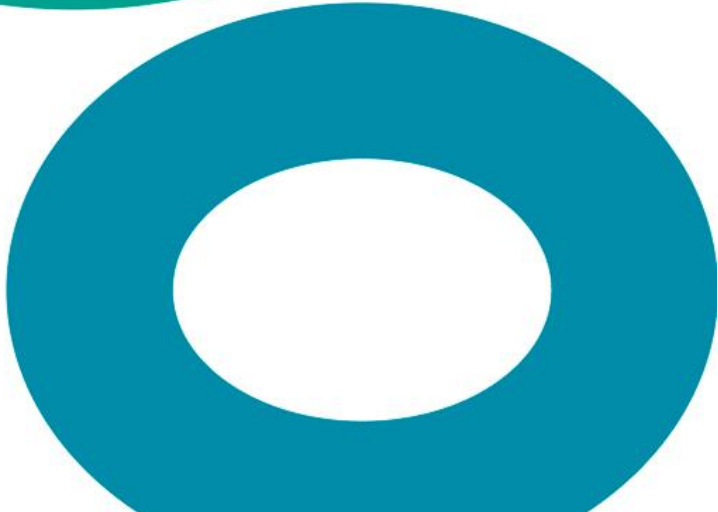




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#CurriculumInstitute15



WELCOME!





AGENDA

- Welcome and Goals of the Institute
- Warm Up
- Panning with Integration End in Mind: Karen Erickson
- Working Lunch & Discipline-specific Breakout Session
- Wrap up, Closing, Evaluation and Announcements



Old Town School Wi-Fi

Network: Old Town School Public

User name: guest

Password: oldtownschool

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Agreements

- Be fully present
- Expect discomfort
- Expect non-closure
- Watch your air time
- Speak your truth as you know it now
- 2 B4 U
- Ouch - Oops
- Gentle reminders



Overall Goals of the Institute

KNOW: how to identify Enduring Understandings and how to write Essential Questions that drive a **INTEGRATED** lesson or unit based on standards.

UNDERSTAND: the relevance of Big Ideas, Enduring Understandings, and Essential Questions to the teaching and learning process.

DO: Apply Big Ideas, Enduring Understandings, and Essential Questions to your lesson planning process.

PLANNING WITH INTEGRATION IN MIND

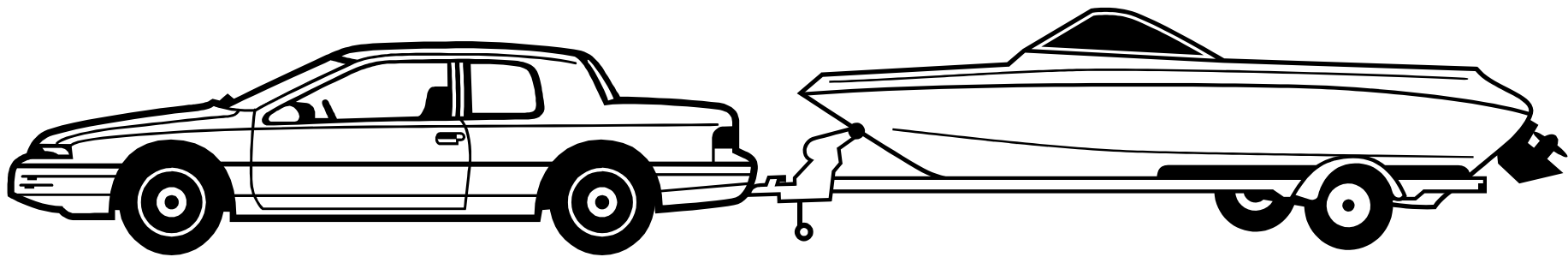
Sponsored by Ingenuity of Chicago
July, 2015

Presented by Karen L. Erickson

HOW DO YOU CRAFT AN INTEGRATED UNIT WITH UBD?

WHAT IS CURRICULUM INTEGRATION?





