <p>b. Uses body to communicate ideas and emotion.</p>
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ASSESSMENTS

<p>Summative Assessments</p>
<ul style="list-style-type: none"> ● Pre/Post Test ● Classifying Living and Nonliving Things Rubric ● Eric Carle Inspired Art Rubric ● Natural Self-Portrait Rubric ● Tableaus Come to Life Rubric

CHARACTER EDUCATION COMPONENTS

CHARACTER ATTRIBUTES

<p>In “Tableaus Come to Life,” students will become a wax museum for an older class to visit. The older students will tap the student in tableau to activate the younger student to perform. The older and younger students will then reflect about the performance.</p>	<ul style="list-style-type: none"> ● Empathy ● Cooperation/collaboration ● Inquiry/investigating ● Teaching/leadership
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PARTNERING WITH FINE ARTS TEACHERS

<p>Music Teacher:</p> <ul style="list-style-type: none"> ● Pre-teaching and/or reinforcing terms such as pitch, dynamics, and tempo in “Classifying Living and Nonliving Things” project <p>Visual Arts Teacher:</p> <ul style="list-style-type: none"> ● Pre-teaching and/or reinforcing the works of Eric Carle in “Eric Carle Inspired Art” and “Natural Self-Portrait” projects ● Teaching techniques, and processes of two-dimensional works of art using tools and materials in a safe and appropriate manner to develop skills ● Teaching how to use various tools to create texture <p>Dance Teacher:</p> <ul style="list-style-type: none"> ● Pre-teaching and/or reinforcing locomotor and non-locomotor movement in “Classifying Living and Nonliving Things” project

APPENDIX (see Downloads)

<ul style="list-style-type: none"> ● Pre/Post-Test
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ADDITIONAL RESOURCES**Books:**

- *The Tiny Seed* by Eric Carle (and other Eric Carle books)
- *Gertrude and Reginald* by Eric Braun

Websites:

- http://pbskids.org/rogers/videos/index.html?pid=2DSAGhehLBrC7aU7WSwvnbU0NwY_CfMA

Virtual Fieldtrips:

- Eric Carle Museum

CREDITS

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