

3rd grade Shared Reading to Learn in the Visual Arts

Student Learning Goal Statement

Students will understand art vocabulary can be used to describe and respond to public art (for example: murals, public sculpture, installation art, architecture).

Students will transfer the comprehension strategies of: INFERRING and SUMMARIZING.

To dig into the Public Art by finding the:

- Main idea (of the Public Art)
- Text (visual) evidence
- Text (visual) features

Rationale for Goal Selection

The students in the 3rd grade studio classes are digging deeper into the functions of art by looking at public art/ art in public places.

During the Social and Cultural Functions of Art: Honoring Remembering and Teaching unit students demonstrate understanding art for public spaces can influence many people or perform social functions.

To combine and meaningfully integrate with the reading UIP at Normandy Elementary School students will engage in uncovering the Main Idea and Details. The students will use comprehension strategies (inferring and summarizing) to uncover main ideas and supporting details in a variety of texts and also of public art images.

Measurement Approach

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Baseline Assessment: Students will view public art through the lens of audience /environment specific art works and record their interpretation by writing the meaning/message of the work.

Mid-Assessment: After engaging in a visual arts teaching and learning cycle focused on the same 4 public art works, students will read a texts about the works. They will in table teams of 3-4 create anchor charts of 'what we know about... the main idea of the work'

Post –Assessment: Practice in the strategies of Inferring and summarizing students will write a critique of a the same public work we started with—our shared ' looking' is intentionally grounded in the same 4 pieces to allow children the opportunity to carve a more meaningful interpretation of the work.

We will use a 10-point writing rubric aligned with Visual Arts Standard 1 and Visual Arts Standard 2 for the Public Art Critique.

Body of Evidence: Anchor Charts on our Shared Reading to Learn about the public sculpture. Written critique of a public sculpture

Instructional Targets

All students transfer reading and comprehension skills to visual arts by digging into 4 public art works then writing a critique on one of the public art works.

From a field of approximately 100, 25 or 25% students will score 8-10 on the 10-point Public Art Critique Rubric; 60 or 60% will score 4-7 on 10-point Public Art Critique Rubric; 10 or 10% of students will score 1-3 on the 10-point Public Art Critique Rubric

Distribution of Points

1 -3 = Partially Proficient

4-7 = Meeting Standard

8-10= Exceeding Standard