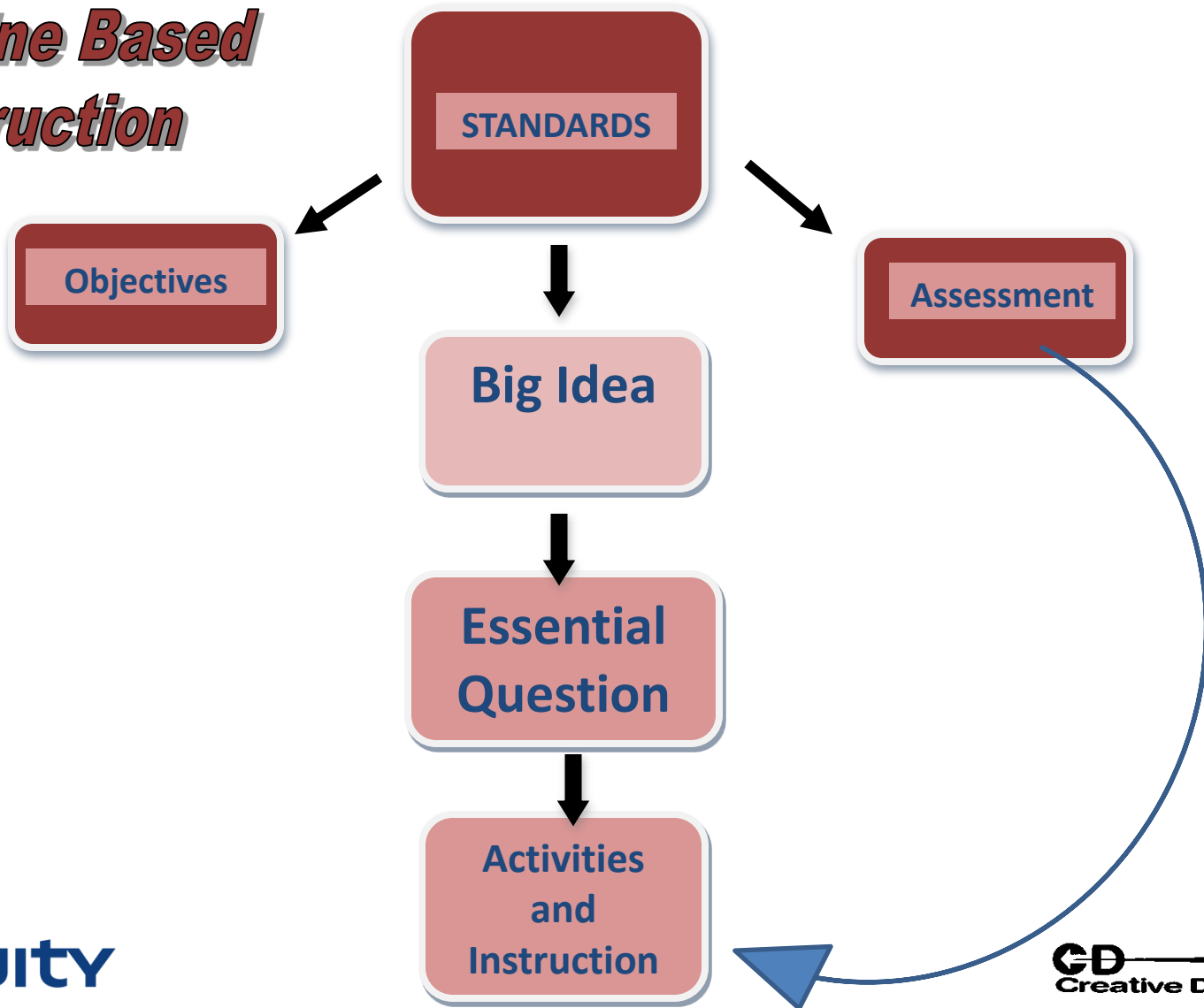


It's okay to hitch!

