

## Art Integration Lesson Plan

**Activity Description:** Integration of Science, ELA, and Art through crayon resist watercolor painting and acrostic poems, using the support of informational snow video and pictures showing how snow can look different ways. **\*Lesson may need to be split into two parts\***

1. Short Science Discussion and Review: Have a discussion about how they would describe snow. Show a video and pictures of snow to help explain the processes of snow and what snow can look like.
2. Artist Workshop: Walk students through the steps of creating their own types of snow (go through each step: 1. Use crayon to create foreground and background and big ideas, 2. Using water colors, 3. Creating different types of snow with water colors. (Provide Practice sheets to try out each step: crayon resist, water colors, and the different types of snow). 4. Give students one last sheet to use for their final project: Have students create their final picture- working through the steps.
3. Writer's Workshop : Students will use their snow pictures to create an acrostic poem. \*if students are unfamiliar with acrostic poems- work through the steps to creating acrostic poems with the class (focusing on descriptive words in their creations).

**Academic Learning Target / Instructional Standards (art and discipline specific):**

### Science:

ET1.C: Optimizing the Design Solution -Because there is always more than one possible solution to a problem, it is useful to compare and test designs.

ESS1.B: Earth and the Solar System -Seasonal patterns of sunrise and sunset can be observed, described, and predicted. **\*seasonal aspects of snow, not sunrise/set\***

### Art:

VA: Re7.1.a : Select and describe artwork that illustrates daily life comparing different images that represent the same subject.

VA:Cr1.1.a : Use observation and investigation in preparation for making a work of art.

VA:Cr2.1.a :Explore uses of materials, tools, and everyday objects to create works of art

### English Language Arts:

1.W.2 a and b: Write informative/explanatory texts. a. Name a topic. b. Supply some facts about the topic.

1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

1.W.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.

**Elements and/or Principles of Design:**

- Color
- Foreground/Background
- Techniques for creating different designs (textures) of the same thing (snow)

**Materials or Equipment:**

- Water Colors and brushes
- Crayons
- Paper (small squares and big squares)
- (Availability for technology) Computers
- Printed pictures or presentation slides of different types of snow
- paper cups, salt, paint brushes Crayola white paint, foam or pieces of sponge, sandpaper
- Acrostic poem worksheets, writing utensils
- Paper to use for examples

**Vocabulary (art vocab and discipline are specific- try to list at least 3):**

- ground line
- texture
- acrostic
- adjectives

**Art History/Resources (this is NOT a sample of the finished product- it is a brief lesson of actual art or artists work):**

Students will be briefly be shown examples of professional crayon resist water color art (helps them to move away from the typical, casual water color method and see the amount of detail one can add to water color.

**Instructional Plan/Art Production (Sequence of steps written so that someone else would be able to teach the lesson, include plans for classroom/lesson plan management):**

**Science Research:**

**Engage:**

We will start by talking about how the snow is coming and why snow doesn't melt, etc.

- Next, will show a short video on snow

**Explain:**

Have a short discussion on the video and begin to talk about the different types of snow

- Explain how the details of each type of snow look different

**Explore:**

Students will use their computers to look up different types of snow

- After students find pictures of the snow, I will tell them to keep those images in their mind or to keep the site where they found the image open (so they can go back to it for reference).
- Also, tell students it may be a good idea to write a couple of the types of snow that interest them down on a piece of paper.

Students will put the computers to the side and gather back at their spots.

**Artist Workshop:**

**Engage: Literature or Artist Review/Discussion:**

- Show students an example of a water color snow picture and point out the details that you want them to focus on (foreground/background, types of snow used, etc.).
- Ask questions like “what does this type of snow look like to you? how does it make you feel?”

**Explain: Modeling**

Talk to the students about the project and how we are going to create our own landscapes of snow.

Model how to how to create a crayon resist landscape.

- Walk students through each step: 1. Use crayon to create foreground and background and big ideas, 2. Using water colors, 3. Creating different types of snow with water colors.
- A great focus will be made on modelling how to make each type of snow and letting the students practice it before they complete the real thing.
- Give students time to watch the reactions that need time to settle (salt, etc.) by explaining the different textures to the students.

**Explore: Work time**

Students will the complete the final project completing all noted elements and adding at least 2 of the art methods for creating 2 different types of snow.

Walk around making sure that students are understanding and following directives.

