

8th GRADE INTEGRATED PROJECT

PROGRAM SUMMARY:

The Integrated Project (IP) is a year-long study that spans the curriculum. Students choose a theme or topic they want to study and integrate it into each subject within each of the disciplines throughout the year. Through the visual and dramatic arts, and often the performing arts and technology, students bring their fully integrated topics to life in an evening program.

ABOUT THE PROGRAM:

The Integrated Project (IP) is a year-long study that spans the curriculum. Students choose a theme or topic they want to study. They integrate this topic into each subject within each of the disciplines throughout the year. An evening program in June gives multimedia evidence of the extent of student learning. Through the visual and dramatic arts, and often the performing arts and technology, students bring their fully integrated topics to life.

IP represents the culmination of integrated studies at Mandel JDS, a foundation of the school. The target audience is our 8th grade class, typically 20-25 students each year. The program takes place at the school but includes field trips to the Cleveland Museum of Art during the school year.

IP provides a web through which the various subjects are woven together. Students are encouraged to consider a *core theme* for their project, including a master painter, key historical event or theory, a key scientific discovery or invention, related exploration through fiction or nonfiction, musical interpretation or related Hebrew and Judaic exploration.

To set the stage for IP, 7th graders (soon to be 8th graders) go to the National Gallery of Art in Washington, DC or the Cleveland Museum of art, depending on the year, where they explore the various periods/schools/movements of art and see the artists connected with each. They prepare for a summer assignment in which they research three artists from different periods or schools.

During September, as 8th graders, students research artists through museum Websites, Janson's History of Art, The Oxford Dictionary of Art, periodicals on artists in the art room. Students choose an artist and investigate the life, period or

school of art, public response to the artist at the time, and find some interesting personal tidbit about the master (Cezanne's father wanted him to be a lawyer). During a second visit to the art museum, students choose one to study/emulate for the semester. Each 8th grader creates a PowerPoint to support an oral report they give to their peers.

They take an art history test to make sure they have a clear understanding of the work of the artists being studied in the class. They then paint a still life (from life) emulating the style and technique of his/her artist. If they are painting a portrait, the student looks in a mirror and uses the artist's color palette, brushstroke and composition. If the subject is a still life then the student sets up a still life and paints from life.

During each of the following months, students extend their studies through the lens offered by each discipline.

In the spring there is a third trip to the museum, on a Sunday. Students act as docents and discuss the life and work of their artist while standing before a representative painting. Our museum allows us to bring the student paintings into the museum and the 8th graders explain the emulation process and their relative successes and failures.

Parents, grandparents and other museum goers attend each child's presentation.

Finally, students assimilate all information in preparation for the culminating evening event. Just prior to graduation, students invite their families and the Mandel JDS community to their Integrated Program presentation. They prepare an oral presentation employing a venue of their choice. One young man wears a suit and delivers a lecture on Leonardo as artist, author, musician, inventor while another student converts the stage to a speak easy swaggering to the microphone as a gangster Bugsy Malone as he relates the evils of prohibition to the guys and gals (costumed faculty members) at the back table. Another student interacts with the computer and large screen TV as he expounds on his theme, "Showing the World in a New Way." Students play musical instruments, sing or dance while explaining their learning. Prior to the evening each student prepares an 8 x 8 foot display that visually displays their theme, knowledge gained and the conclusions they have drawn about their area of study. Together these boards create a "set" for the performance.

Students are graded on their oral presentation and accompanying PowerPoint that is presented to the class and the art history exam. They also complete a self-evaluation of their paintings. The end of the year evening presentation is an exit project that occurs two days prior to 8th grade graduation. For this "graduation through exhibition" program, standards are set and articulated to the students so they know the expectations of their teachers. For example, their presentations are limited in length (and scored accordingly) so the students learn to choose the most important facts and limit their presentations. Each 8th grader's IP advisor grades his/her student(s) for their IP by averaging the grades from each subject and assessing the work ethic of the student. Students are informed that process as well as the product is taken into consideration when grades are given.

Each student is assigned a mentor and meets with that person regularly to brainstorm, revise and edit the work in progress. Mentors also provide accountability and encouragement. We believe that having these individuals in place helps us to know whether or not someone is succeeding along the way, with opportunities to steer them back in the right direction, if needed.

We believe we have refined a wonderful, truly integrated program, a natural outgrowth of the way in which our school is structured starting in kindergarten. By integrating all of our disciplines, we believe we achieve academic excellence. Our students meet their world with intellectual, spiritual, cultural and personal depth. We help develop confident critical thinkers who become lifelong learners. We would be delighted to share aspects of our program with interested schools.

LESSON PLANS SHOWING INTEGRATION: See attachment on page 7.

