

Teacher Incentive Grant – Example Narrative and Budget

Project Narrative Questions

1. State the title of this project.

Shapes Are All Around Us

2. What grade level will you address with this project?

Grade 1

3. Which disciplines in the art(s) and non-art curriculum(s) will you integrate in this project?

This project will integrate visual arts and math.

4. What is the overarching goal, or big idea you want your students to understand at the end of this project?

Students will understand that recognizing and working with shapes is useful and can inform us in many ways. Shapes can help us to understand concepts in other subjects and can help us to perceive and interpret our world.

5. State the learning objective in the art curriculum that will guide students in achieving this goal.

Visual Art Objective: After completing several activities that explore the qualities of shape, students will combine a variety of circles, squares, triangles, and details to express an idea, person, place, thing, story, or activity (real or imaginary).

6. What ND State Standard(s) will you address with this objective? Keep your project focused by choosing only one or two art standards that directly relate to the above objective.

ND Visual Arts Standards:

4.2.1 Know the differences among visual art structures and functions.

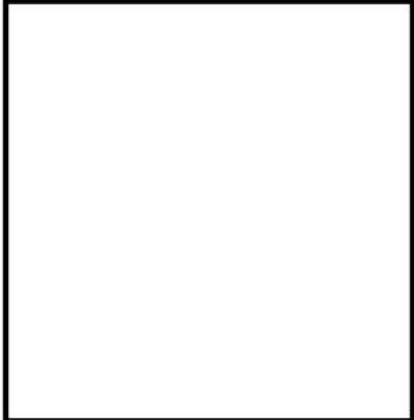
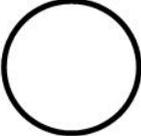
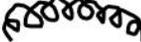
4.2.2 Know how expressive images cause different responses and communicate ideas.

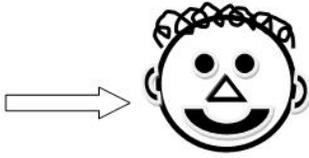
7. How will you measure or assess this objective? Describe the criteria, tools and/or process.

Art Assessment:

The student's completed image includes a combination of circles, squares, triangles, and details and expresses a clear idea, person, place thing, story or activity. The student

demonstrates further understanding by sharing his/her project with others, listening to others share and by completing a self-assessment.

NAME:		
	Yes, I did it!	
I created a picture that others can understand.		
I used several shapes in my picture.		
I added details to my picture using colored markers and other items.		
I added a title to my picture.		
I listened to others talk about their work.		
I told others about my work.		



- State the learning objective in the non-art curriculum that will guide students in achieving this goal.

Math Objective: Given the name of different shapes (square, triangle, and circle) students can correctly recall and draw all three shapes.

- What ND State Standard/Common Core(s) will you address with this objective? Keep your project focused by choosing only one or two Standards/Common Cores that directly relate to the above objective.

Math (Common Core):

1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

- How will you measure or assess this objective? Describe the criteria, tools and/or process.

Math Assessment:

I will assess the students' ability to correctly identify shapes (square, triangle, rectangle, circle, and oval) by using an informal assessment process. Each student in my class has a small white-board. As a class, I will say the name of a particular shape, ask the students to draw the shape on their whiteboard, and then ask them to hold it up for me to see. This will enable me to check which students have mastered the names and properties of each shape and which students need further instruction.

11. Describe the steps or process you will use to implement this project and address the learning objectives.

DAY ONE

- Students will be introduced to the concept of shape by using pre-cut Fun Foam Shapes.
 - Teacher and students will observe, describe and sort shapes according to their properties.
 - Teacher will demonstrate how shapes can be put together to create an image.
 - Teacher will invite students to use their shapes to create several of their own images on a large piece of black paper.
 - Digital pictures will be taken of students' compositions.

DAY TWO

- Teacher will read the story *Harold and the Purple Crayon* to the students.
 - Teacher will pause and ask students to identify the shapes they can detect in Harold's illustrations.
- Teacher will give each student several sheets of purple paper, have them draw and cut out a variety of squares, triangles, rectangles, circles, and ovals. (Teach students to fold and cut two similar shapes at a time.)
- Teacher will invite students to combine the shapes to create an original work of art that tells a story about an idea, person, place, thing, or activity.
- Students will arrange and then glue their composition onto a large sheet of black paper.

DAY THREE

- Students will enhance their compositions with opaque markers and additional white, black, and purple collage objects. (Example: buttons, sequins, glitter, etc.)
- Students will title and sign their completed composition.
- Students share their work by telling a story about the shapes they used and the image they created.

DAY FOUR and FIVE

- Teacher will conduct informal Math assessment.
- Students will complete Art rubric.

- Digital pictures will be taken of each picture, and students will be recorded talking about their picture. The digital images and voice recordings will be combined through Voice Thread and shared with parents during Parent-Teacher Conferences.
- Pictures will be hung in the main entryway of the school.

12. How will you evaluate this project? What evidence will you collect to demonstrate, or tell the story of the overall impact this project had on learning? You may include learning for both students and teacher.

Two – three examples of this evidence must be included in your final report.

For more information on evaluation, see [Project Evaluation-Process and Tips](#) in the Teacher Incentive Guidelines.

I will evaluate this project by collecting and reviewing the following evidence:

- Images students create with the Fun Foam Shapes
- Informal math assessment
- Art rubric (self-assessment)
- Students’ artwork and descriptions in the Voice Thread presentation
- Feedback and comments received from Voice Thread presentation
- Students’ overall engagement

13. If your project involves an artist/art consultant, describe specifically how the artist’s/art consultant’s participation supports the goal and objectives of the project stated above.

There will be no participating artist/art consultant for this project.

Sample Budget

Harold and the Purple Crayon book	\$ 9.00
2 buckets of Fun Foam Shapes @ \$9.00 each	\$18.00
1 ream of 12” X 18” - 80lb. black paper	\$48.50
1 ream of 12” X 18” – 80lb. purple paper	\$48.50
12 bottles of PVA glue @ \$5.00 each	\$60.00
Class pack of Crayola Gel FX Markers	\$45.00
3 packs of purple buttons @ \$4.00 each	\$ 8.00
Purple glitter	<u>\$ 4.00</u>
Total	\$241.00