

Milltown Integration Plan

Please use this template to plan strategies for fostering an interdisciplinary approach by integrating STEAM concepts into your grade.

Teacher(s): Megan Rademacher

Grade(s): 4th - 8th

Subject Area(s): Art, Creative Arts, and Art History

Common Practices Plan:

When do you anticipate implementing key common practices with your students? Please list a unit / topic, as well as an approximate time of year by month or marking period using the table below.

Common Practice to implement:	Unit / Topic that will be used for Implementation:	Approximate time of implementation:
<p>Teaching with Stations Challenging students to work through different labs, activities, or experiments in stations is a great way to promote creative thinking and problem-solving, as well as foster collaboration among students.</p>	<p>Stations occur throughout the year Workstation/s, Supplystation/s, Teacherstation.</p> <p>The Art Room now has differentiated seating options that function as optional workstation/s: seated tables, a standing table, carpet seating, artist benches.</p>	<p>Full Year</p> <ul style="list-style-type: none"> ● 4th ● 7th: Creative Arts <p>One Semester</p> <ul style="list-style-type: none"> ● 5th ● 8th <p>One Marking Period</p> <ul style="list-style-type: none"> ● 6th ● 7th ● 8th: Art History
<p>Project-Based Learning Project-Based Learning describes activities that allow for students to demonstrate their knowledge through the creation of a project as an assessment.</p>	<p>Students demonstrate knowledge through the creation of all art projects.</p>	<p>Full Year</p> <ul style="list-style-type: none"> ● 4th ● 7th: Creative Arts <p>One Semester</p> <ul style="list-style-type: none"> ● 5th ● 8th <p>One Marking Period</p> <ul style="list-style-type: none"> ● 6th ● 7th ● 8th: Art History

<p>Problem-Based Learning Problem-based learning describes instruction based around the utilization of a design process, sometimes called an engineering design process, or design loop.</p>	<p>Students use a design process for every project, in every grade.</p> <p>I ask students questions to guide them through creative thinking and problem solving during all projects at different levels, difficulty scaffolded based on student age.</p> <p>8th graders are “hired” as graphic designers to create new pop-art themed designs for the marketing department of a company of their choice.</p>	<p>Full Year</p> <ul style="list-style-type: none"> ● 4th ● 7th: Creative Arts <p>One Semester</p> <ul style="list-style-type: none"> ● 5th ● 8th <p>One Marking Period</p> <ul style="list-style-type: none"> ● 6th ● 7th ● 8th: Art History
<p>Visual Brainstorming Utilizing sketches, diagrams, or flow charts to allow for students to brainstorm different ideas, and choose optimal and appropriate ideas based on project details.</p>	<p>Students utilize sketches and brainstorming skills for all art projects.</p> <p>In Art History students learn how to take effective notes utilizing sketching and visual organization skills.</p>	<p>Full Year</p> <ul style="list-style-type: none"> ● 4th ● 7th: Creative Arts <p>One Semester</p> <ul style="list-style-type: none"> ● 5th ● 8th <p>One Marking Period</p> <ul style="list-style-type: none"> ● 6th ● 7th ● 8th: Art History
<p>Experimentation Through this, students should be supported in testing different ideas safely as they work to find the best approach, or a possible answer to a problem.</p>	<p>Students are experimenting in all projects through their exposure to different mediums (art supplies).</p>	<p>Full Year</p> <ul style="list-style-type: none"> ● 4th ● 7th: Creative Arts <p>One Semester</p> <ul style="list-style-type: none"> ● 5th ● 8th <p>One Marking Period</p> <ul style="list-style-type: none"> ● 6th ● 7th ● 8th: Art History
<p>Reflection / Redesign Regardless of how big a project is, students should always have the opportunity to consider how they would improve or make changes based on what they have learned.</p>	<p>In full year and semester long classes students utilize formative assessments worksheets; such as a self-critique.</p>	<p>Full Year</p> <ul style="list-style-type: none"> ● 4th ● 7th: Creative Arts <p>One Semester</p> <ul style="list-style-type: none"> ● 5th ● 8th

