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1701 Castle Ave.  
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Multi- Disable 5th-8<sup>th</sup> Grades  
Language Arts, Visual Art

## **”Our Community Is Our Art”**

### **Standards:**

#### **Language Arts**

##### **Acquisition of Vocabulary Standard**

Students gain vocabulary skill through exposure to language-rich experiences, such as reading books, environmental signs and other texts as well as conversing with adults and peers. They use context clues, and direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through grades, they become more proficient in applying their knowledge of words. (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

##### **Writing Applications Standard**

Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure their writing according to audience and purpose.

### **Visual Art:**

**Content Standard: Creative Expression and Communication Students create artworks** that demonstrate understanding of materials, processes, tools, media, techniques and available technology. They understand how to use art elements, principles and make to communicate their ideas in a variety of visual forms. Benchmark A: Apply knowledge of materials, tools, media, techniques and processes to communicate subject matter, themes or ideas in a variety of visual forms. Grade 5, #2 Explore different approaches to creating art (e.g., by artist, style or historical period).

**Performance Objectives (Activities):**

1. Students take field trips to take photos of Art in our daily lives.
2. Each student develops their photos and displays photos in student constructed photo album.
3. Each student constructs sentences to match their photos describing the specific place photographed and the art experienced from each student's perspective of color, shape and size.
4. At the completion of photo project students can read and visually relate Artistic elements to assist in the identification of his or her surrounding with in their community.
5. Students create their own sign on poster board with a choice of various tools.

**Scope and Sequence:**

**Building on previous content:** Students have previous knowledge and practice of identification of colors, shapes and size. The students can also recognize the vocabulary corresponding to color, shape and size. They also have prior lessons of identification of survival words in the school building. (e.g., EXIT, color red, EMERGENCY).

**Building on Future Content:**

Students independently relate skills experienced and identify Public Buildings of purpose in their daily lives. Students add to photo album/scrapbook through out school year.

**Vocabulary:**

Shape  
Color  
Sign  
Big  
Little  
Community

**Materials:**

Digital Camera  
Three Ring Binders  
Page Covers  
Glue/Scissors  
Writing Paper  
Markers  
Crayons  
Poster Boards  
Tempra Paints/B rushes

**Procedure:**

Day 1: Students construct a photo album/scrapbook with pictures glued on white paper and placed in page covers within a notebook binder. Each student's album has at least 12 pages.

Day 2, 3, and 4: Students with teacher's assistance write 1-2 sentences about photos taken by each student. Sentences must consist of observations of color, shape, and/or size captured in each photo. Teacher sits with each student and asks the follow questions about the photos the student has taken: What do see? What shapes do you see? Can you point to that shape? What colors do you see? Can you point to that color? What size are the letters on the sign are they big letters or little letters? Why would we go to this place? The teacher then assists students in construction of sentences for each photo. Student writes sentence on notebook paper and cuts and pastes it under each of their photos.

Day 5, 6, 7, 8 and 9: Vocabulary is reviewed with whole class. Each of our five students read their book to the class.

Day 10: Each student is given a poster board and choice of media to make their favorite sign. Materials available are Stencils, Markers, Tempra Paints, glue and scissors.

Our Community

Is

Our Art



The letters are  
big and little.  
MY MOM MUST STOP AND  
GET HER CAR WASHED.



our fire station  
has orange brick  
rectangles and half  
circles.



The sign is shaped  
like a square.

## RUBRIC

My photos and poster show me colors, shapes, size and words I can read by myself. Art is everywhere in our community	4	3	2	1
I have taken at least 5 photos.				
I have identified color in each photo.				
I have identified size in each photo.				
I have identified shapes in each photo.				
I have written at least 1 sentence about each photo.				
I can read my entire book.				
I have created my own sign.				