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The Art of Baseball

What shapes and lines are used to design a baseball field?

Grades: 3-5 | **Arts Subject:** Dance | **Other Subject:** Math

Summary

In this **3-5 lesson**, students will explore the sport of baseball to design and construct a model baseball field. Students will work collaboratively to examine baseball through art, movement, and sound. They will present their artwork and problem-solving process with the class at the end.

Learning Objectives

Create a spatial representation of a baseball field using pattern blocks, tiles, wood blocks, manipulatives, tape, paper, and other assorted materials.

Explain the connection between geometric shapes and real-world examples.

Write an informative text explaining the art-making process.

Plan and present the design and process of building a baseball field.

Create an audio recording using bats, balls, gloves, etc. that incorporates the sounds, rhythms, and words that capture the game of baseball.

Learning Objectives

Create an artistic rendering (i.e., a drawing, collage, or painting) of a baseball field

Enact the movements used in the game of baseball.

Participate in small-group and whole-class discussion.

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Standards Alignment

National Core Arts Standards

- VA:Cr1.2.3a
  Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.
- VA:Cr1.2.4a
  Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
- VA:Cr1.2.5a
  Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.
- VA:Cr3.1.3a
  Elaborate visual information by adding details in an artwork to enhance emerging meaning.
- VA:Cr3.1.4a
  Revise artwork in progress on the basis of insights gained through peer discussion.
- VA:Re.7.2.3a
  Determine messages communicated by an image.

NATIONALCORE ARTSSTANDARDS
https://www.nationalartsstandards.org/content/national-core-arts-standards

National Core Arts Standards

- VA:Re.7.2.4a
  Analyze components in visual imagery that convey messages.
- VA:Re.7.2.5a
  Identify and analyze cultural associations suggested by visual imagery.
- DA:Cr2.1.4b
  Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.
- DA:Cr2.1.5b
  Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.
- TH:Cr1.1.3.a
  Create roles, imagined worlds, and improvised stories in a drama/theatre work
- TH:Cr1.1.3c
  Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.
- TH:Cr1.1.4.a
  Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.

NATIONALCORE ARTSSTANDARDS

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National Core Arts Standards

- TH:Cr1.1.4.c
  Imagine how a character might move to support the story and given circumstances in a drama/theatre work.
- TH:Cr.1.1.5.a
  Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work.
- TH:Cr.1.1.5.c
  Imagine how a character's inner thoughts impact the story and given circumstances in a drama/ theatre work
- MU:Cr1.1.3a
  Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).
- MU:Cr1.1.4a
  Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).
- MU:Cr1.1.5
  Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).

NATIONALCORE ARTSSTANDARDS

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State Standards

- ELA-LITERACY.W.3.2
  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- ELA-LITERACY.W.3.7
  Conduct short research projects that build knowledge about a topic.
- ELA-LITERACY.SL.3.4
  Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- ELA-LITERACY.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.
- ELA-LITERACY.W.4.2
  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- ELA-LITERACY.W.4.7
  Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- ELA-LITERACY.SL.4.4
  Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- ELA-LITERACY.SL.4.5
  Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

COMMON CORE STATE STANDARDS INITIATIVE

http://www.corestandards.org/

State Standards

- ELA-LITERACY.W.5.2
  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- ELA-LITERACY.W.5.7
  Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- ELA-LITERACY.SL.5.4
  Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- ELA-LITERACY.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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Background & Materials

Recommended Materials

- Slide: All About Baseball
- Ballparks of Baseball
- Pattern blocks
- Tiles
- Wooden blocks
- Tape
- Manipulatives, or marbles
- Rulers
- Drawing paper
- Scissors
- Criteria for Success: Building a Baseball Field

Teacher Background

Teachers should have a basic understanding of baseball, and the general design and layout of a baseball field.

Student Prerequisites

- Students should have a basic understanding of baseball or build background knowledge with BrainPop: Baseball or Britannica Kids: Baseball.

Accessibility Notes

- Modify handouts, text, and utilize assistive technologies as needed. Allow extra time for task completion.

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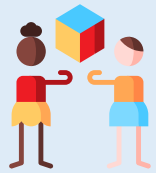
Instruction

Engage



1. **Have the students brainstorm ideas about the sport of baseball with a KWL chart.** Write the word "baseball" at the top of the chart with 3 columns labeled K, W, L. *Ask students: What do you know about baseball? What do you want to know about baseball?* Record and discuss each student's response. Your goal is to help students activate their background knowledge about baseball so that they can make connections between what they already know about baseball and the new knowledge they will gain as they continue with the lesson activities.

Build

1. **Explore pages 2-6 of the Slide: All About Baseball.** *Ask students: What are innings, runs, and outs? How is baseball different from other sports? What two players drive the action of the game?*

2. **Explore a baseball diamond on pages 7-8 of the Slide: All About Baseball. Lead a class discussion about baseball fields using questions such as the following**: *Why is the field where baseball is played unique in sports? What is the difference between foul territory and fair territory? What are some of the elements of a baseball field? What shapes do you see on a baseball field?*

Apply

1. **Visit and explore the Ballparks of Baseball website that shows examples of what baseball fields look like.** Discuss with students the different designs. *Ask students: What do you notice? What patterns and lines are on a baseball diamond?*

2. **Introduce the field-building activity.** Tell the students that they are going to create a baseball field using different materials that may include pattern blocks, tiles, wooden blocks, drawing paper, tape, manipulatives, and marbles. Then they are going to build the field and then give a presentation explaining their work.

3. **Divide the class into small groups and review the Criteria for Success: Building a Baseball Field.** Tell the students that they are going to problem solve to build their baseball field. Explain to students that the goal of this activity is to become active problem-solvers as they experiment with shape and symmetry, make mistakes, make changes and modifications, think about real-world applications of geometric properties, and explore basic geometric properties. Encourage students to experiment but provide feedback when necessary. For example, if they build a baseball field with 10 tiles between home plate and first base, and then use 15 tiles to represent the space between first base and second base, ask them if their field looks the same as the ones they saw on the websites or baseball fields that they have seen in their life experiences. Encourage them to problem-solve with their group.

4. **Allow students time to plan and build their baseball fields.** Give each group rulers, drawing paper, and scissors. Tell the students that they can use these materials to figure out how to build their fields. Others may choose to combine paper, drawing and geometric shapes to create the baseball field.

Reflect

1. **When the students have completed their baseball field designs, provide time for each group to present their field to the entire class.** Ask the class to provide feedback and ask questions about each presentation.

2. **Assess students' knowledge with the following writing prompt:** Describe how your group built the baseball field. Explain in detail how you problem solved and what elements of art you included in the design.

Extend

1. **Have students choose an additional project to help them learn more about another aspect of baseball.** The goal of these activities is to help students see that you can learn about a topic by exploring diverse perspectives. Ask students to choose to work on one of the following three projects:

   Baseball Art: Create a picture or a painting of a baseball field.

   Baseball Sounds: Create an audiotape of the sounds of baseball.

   Baseball Moves: Create a skit that shows the movements used in baseball.

2. **Allow time for students to work on their projects.** Ensure students know how to use the audio and video recording devices. Visit with student groups (or individuals) to explain and/or clarify the handout directions. Provide time for students to research and gather information.

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Credits

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Original Writer	Maureen Carroll
Adaptation	Amy Heathcott
Editor	JoDee Scissors