

<b>TITLE</b>	<b>SUBJECT</b>	Writing, Music, Technology
Monster Mania	<b>TEACHER</b>	Crowder
	<b>GRADE</b>	3
	<b>COLLABORATING TEACHERS</b>	Weir, Borneman, Gibson

KEY LEARNING(S)	PROJECT ESSENTIAL QUESTIONS	OPTIONAL INSTRUCTIONAL TOOLS
Students will write a poem Students use technology to create a video Students will use music to create a mood Students will use voice to demonstrate expression and fluency	How can I convey a mood or message using a variety of presentation techniques—written, visual, performing, and technology.	Acoustical instruments, iPad/cameras and PC's, paint, straws, wiggle eyes, digital recorder, paint brushes

CONCEPT: COMMUNICATION ARTS	CONCEPT: COMMUNICATION ARTS	CONCEPT: ART AND TECHNOLOGY	CONCEPT: MUSIC
Students learn structure of a Cinquain Poem	Students create Cinquain Poem about a monster	Students create a blow art monster, taking photos for a stop motion video or video	Students use acoustical instruments to design music for video, taking into consideration the mood of the video and then use their voice to expressively narrate their poem

LESSON ESSENTIAL QUESTIONS	LESSON ESSENTIAL QUESTIONS	LESSON ESSENTIAL QUESTIONS	LESSON ESSENTIAL QUESTIONS
What are the characteristics of a Cinquain Poem?	How can I use words to convey my ideas? How do I select the best words?	How do I use technology effectively to publish work? How can I use visual arts and media arts to convey a message?	How can I convey mood using music?

VOCABULARY	VOCABULARY	VOCABULARY	VOCABULARY
Cinquain, adjectives, nouns, verbs, thesaurus	Cinquain, adjectives, nouns, verbs	Stop motion video; blow art	Theme; acoustical; digital; mood; imported

**ADDITIONAL INFORMATION**

This is an arts integration unit for a third grade classroom. Collaboration is occurring between the classroom teacher, the music teacher, the librarian, and the building technology specialist. The students will create a blow art monster and then write a cinquain poem about their monster. Students will be working with a partner as they create their monsters and take photos of the process. One student will photograph while one creates; in the next session they will reverse roles. They will then create a stop motion video using the photos. They will create music using acoustical instruments during music class and record their creation with a digital recorder. This music will then be imported to their video. Finally, they will record themselves reading their poem, practicing expression and fluency, and import that to the video. They will publish their videos to a secure site for parents and grandparents. We will be using iMovie, digital recorders, and Garage Band.