

**Young Audiences, Inc.**  
**Arts for Learning Lessons: Scope of the Units and Residencies**

9/15/08

Units <sup>1</sup>	Primary Literacy Concepts and Skills <sup>2</sup>	Art Form, Specific Art Techniques & Elements	Text Genre & Literary Work(s)	Instructional Time <sup>3</sup>	Residencies related to Units, <sup>4</sup> Art Form, and Key Arts Terms/Skills
<b>Unit 1:</b> <b>Upside-Down Fairytales</b>	Point of view, Story elements	<i>Theater:</i> Tableau Facial expression, Vocal Expression, Gesture, Body shapes, Levels, Playing space	Fiction: Familiar & Upside-down Fairytales  Texts: The original <i>Three Little Pigs</i> ; <i>The True Story of the Three Little Pigs</i> by John Scieszka; <i>The Cat and His Master</i> by Charles Perrault	Unit: 9-12 hrs. 15 Lessons/15-75 min. each	"From the Page to the Stage" Grades 4-6 <i>Theater</i> Script adaptation, Scene composition, Blocking
<b>Unit 2:</b> <b>Graphic Story Adventures</b>	Visualization, Story elements, Author's choice	<i>Visual art</i> Graphic Novels using text & illustrated panels Drafting, Sketching, Line, Thought and voice Bubbles, Embedded text, Narrative text; Text type	Fiction: Fantasy/Adventure  Texts: Newbery-winner <i>My Father's Dragon</i> by Ruth Stiles Gannett; <i>Meanwhile</i> by Jules Feiffer (reference for graphic stories)	Unit: 9-12 hrs. 13 Lessons/15-75 min. each	"Drawing Conclusions" Grades 3-6 <i>Graphic Art</i> Illustration, Storyboard, Captioning
<b>Unit 3:</b> <b>Everyday Heroes</b>	Determining importance, Synthesizing, Text-to-text connections	<i>Visual art</i> Collage Shape, Size, Line, Color, Space, Emphasis, Balance, Symbol, Texture	Nonfiction: Biography; Informational Text  Texts: <i>Roberto Clemente</i> by Jonah Winter; <i>Romare Bearden: Collage of Memories</i> by Jan Greenberg (reference for collage); Reference Materials	Unit: 9-12 hrs. 13 Lessons/15-75 min. each	"A Hero's Journey" Grades 3-6 <i>Visual Art: Collage</i> Collage, Visual symbolism, Texture
<b>Unit 4:</b> <b>Planting a Community</b>	Making inferences, Text-to-text connections, Theme	<i>Music</i> Composition & Music Elements Tempo, Rhythm, Pitch, Melody, Motif, Duration, Dynamic, Tone Color	Fiction  Text: <i>Seedfolks</i> by Paul Fleischman (Newbery-winning author)	Unit: 9-12 hrs. 17 Lessons/15-75 min. each	"Sound Shapers" Grades 5-6 <i>Music</i> Composition, Sound score, Motif
<b>Unit 5:</b> <b>Words in Motion</b>	Prosody, Vocabulary/ Word meaning	<i>Dance</i> Choreography & Dance Elements Shape, Levels, Place, Shared space, Mirroring, Improvisation	Poetry: Free verse  Poems: "A Writing Kind of Day" by Ralph Fletcher; "Sparklers" by Mark Vinz; "Dragonfly" by Georgia Heard	Unit: 9-12 hrs. 19 Lessons/15-75 min. each	"What's in the Words?" Grades 3-6 <i>Dance</i> Choreography, Energy, Space

<sup>1</sup>Units are designed with grades 3-8 in mind. Adaptations have extended their use to lower grades.

<sup>2</sup> **Skills and strategies for literacy, learning, and life that are practiced in several or all of the Units:**

▪ compare and contrast ▪ interpret and represent ▪ cause and effect ▪ prediction ▪ description ▪ visualization ▪ making inferences ▪ sequencing ▪ determining importance ▪ synthesizing ▪ summarizing ▪ questioning ▪ critical thinking ▪ creative thinking ▪ vocabulary development and use ▪ fluency ▪ revising for better understanding in reading and writing ▪ reading with expression ▪ general writing skills ▪ expository writing ▪ writing to entertain ▪ teamwork ▪ peer review ▪ planning ▪ presentation skills ▪ self-assessment ▪ self-discipline

<sup>3</sup>**Instructional Time:** As part of every Unit, students read and analyze texts and create both written and art work for performance or presentation. Each Unit includes four sections: 1) Unit Overview for Teachers (not included in instructional time); 2) Instruction and Guided Practice; 3) Instruction and Cycles of Independent Practice; and 4) Perform and Inform. These sections are divided into sequential Lessons. Instructional times vary according to student needs and strengths, as well as teacher experience using Arts for Learning.

**Professional Development Time for Teachers:** 3-4 hrs. of training per Unit, preparation as needed; 1-2 hrs. planning with teaching artist(s) per Residency

**Support materials for teachers:** Each Unit includes a teacher's guide, student notebook, literary texts, classroom posters and transparencies. In addition, Units 4 and 5 include a music CD. The teacher's guide provides an overview of the Arts for Learning conceptual model (e.g., the "How People Learn" framework based on learning science and leveraging learning in art and literacy for measured achievement in literacy), a glossary of terms, and a Unit overview. Teachers review the guide in their professional development session. *Districts will receive a master CD-ROM and hard copy of support materials that they can reproduce for teachers.*

<sup>4</sup>**Residency Design:** A4L Residencies adapt the "How People Learn" model for teaching artists to use in classrooms. The Residencies provide deep and sustained experience in at least one art form, and highlight commonalities between reading, writing, and artistic processes. Each Residency typically consists of five 45-50-minute sessions, including a culminating event in which students present their work to members of their school community. Residencies may be presented a) after students complete an A4L Unit (as an extension and reinforcement of that Unit) b) before an A4L Unit (to introduce work with an art form and to pre-figure integration of the arts and literacy), or c) apart from work with an A4L Unit. Each Residency has a suggested grade range, but may be adapted for use in grades above or below that range.