Impact:

- Lifelong learning exercise. Once they leave the school, students' parents tell us that their children refer to it often, especially the art history component.
- It is a program that truly makes a difference in how students learning in high school and college. In part because of this program, they are truly prepared to take on academic challenges and know how to present themselves.

What aspects of the program work?

- Each student gets to be an independent learner. This program is, in many ways, an independent studies project. THEY get to choose a topic that speaks to them and have an opportunity to learn about something about which they are interested and develop the subject in great depth and different vantage points.
- They learn a great deal of research and writing skills through practical application.
- It is truly the culmination of their time at our school. These skills they have a chance to display are all developed throughout their time at Mandel JDS.
- Staff is very approachable and students are able to find help everywhere.

What aspects of the program do not work?

- We are not convinced the final event (essentially a 5 minute show-and-tell) works. It is too difficult for each student to express the depth and vastness of their learning in this short period of time. Oftentimes, parents tell us that the significance of the Integrated Project clicks during the Art Docent Program toward the end of 8th grade. This is a time when students really get to display their wares and have more than 5 minutes to do so.
- Not every student is a talented signer, pianist or actor. Yet, the final event assumes that is the case.
- It is difficult to explain the IP program to new staff.
- It is difficult to find time for staff to ALL meet about it. Many of our staff members play a role and they each have many additional responsibilities.
- We used to assign individual advisors to our students for this program and we learned that did not work. Students still approached teachers with whom they have the best working relationships and sometimes that was not the person assigned to them.

STUDENT WORK

- Indicate the author and grade level of each student work sample.

All participating students were in 8th grade, last year.

Abrams, Reed	Wayne Theibaud	Food
Borow, Sarah	Johannes Vermeer	Fashion
Browner, Sophie	John Singer Sargent	Stage?
Flatow, Kyle	Frans Halls	War
Frydenberg, Leah	Georgia O’Keeffe	Communication
Goetz, Rachel	Janet Fish	Interior Design/Architecture
Goldberg, Logan	Winslow Homer	conquest/imperialism (pirates)
Gordon, Callie	Charles Baughman	photography
Graham-Mumma, Adam	Vincent Van Gogh	discovery
Grossman, Rachael	Rachel Ruysch	Medicine
Joseph, Tamara	James Rosenquist	Imagination
Lewis, Claude	William Sidney Mount	Music
Linden, Jessica	Pierre-August Renoir	perception
Rose, Clara	Edgar Degas	Dance
Rudow, Leah	Henri Rousseau	animal rights
Ruzhitsky, Daniel	Jacopo Tintoretto	human body
Segar, Caleb	Camille Pissarro	beginnings
Strauss, Harry	Edward Hopper	The Freedom to...

CONNECTION BETWEEN EACH STUDENT SAMPLE AND THE INTENDED LEARNING OUTCOMES OR PROGRAM GOALS.

Tamara, Kyle and Leah highlight the way students become the center around which their integrated project evolves. Their curiosity weaves a theme through multiple disciplines, allowing them to make connections which are both personal and interdisciplinary. One goal of the Integrated Project is to open the eyes of our students to the way human thought and action play out across time and cultures, influencing and linking the arts, politics, music, literature, Jewish and general history, science and technology. While each student's project is specific, as they work they share ideas and support one another, developing a broader appreciation for the scope of the human imagination. Students teach one another, learn from each other, and are introduced to many periods of time not covered in a traditional curriculum.

OTHER:

8th Grade Integrated Project Video Link: <https://www.youtube.com/watch?v=kSuwrZ9A4zo>

Please note that the video was filmed about 2 years ago, before our school became the Joseph and Florence Mandel Jewish Day School.

LESSON OR UNIT PLAN FOR THE INTEGRATED PROJECT

(With an Emphasis on the Art Component)

ART:

Date	Unit/Theme	Outcomes (Students will be able to...)	Content	Strategies	Assessment
8/29	Cleveland Museum of Art	Walk the galleries from Renaissance through Contemporary periods to begin to think about the artists they will be studying	Overview of the history of art.	Questions, participation and observation.	Teacher observations.
9/3 – 9/12	Research – art history	Choose artist about which they will teach and emulate.	How to skim material for essential information.	Look through books, periodicals and Internet information to help with decision-making.	Teacher observation
9/16 – 10/3	Artist research and create PowerPoint	Research artist of choice Create PowerPoint to support information (use criteria provided to them) Write question and answer about their artist, for inclusion in test.	Refer to questions on criteria sheet for oral presentation regarding research of artist	Through preparation for class and presentation on artist	Teacher evaluation

