

Art Integration Lesson Plan

Lisa Neff

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

Visual Arts – Grade 1	
Process Components	Creating
Investigate-Plan-Make	VA:Cr1.1.a Use observation and investigation in preparation for making a work of <u>art</u> .
Investigate	VA:Cr2.1.a Explore uses of <u>materials</u> , tools, and everyday objects to create works of <u>art</u> .
Reflect-Refine-Continue	VA:Cr3.1.a Use <u>art</u> vocabulary to describe choices while creating <u>art</u> .
Process Components	Presenting
Select	VA:Pr4.1.a Explain why some objects, artifacts, and <u>artwork</u> are valued differently by different audiences.
Analyze	VA:Pr5.1.a Ask and answer questions such as where, when, why, and how <u>artwork</u> should be prepared for presentation or <u>preservation</u> .
Share	VA:Pr6.1.a Identify the roles and responsibilities of employees and visitors of museums and other <u>art venues</u> .
Process Components	Responding
Perceive	VA:Re7.1.a Select and describe <u>artwork</u> that illustrates daily life comparing different images that represent the same subject.
Analyze	VA:Re8.1.a Categorize subject matter and identify characteristics of a work of <u>art</u> .
Interpret	VA:Re9.1.a Classify <u>artwork</u> based on different reasons for preferences.

SST 1.5.1 Identify Earth’s geographical landforms (e.g., islands, mountains, plains, hills, and bodies of water).

Activity Description:

Students will create a foam-board landform to visually represent their knowledge/findings about Earth’s geographical landforms. (The standard listed above.) Throughout the week students will learn about geographical landforms. At the end of the week students will be choosing one landform and recreate it using clay on a foam-board. Their foam-board must include visual knowledge and understanding of what they learned about landforms; which is a background, concept, color

Elements and/or Principles of Design:

- Shape
- Form
- Color
- Background

Materials or Equipment:

- Foam-board square of 5” x 5”
- Clay
- Crayons to help decorate background

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

- Perspective – foreground and background in art
- Horizontal Line – a line that goes from left to right or right to left
- Vertical line – a line that goes from top to bottom or from bottom to top
- Decorate – to make something look nicer (by adding something else)
- Clay – fine grained, sticky earth used to make pottery, sculpture, bricks, jewelry, and models
- Sculpture – a 3D art form

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

Use of knowledge and findings from social studies week learning of landforms. Will create an anchor chart of the different landforms for the students to reference while working on their foam-boards. Will have discussion and visuals of other foam-boards made and discuss the background, color, shape, and form of that artists' creation.

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):

Review of Landforms from Social Studies: 10 minutes

Engage: Anchor chart of landforms. Discuss the different landforms and what makes them different.

Tell the students they will make a foam-board with clay that is about landforms.

Explain: Model

Model how to use the clay and how to form it, reminding them they can only use a little bit at a time. The foam-board will ready to go for them, all they have to do is decide what landform they are creating on the foam-board.

Explore: Work Time - 1 hour

Students will first sketch out their design on a piece of plain paper and then get some pieces of clay but not many; maybe one piece at a time. Students will then start to create their landform foam-board which will represent a landform of students' choice. When students are finished they will present their landforms to the class and explain to them what they created and why they created it the way that they did.

Clean up = students will throw away unused clay that they touched. They will clean off their table spots after I spray their table, they will dry it with a paper towel. They will put their other supplies away.

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

Group Share/Review: The teacher will draw sticks for the each group to share. Peers will be encouraged to makes comments on, colors, perspective, or forms/shapes that were incorporated in the design through using the following statements written on an anchor chart.

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

All students will be encouraged to share their final design with the class.

Modification/Adaptation Ideas (if applicable):

Art Modifications –

Students can be encouraged to mimic another artist's landform, but their process is original to them, but the composition can be similar.

Students can incorporate any landform that we learned about this week in Social Studies.

Teacher can model how to create landform or the background with crayons; students may create their landform similar.

Assessment:

➤ Checklist

Evidence of:	Mastered	Proficient	Emerging
Use of shape			
Perspective (foreground/background)			
Use of color			
Landform: Valley			
Landform: Hills			
Landform: Mountains			
Landform: Plains			
Landform: Islands			
Landform: Bodies of water			