**Clean up-**

- After students finish the project, they will clean up and set their picture off to a side area to dry.

**Writer's workshop:**

**Engage: Literature Review/Discussion**

Discuss what an acrostic poem is

- Give students examples of acrostic poems and break down purpose of acrostic poem explicitly.

**Explain: Model**

I will show the students how to fill out the SNOW acrostic poem by modeling another word for them on the board.

Have them gather their computers and work with them to look up adjectives (that start with the same letters that make up our word) that describe the word. (students may also be creative and think of a word that describes the chosen word)

Once the students have a word- ask them to raise their hand and shout it out.

I will write these words on the board and add them to the acrostic poem to show them how to complete an acrostic poem.

**Explore: Work time**

Have students repeat the process you just modelled for them:

Have them gather their computers and work with them to look up adjectives (that start with the same letters that make up our word) that describe the word. (students may also be creative and think of a word that describes the chosen word)

- Students will use the acrostic snow worksheets and fill them out to complete the writer's workshop.

**Reflection of Studio work/Art Critique/Appreciation and Questions:**

Students will participate in a Group Share activity:

Students will place their art and acrostic poem worksheet at their table seat spots.

Students will be given a sticky note and will go place their sticky note at a spot at a different table than their own writing one of the following:

- I like...
- I wonder...
- I noticed...
- It makes me feel like...

Students will return to their spots and read and consider the reviewer’s feedback.

**Modification/Adaptation Ideas (if applicable):**

- Students will use either thesaurus or online search tool to find descriptive adjectives
- Students may choose to do research of pictures of snow with a partner or individually
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**Assessment:**

<b>Evidence of:</b>	<b>Mastered</b>	<b>Proficient</b>	<b>Emerging</b>
Ground line			
Perspective (foreground/background)			
Use of texture			
Adjectives			
Acrostic Poem			
Comments			

**Reflection:** It seemed that almost all of the students understood the necessary objectives for ELA and Science. We had a carpet discussion about the properties of snow and why snow changes and looks different. The students used their prior knowledge of snow and the sun and many of them had a lot of comments! For the ELA acrostic poem writing, all students but two of them achieved proficiency. One of these students was new to the classroom and seated next to a child who distracts others. Both this new child and the child who was likely distracting him struggled with completing their acrostic poems. The two art methods (salt and white paint) were achieved by around 75% of the class. Some of the students missed the concept of putting only a little bit of salt on their picture, and others didn't remember to paint their picture before they put the white snow (paint) on their papers. Many of the students were not finished with their pictures before I began to urge them to clean up.

I felt like the students were very excited to learn this lesson, but I feel like I could have organized the process in a more conducive way. The science and ELA parts of the lesson went well, though for lack of time, I cut out showing them any examples on presentation slides. I worked solely on their prior knowledge. I brought an example of what the finished product might look like, but I got caught up in demonstrating the lesson, and forgot to show it to them. I think this caused them quite a bit of confusion on what the purpose of the lesson was. Though, the students overall understood the main concept of the process/science of snow. I also tried to tie the adjective part of the lesson into this introduction, so it may be easier to do the ELA activity.

When I began the section for the snow art activity, I tried to spend a lot of time modelling and walking through each art method. The modelling part of my lesson took up over 30

minutes. Mrs. Miller suggested that I spend less time demonstrating each step, because her students were pretty good at those steps already. Another tip that Mrs. Miller gave me, was to explain and model how to do a step of the art project before giving them the supplies. I think doing this would have improved my lesson greatly. Because I gave them the supplies before I modelled the steps, they were playing with the materials while I was explaining the lesson. This caused the students to have a lot of questions on the process of creating, etc. which also took up some time

Overall, the lesson took an hour and twenty minutes. Because the students had to go to lunch, I didn't have enough time to do my sticky note reflection. Time management was something I struggled with during this lesson, along with knowing when to move on to a new step without rushing the students. I did try to use the thumbs up method with the students. I would have them give me a thumbs up whenever they were finished with a step or art method. This worked for most students, though some of them gave me a thumbs up even if they weren't finished. One thing I forgot to do, was have the students put their names on the backs of their sheets. I remembered this at the end of the lesson, so I didn't have them put their names on their paper. Ultimately, this lesson went well. Though, I could improve with my classroom management strategies and organization of the classroom, planning in advance.