		<p>One Marking Period</p> <ul style="list-style-type: none"> ● 6th ● 7th ● 8th: Art History
<p>Creating Real-world Connections</p> <p>With this, we want to provide students with a possible reason as to why they need to know this, or who out in the world uses this knowledge everyday.</p>	<p>Frequently art projects expose students to diverse perspectives fostering global awareness and real-world connections.</p> <p>In all classes students learn how art is integrated into everything around us.</p>	<p>Full Year</p> <ul style="list-style-type: none"> ● 4th ● 7th: Creative Arts <p>One Semester</p> <ul style="list-style-type: none"> ● 5th ● 8th <p>One Marking Period</p> <ul style="list-style-type: none"> ● 6th ● 7th ● 8th: Art History
<p>Foster Design Thinking</p> <p>Inquiry based learning through the implementation of a problem solving process in order to develop a model or solution to a proposed problem.</p>	<p>Students use design thinking throughout their five years of education in my classroom through a scaffolded progression of skills.</p>	<p>Full Year</p> <ul style="list-style-type: none"> ● 4th ● 7th: Creative Arts <p>One Semester</p> <ul style="list-style-type: none"> ● 5th ● 8th <p>One Marking Period</p> <ul style="list-style-type: none"> ● 6th ● 7th ● 8th: Art History
<p>Promoting Empathy</p> <p>As you choose real-world connections, relatable experiences, and constraints for your projects, challenge students to design solutions to help others.</p>	<p>Frequently projects challenge students to incorporate their heritage and diverse cultural perspectives to prepare students to navigate our diverse world.</p>	<p>Full Year</p> <ul style="list-style-type: none"> ● 4th ● 7th: Creative Arts <p>One Semester</p> <ul style="list-style-type: none"> ● 5th ● 8th <p>One Marking Period</p> <ul style="list-style-type: none"> ● 6th ● 7th ● 8th: Art History

Interdisciplinary Project Plan - MP1 / MP2

Using the table below, plan and describe an opportunity for a larger-scale interdisciplinary project to take place in your classes.

Unit 2

Emphasis, Pop Art Marketing Design

Project Summary: Students are “hired” as graphic designers for a company of their selection. Students must create a pop-art style marketing design for that selected company or one of their products, drawing inspiration from Pop Art Artists like Andy Warhol, Keith Haring, and Burton Morris.

Project is introduced to the class with a Google Slides presentation and class discussion.

- **Objective:** Students design a Pop Art-inspired advertisement for a product or company of their choice, emphasizing bold visuals and consumer appeal.
- **Enduring Understanding:** Emphasis directs the viewer’s attention and creates impact in art.
- **Essential Question:** How can emphasis influence an audience’s perception of a product?
- **Standards Met:**
 - **Creating:** VA.1.8a (Design artwork to communicate a theme).
 - **Presenting:** VA.1.8a (Evaluate effective techniques for impactful presentation).
 - **Responding:** VA.1.8a (Interpret meaning through analysis of visual emphasis).
 - **Connecting:** VA.1.8a (Relate artistic ideas to cultural and consumer influences).

Lesson Activities:

1. **Pop Art Study:** Explore works by Andy Warhol, Keith Haring, and Burton Morris.
2. **Brand Selection:** Students choose a product or company to advertise.
3. **Design Process:** Plan and create a bold, graphic design using bright colors, repetition, and patterns.

STEAM Connections:

- **Science:** Psychology of color theory in advertising, how colors influence emotions and decisions.
- **Technology:** Explore how technology has changed advertising and graphic design, even though students create their marketing designs by hand.

- **Engineering:** Principles of product packaging and marketing design.
- **Art:** Study of Pop Art and commercial design techniques.
- **Math:** Ratios and scaling for creating visually balanced compositions.

Historical Connections:

- **Andy Warhol & Roy Lichtenstein:** Key figures in Pop Art, known for their commercial-style imagery.
- **Keith Haring & Burton Morris:** Used bold, energetic lines and bright colors to capture attention.
- **Historical Posters (WWII, 20th Century):** Early examples of high-contrast marketing art.