An Integration Metaphor

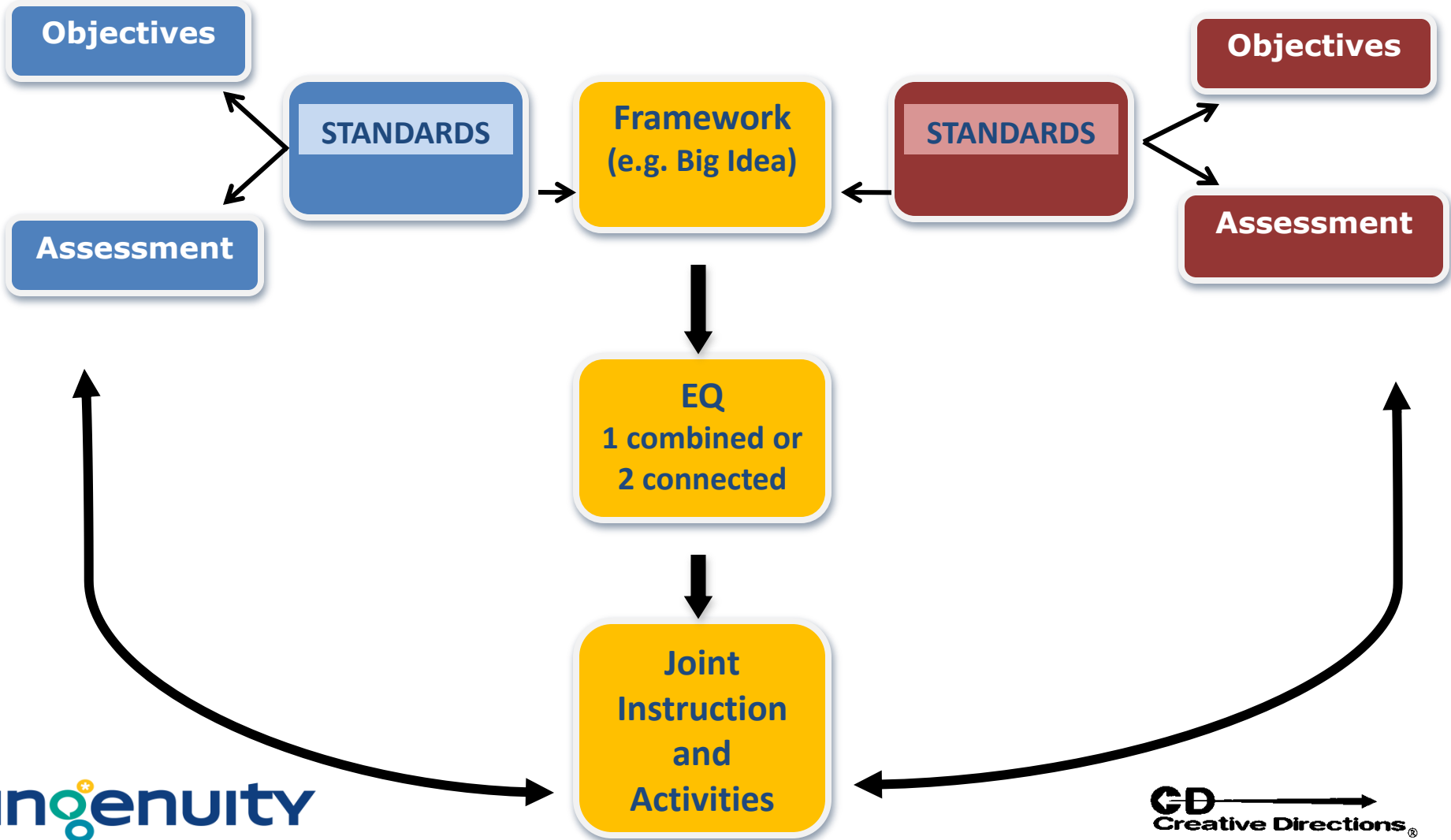


***Any Content
Area:
Discipline Based
Instruction***

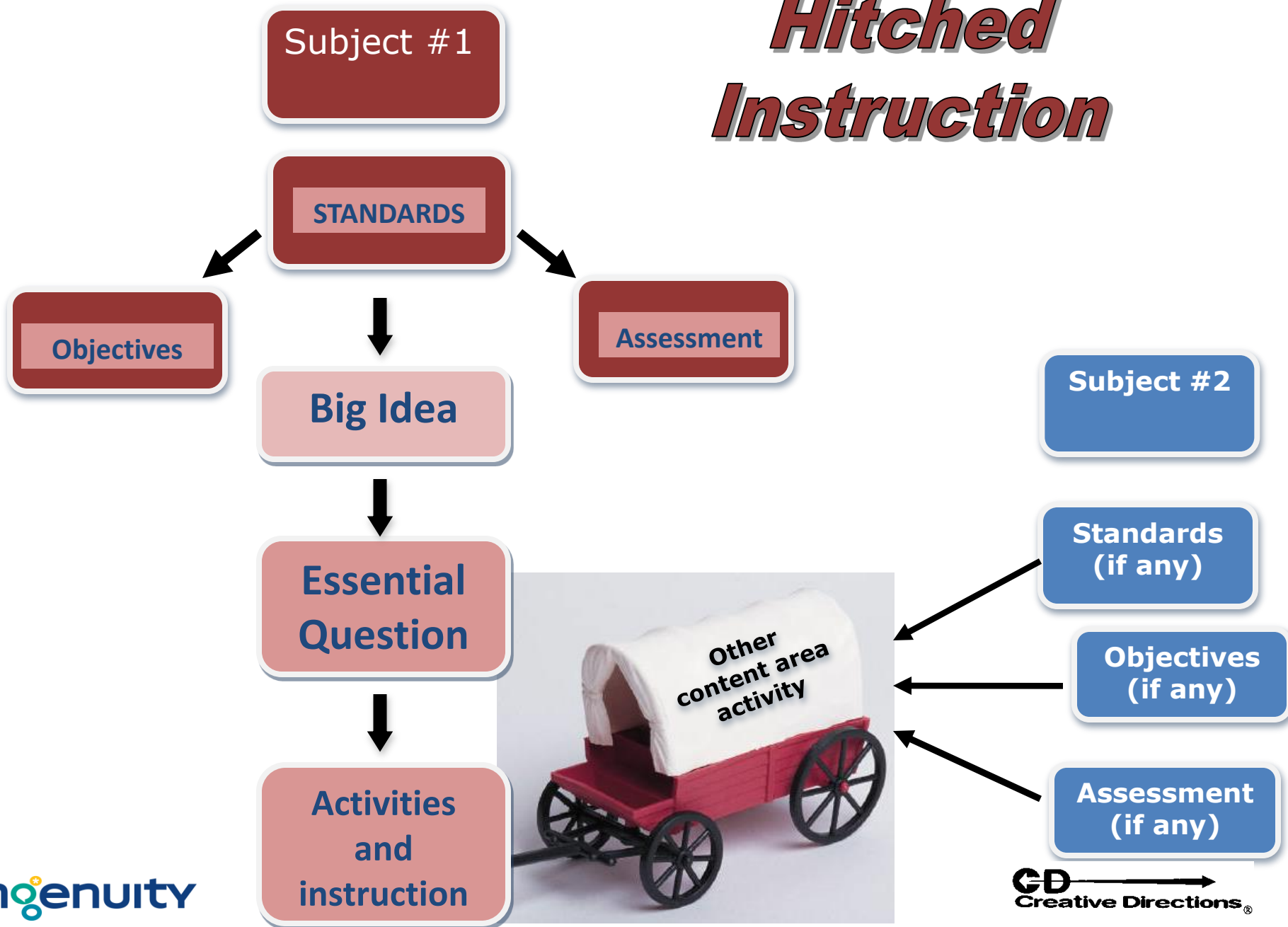


Arts Content Area

Other Content Area



Hitched Instruction





Kennedy Center DEFINITION

Arts Integration is...

an **APPROACH** to **TEACHING**
in which students construct and demonstrate
UNDERSTANDING through an
ART FORM.

Students engage in a **CREATIVE PROCESS**
which **CONNECTS** an art form and
another subject area and meets
EVOLVING OBJECTIVES
in both.

