

Lesson: *IMAGINING TREES*

Teacher: *Jenny Burrow*

Overarching Standards-based Concepts Guiding the Lesson Design	Evidence Demonstrating Students' Knowledge	Pre-Assessment of Students' Knowledge & Skills	Assessment	Process
<p><i>Enduring Understanding = THE BIG IDEA:</i> <u>Unit Overview: "Imagining Trees"</u> Guided by the subject of trees, students will tap their creative resources to enhance this information to integrate the disciplines of music, visual arts, language arts, history, math, and science to study and learn about all the characteristics of trees. This unit will reach all learning modalities, and is good for students, grades 1 through 5, with modifications.</p> <p>Standard(s) Addressed:</p> <p><u>Music: 1:</u> 1.0, 1.2, 1.3, <u>2:</u> 1.5, 4.1, 4.3, 5.1, 5.2 <u>3:</u> 1.3, 1.4, 1.5, 4.3, 5.1, 5.2 <u>4:</u> 1.4, 1.6 *NOTE: Standards listed are for the introduction only to this unit.</p> <p>Knowledge and Skills Students Will Need/Demonstrate:</p> <ol style="list-style-type: none"> 1. Season/ weather changes/effects on trees 2. Physical characteristics of trees 3. Free-form poetry 4. History of trees: what is indigenous to area studied 5. Analytical skills of paintings/works of art 6. Analytical skills of music, mood, tempo, musical "color" 7. Understanding of basic color theory 8. Chart/graph changing weather conditions 9. Familiarity with classical music and interpretation/analysis 	<p><i>In what way(s) will students demonstrate what they have learned? (e.g., the product or the performance)</i></p> <ol style="list-style-type: none"> 1. Oral response in whole class participation. 2. Written response critiques 3. Poetry (Oral/written) 4. Charts / graphs on weather / temperatures 5. Research paper 6. Art work 7. Journal 8. Dramatic presentation 	<p><i>What will you do to find out what students already know?</i></p> <ol style="list-style-type: none"> 1. Present four seasons posters and ask what they have in common, and what is different about them. 2. "Brainstorm" what students know about trees (written, either whole class or individually to share) 3. Play some of Vivaldi's <u>Four Seasons</u>, and ask students what the music seems to mean, how it could be relevant to trees, and how it makes them feel. 4. Display one of Locker's Sky Tree posters and brainstorm whole class poetry. <hr/> <p style="text-align: center;">Teacher's Needs Assessment</p> <hr/> <ol style="list-style-type: none"> 1. Knowledge of Vivaldi, his history, and history of <u>The Four Seasons</u>. 2. Knowledge of "movements" in the design of music; i.e. the four movements of <u>The Four Seasons</u>. 3. Knowledge of the elements of music, and how composers used these elements to tell a story. 4. Knowledge of the elements of visual art. 5. Specific science of the anatomy and function of trees 6. Standards for Science, History, Math, Music and Arts for lesson planning 7. Charting/graphing skills to track weather/seasons 8. Free form poetry 	<p><i>What will be your final assessment of students, in which they demonstrate what they have learned? (consider formative and summative assessment)</i></p> <ol style="list-style-type: none"> 1. Written critiques/analysis of music and visual arts 2. Graphs/charts of weather/seasons 3. Artwork 4. Research paper 5. Informal oral responses whole class 	<p><i>How will students move toward achievement of the concept and standards?</i></p> <p>Learning Sequence:</p> <ol style="list-style-type: none"> 1. Present poster or print of a tree in a distinct season. 2. Use questioning strategies to persuade students to look at poster. 3. Conduct an open Free poetry challenge with whole class – record as given. 4. Play Vivaldi's Four Seasons. 5. Discuss the four seasons, list and discuss characteristics of each. 6. Discuss the music, and how it portrays those characteristics in musical tone, tempo, and melody. 7. Continue unit with science, history, art, and research components to complete unit. <p>Vocabulary: musical tone – tempo - analysis Expression – Vivaldi - seasons</p> <p>Equipment, Materials, Resources: CD of Vivaldi's Four Seasons/CD player John Locker's Sky Tree John Locker's Sky Tree portfolio Overhead Paper/pencil for recorder Chart paper or overhead for seasons discussions *NOTE: These are only for introduction to unit. Equipment, materials and resources expand as unit is completed.</p>

Once a tree
stood alone on a hill
by the river, Through the
long days, its leaves
fluttered in the soft
summer breeze.

**Excerpt from Tree Sky; Thomas Locker*

When you look at this painting of the tree on a hill, can you remember how you felt on a perfect summer day?

When you look at this painting of the tree on a hill, if you were painting the “feeling”, what colors would you use?

When you look at this painting of the tree on a hill, what music do you hear that would “take you there”?