

Art Integration Lesson Plan

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

VA:Cr2.2.4a When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others

4-LS1-1 Construct and argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Elements and/or Principles of Design: Mixing paint colors and texture

Materials or Equipment:

Construction paper cut into a variety of sized squares

Tissue paper cut into different sized squares

Regular printer paper cut into an assortment of sized squares

Paint (red, blue, yellow, white, and black)

Whiteboard

Expo Markers

Cup with water

Paper towels

Food dye

A few buckets with water

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

Symmetry: being made up of exactly similar parts that face each other or around an axis.

Primary Colors: group of colors which all other colors can be obtained by mixing said colors. (I.e. red, blue, yellow)

Secondary Colors: a color that results by mixing two primary colors (I.e. red + yellow = orange and red + blue = purple)

Tertiary Color: a color that results by mixing a primary color with a secondary color (I.e. red-orange, blue-green, etc.)

Line of Symmetry: a line across a figure so that the figure can be folded along the line into matching parts.

Color wheel: a circle with different colored sectors that show the relationship between colors

Capillary Action: the ability of a liquid to flow upward, against gravity, in narrow spaces. (Same thing that helps water climb from a plant's roots to the leaves in the tree tops.)

Cellulose: fibers found in plants

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

I will show the students artwork by Vincet Van Gogh and Henri Matisse. He has many pieces that use a variety of texture and colors to portray flowers.

I will show students different famous artwork that highlight the use of flowers, texture, and elements of symmetry.

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):

Engage:

1. I will start the lesson by explaining to the students that we are going to apply what we have been learning in science to art and create some beautiful artwork.
2. We will discuss and review flowers, what we know about flowers
3. To review the concept learned in science, the teacher will draw a flower or pull up an image of a flower
 - a. Students will be given the diagram to glue in their science journals
 - b. Students will label the diagram (we will do it together on the board and the students will fill it in in their notebooks)
4. We will then discuss different artwork that shows flowers, texture, and elements of symmetry
 - a. Since I want the focus to be on the flowers and the choice of color I will show them a variety of artwork that has colorful flowers (these should show the students that their flowers can be as colorful as they choose)
 - b. The Henri Matisse artwork will show the students what the process is going to be like
5. I will then call the students to the rug and discuss the materials we will be using and how this process will work
6. We will discuss how we mix primary colors, define the term, and explain how to create secondary, and tertiary colors
7. I will show the students how paper towel (and paper), like flowers pull water up their stem
 - a. Similarly, when paper is folded and placed in the water the water is absorbed and pulls the paper down to float on top of the water
 - b. These fibers are called cellulose
 - c. And the process through which the water moves is called capillary action
8. After discussing these terms, I will explain to the students what we will be doing

Explain:

1. Each student will receive 3 small pieces of paper (they will all be square shaped of different types of paper: tissue paper, cardstock, and printer paper)
2. Students will make predictions of which type of paper will open the quickest due to the capillary action, similar to that of a real flower
3. After these predictions are recorded in their science journals, they can start painting their squares
4. These squares will need to dry (so the students should apply the paint lightly)
 - a. Paint should only be applied to the cardstock and printer paper
5. While the students are painting, soft music should be played to encourage quiet working
6. Walk around as the students work and ask specific questions about technique, color choices, mixing choices, etc.
7. Once all of their squares are done and dried, students will cut out a flower shape (for the students that want it, some of the squares will have a flower outline that they can cut along)
8. The students will cut their flowers out
9. The students will then fold each petal into the middle (as showed by the teacher)
10. We will test out these flowers in groups and the students will record their observations in their science notebooks

Wrap Up:

1. Ask if any of the students would like to share what their flowers or their observations they made
 - a. The students The student will bring their art to the front (it will be put in front of a black paper to pose as a frame and be displayed as the student shares)
 - b. The student will be prompted to describe their image, what colors they chose, and how they made them
 - c. The student will be prompted to explain how they made their hypothesis and how it compared to their observations/results
2. Students will wash their hands in the sink and help empty the buckets of water

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

During the wrap up portion of the lesson, the students will share with their partners about their color choices, how they created these colors, what their observations were and how they compared to their hypotheses.

Students will be able to share, discuss, and ask questions about their peers' work.

Modification/Adaptation Ideas (if applicable):

Material Modifications:

- Students can use wider grip paintbrushes or fingerpaint if this is easier
- Students can get help cutting their flowers out or be given a flower template to follow on the back

Visual Modifications:

- For students that are color-blind, the paint colors will be labeled and be described as they mix colors to create new shades
 - o This only applies to one of my students who is color blind