CPS definition

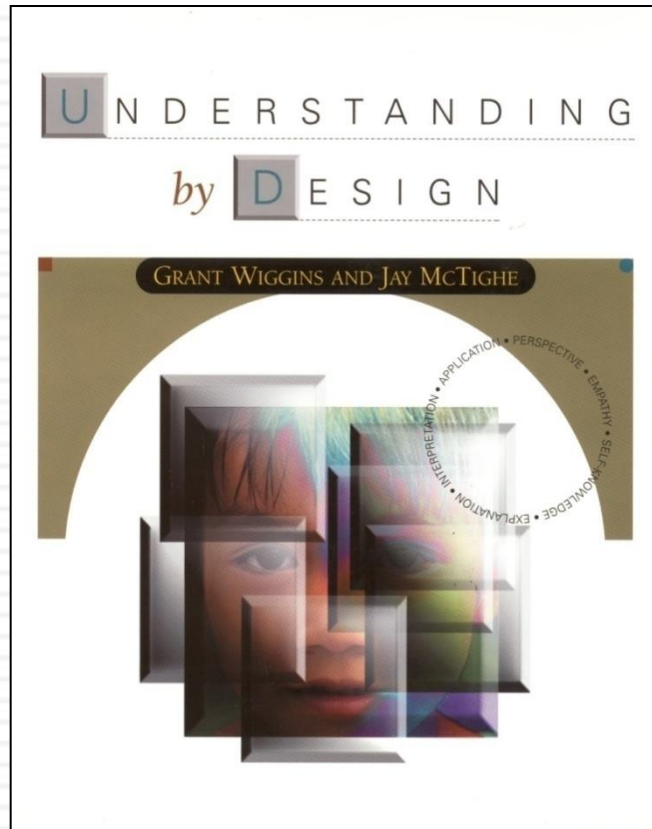


Curriculum Integration is the **equal** and **meaningful** connection of *essential content* in one learning area with the essential content in one or more other subject areas.

Many Ways to Integrate

- Thematic
- 4-Mat
- Immersion
- Story Model
- Parallel
- Multi-disciplinary
- Art at the Center
- Interdisciplinary
- Intradisciplinary
- Dimensions of Learning
- Transdisciplinary
- **Big Idea**