10/3	Art history oral presentations	Present to peers regarding master artist of choice using PowerPoint to support words and show work of artist.	About their chosen master painter	Will learn from oral presentation of their peers; will take notes and will also rely on teacher-prepared study guide.	Presentations will be videotaped and evaluated by teacher according to distributed criteria.
10/20	Test	Complete art history exam.	To recognize many of the periods/schools in the history of art from the Renaissance through to contemporary time (70-question exam).	Study guide and wall of reproductions prepared by each student and posted by teacher.	Graded test
10/24-10/28	Drawing for composition to emulate a master painter	Use previously acquired life drawing skills to sketch a composition on manila paper	How to emulate the composition of a master painter	By looking at objects in front of them and quickly sketching them onto a piece of paper using the composition of their chosen artist. Teacher demonstration.	Individual critique by teacher.
11/14 – 1/30	Painting demo-color-composition/brush stroke Begin painting	Apply paint to canvas using the colors, composition and brushstroke of the master painter they are emulating.	To use color theory from past experiences, use brush stroke, emulate a master painter.	Mix colors-recall color theory from prior years using acrylic paint on canvas.	Self-evaluation and teacher evaluation based on established criteria.

LANGUAGE ARTS AND TECHNOLOGY: Students are to come up with a topic (in relation to their theme) about which they want to learn. They are, then, required to demonstrate their learning to the class in some sort of presentation or product. Examples from the past:

Student with “imagination” theme: created a short film that includes one story (one with and another without sound). The version without sound appears to present an ominous clip. The one with sound makes clear this is not the case. The point is to show that our imagination can greatly influence our perception or reality.

A student with an “interior design/architecture” theme, researched different principles of design (modern, Victorian, etc.) and then applied them to a digital model of a house that she created using an app on the iPad.

A student with a “body image” theme created an educational brochure depicting the impact of “photo shopping” on magazines and other print media. She discussed the history of photo alteration, its effect on society, and why it is important her generation.

A student with an “animal rights” theme conducted a survey at school to determine the percentage of people who use products that test on animals. From there, she created a presentation in order to educate people on animal-friendly products that can be used as alternatives to the popular brand.

A student with a “food” theme interviewed Cleveland Plain Dealer restaurant reviewer Douglas Trattner. Through his interview, he learned about reviewing restaurants, what to look for, and how to describe them. Then, he went to a restaurant and wrote his own review.

A student with a “beginnings” theme researched the history of the English language and how it came to be. Once he understood that piece, using the Oxford English Dictionary, he traced five words of his choice through history. He learned about word origins and why things are named the way they are. It took the form of a formal research paper.

BIBLE: Each student had to find a Bible story where their theme figured prominently and wrote an essay about it. They had to cite the particular story and retell it in their own words. Finally they had to explain the role of their theme in the story.

HEBREW: In Hebrew, students must pick a topic related to their overall theme, one that somehow relates to Israel. They need to research the topic and write a report. The idea is that, from Kindergarten to eighth grade, they have acquired the

skills to write and then type the report completely in Hebrew. Those students in the lowest proficiency class write a 3-4 page report, while those with a greater proficiency write up to a 10 page paper.

SCIENCE: The science component of the Integrated Project is an experiment that follows the scientific method and relates to the student's IP theme. They have to complete all of the steps of a science fair project and present their findings as a scientific research paper including: 1. Question 2. Background and Purpose, 3. Hypothesis, 4. Methods, 5. Results/Data, 6. Conclusion, and 7. Presentation. The teacher provides detailed guidance for each of these sections and provides information on due dates, by section, as well as a rubric that explains how to receive full credit for each section.

MUSIC: Music IP component includes two parts: 1. A 3-5 minute musical collage using Garage Band (a software application that allows users to create music or podcasts), 2. Any *one* item from the list below "Performance-based:"

- a. Compose a piece of music in the style of a specific composer or genre and organize a group to have it performed or perform it yourself. The composer and genre need to be approved by your music teacher.
- b. Choreograph a dance in the style of a specific composer or genre and organize a group to have it performed or perform it yourself. The composer and genre need to be approved by your music teacher.
- c. Create meaningful lyrics in the style of a specific composer or genre and organize a group to have it performed or perform it yourself. The composer and genre need to be approved by your music teacher.
- d. Invent, create, and name a tangible instrument. Then perform a piece of music on your new instrument. Present to the class how and why you invented this particular instrument.

The lesson plan includes a list of materials needed, deadline for submission and criteria for grading (i.e., by element).

SOCIAL STUDIES: In Social Studies, the students had to either write a term paper or create a Website based on their individual topic. The program for the year, loosely follows guidelines set out by the National History Day (www.nhd.org) and evaluation criteria for the papers and/or projects are the same as those of National History Day: <http://www.nhd.org/CreatingEntry.htm> (See Evaluation Forms).