

ELA Standard	Arts Standard	Possible Assessment	Lesson Seed Idea
RI.3.6: Distinguish their own point of view from that of the author of a text.	VA:Re7.2.3a: Determine messages communicated by an image.	Have students write a short narrative of these imagined events, in sequence and connecting events to their character's thoughts and emotions, and have them create an illustration of the scene from their perspective.	Look at a historical photograph (i.e. "Playground in tenement alley, Boston, 1909). Ask students to infer what they think the photographer wanted to capture? What was life like for the children in the photograph? How was their life similar to and different from ours? Ask the students to imagine that they are the photographer of "Playground in tenement alley, Boston, 1909." Have them imagine what events led up to the photographer taking this picture, what they were thinking and feeling, and what they wanted to capture.
W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	TH:Cr.1.1.3.a: Create roles, imagined worlds, and improvised stories in a drama/theatre work.	Have students write a narrative describing their character's trip to the park and perform as a monologue.	Have students look at "A Sunday Afternoon on the Island of La Grande Jatte" by Georges Seurat. Using the " Stepping Into the Painting Technique ," have students to stand in tableau and tour the painting, developing stories for each character. Ask each student to choose a character from the painting and develop a story as to the events that brought that character to the park that day (What were they doing? How were they feeling? Who were they with? What are they thinking about at the moment captured in the painting?).
SL.3.5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	MA:Cr3.1.2a: Construct and assemble content for unified media arts productions, identifying and applying basic principles, such as positioning and attention.	Using iMovie or Photostory, have students create a unified production of their self-portrait and their artist statement.	Have students draw a self-portrait, depicting themselves in a way that portrays something important about themselves. Students will write an accompanying artist statement, explaining their choices in creating their self-portrait, and record a reading of their statement.
L.3.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	MU:Cn1.1.3.a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Use the collection of words and phrases to write a poem titled after the chosen concerto.	Listen to one of the four concertos in Vivaldi's <i>The Four Seasons</i> . Instruct the students to write down phrases that come to mind as they are listening. Work together as a class to compile a list of words and phrases thought of while listening. Choose a descriptive word or phrase and challenge them to think in simile or metaphor.