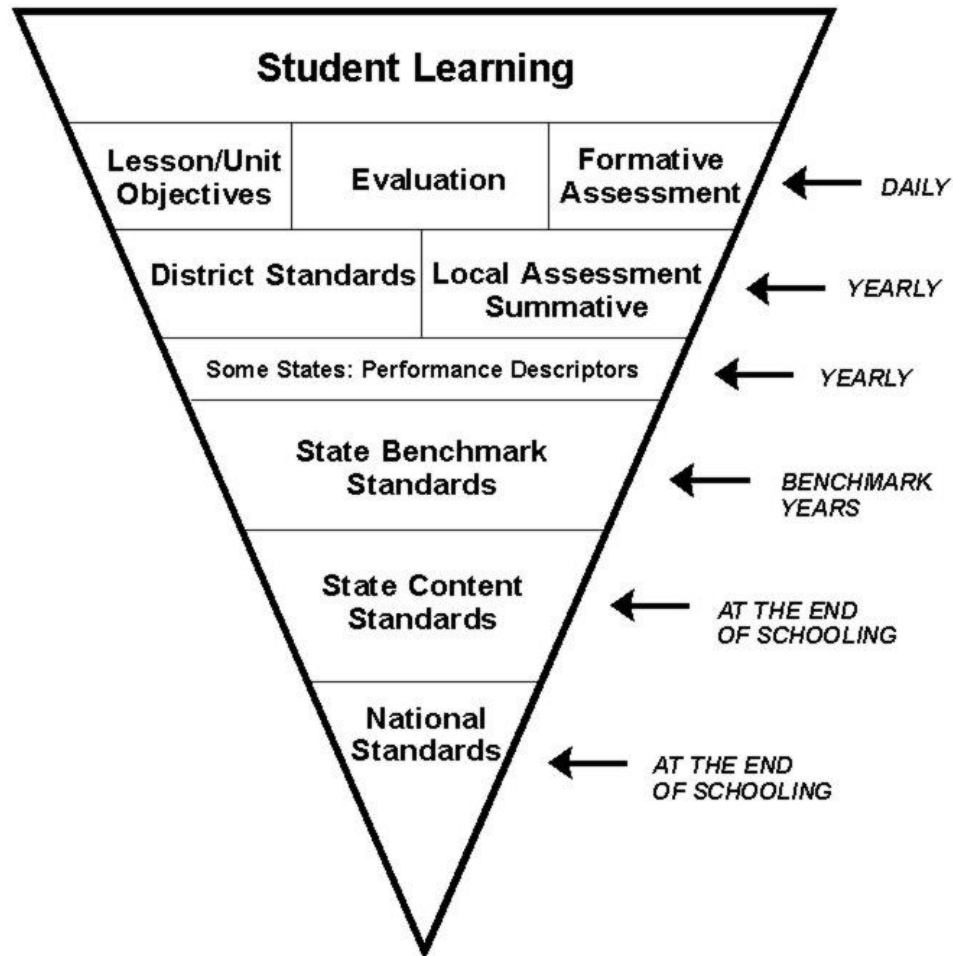
Back to UBD





START With STANDARDS

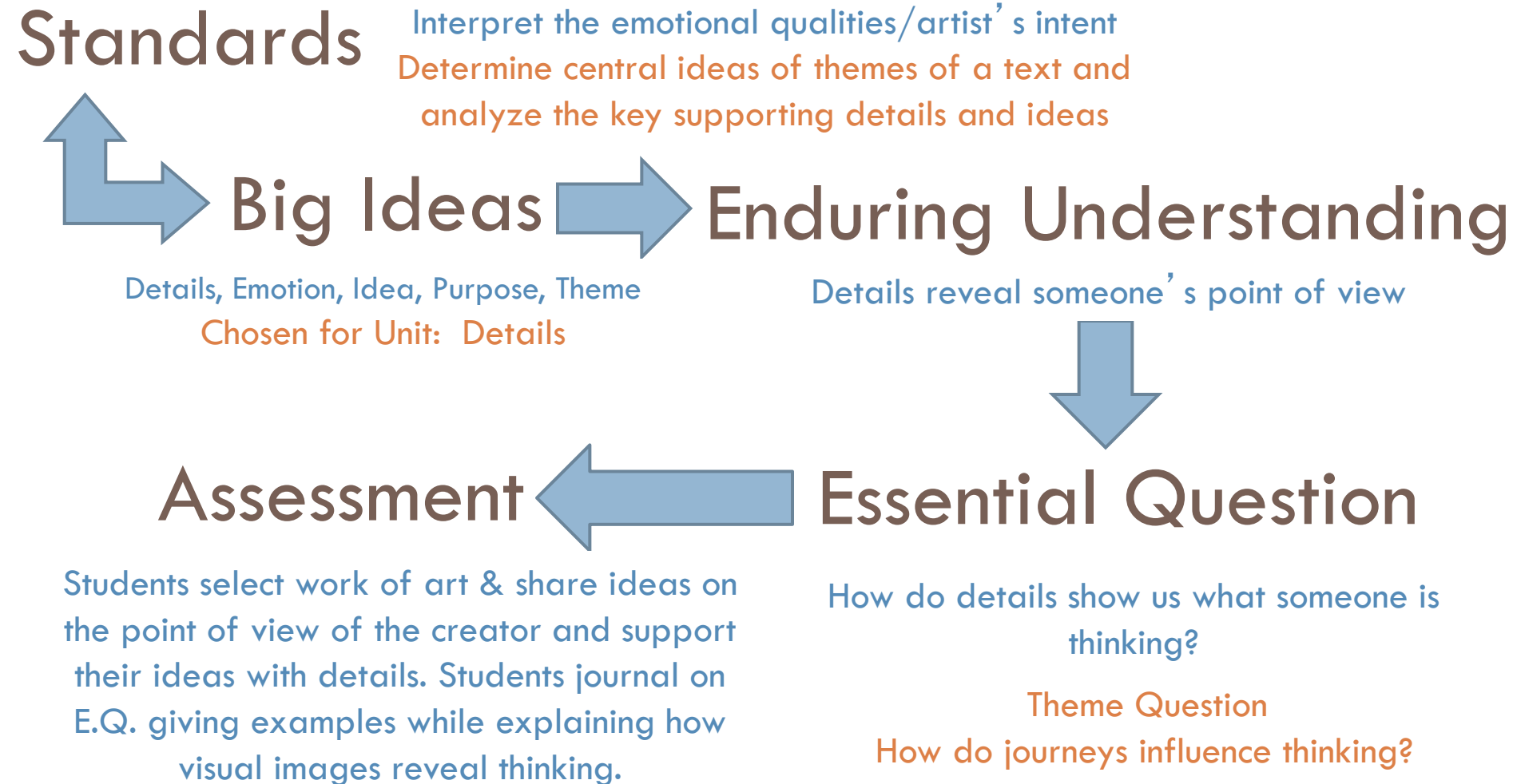
Fine Arts Curriculum Alignment



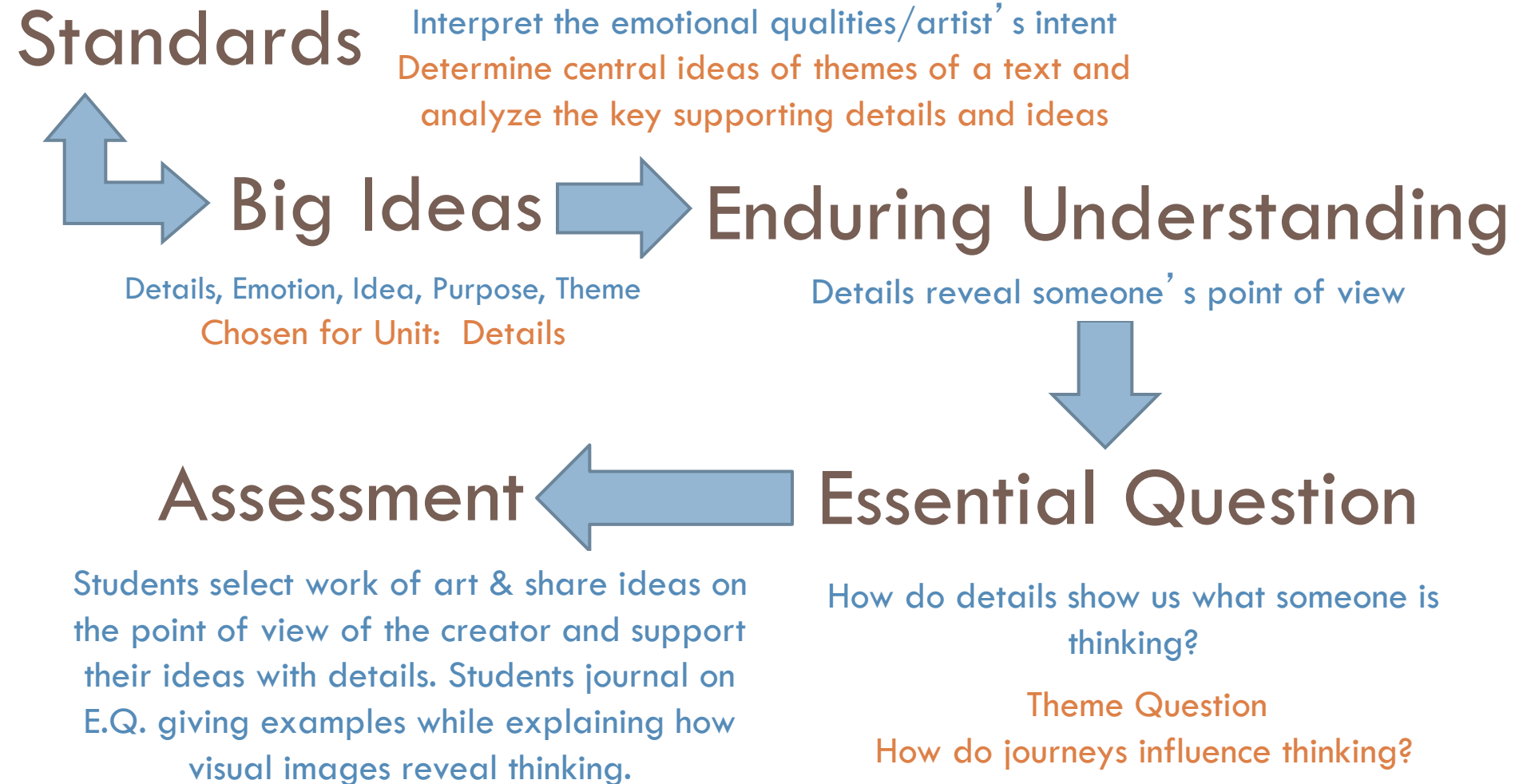
UBD Components in Action



An Example: Clues to Thinking



An Example: Clues to Thinking



UNCOVERING BIG IDEAS

Big Idea Criteria

A **transferable** concept, theme, process, issue, principle, or theory that serves as the focal point of curricula, instruction, and assessment.

A Big Idea must:

- ❑ be worthy of learning in relation to the amount of time spent studying
- ❑ be part of the obvious (not hidden) curriculum and teaching - evident in the standards
- ❑ be grade level appropriate
- ❑ take time (even years) to uncover/master
- ❑ be overarching in nature

Sample Concept Big Ideas

Action

Balance

Communicating

Conflict

Culture

Dynamics

Emotion

Energy

Expression

Harmony

Interaction

Movement

Pattern

Recalling

Repetition

Rhythm

Shape

Space

Sound

Tension

Transformation

Unity

Sample Process BIG IDEAS

- ◆ Planning
- ◆ Practicing
- ◆ Directing
- ◆ Choreographing
- ◆ Composing
- ◆ Designing
- ◆ Critiquing
- ◆ Sculpting
- ◆ Writing
- ◆ Inventing
- ◆ Drawing
- ◆ Collaborating



Big ideas used to focus the Erickson Drama/Learning Program

- ★ **C**oncentration
 - ★ **I**magination
 - ★ **T**ransformation
 - ★ **I**mitation
 - ★ **C**ollaboration
- = **C.I.T.I.C.**



Look at These Fine Art Big Ideas

- Erickson Drama/Learning Curriculum
- Illinois Fine Arts Resource Manual

**What are your Organization's Big Ideas?
Your Turn to Try!**

Big Ideas can be Explicit or Implicit

- ◆ **Explicit:** Fully or clearly expressed; not implied
- ◆ **Implicit:** To be assumed though not fully expressed

What are the Big Ideas in These Standards?

- 1. Analyze how tempo and tone/timbre in music affect a listener**
- 2. Describe the sensory elements of a dramatic performance: visual, aural, oral, kinetic**
- 3. Identify the principals of visual art**

Step #1: What are the Big Ideas?

1. Look at standards
2. Analyze them for Big Ideas
– Explicit and Implicit
3. Circle explicit Big Ideas
4. Write in margins your implied Big Ideas

Talk About it....



STEP #2

**FIND THE ENDURING
UNDERSTANDINGS IN EACH
STANDARD YOU THINK MIGHT
WORK TOGETHER**

STEP #3

COMBINE THE
UNDERSTANDINGS INTO ONE
ESSENTIAL QUESTION

Conflict

Crisis

Plot

Character

Setting

Theme

Conflict happens as part of an event.



How are conflicts resolved?

Fine Arts Drama Standard: Apply the elements of dramatic structure to a story and create a drama/theatre work.

IMPLICIT

Health Standard: Understand the causes and consequences of conflict. EXPLICIT

What happens as a result of conflict?

There are many types of conflicts and many causes.

Conflict can lead to bad things happening.

What causes conflict?

Pattern

Structures

Numbers



Space

Patterns give us information.

Energy

Why are there patterns?

Shape /Level

Fine Arts Dance Standard: Identify and experiment with choreographic devices to create simple movement patterns and dance structures (for example, AB, ABA, theme and development). IMPLICIT

Math Standard: Identify repeating patterns in numbers EXPLICIT

Patterns are manmade and found in nature.

Where do we find patterns?

What happens if you change a pattern?

Patterns help us remember.

What can patterns tell us?

The Planning Process?

Step #1 Find Big Ideas that match in the two standards

Step #2 Brainstorm many EUs for your academic Standard **then** Select the best one for the lesson

Step #3 Write one EQ for transference between the two standards

Step #4: Assessment

Step #5: Plan activities and Experiences



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