**Art Integration Lesson Plan Template**

LTC 4240: Art for Children

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| Lesson Title & Big Idea\*: Colorful Pumpkin -- Relationships | | Grade Level\*: 2-5 |
| Lesson Overview/Summary\*: (This is like an abstract of the structure and procedures section)  The students will learn what happens when two different substances have a chemical reaction to each other. They will also illustrate the color and pattern of the chemical reaction that happened inside the pumpkin. | | Class Periods Required:  *(please circle)*  1 **2** 3 |
| Key Concepts for each area (1-2 each): What you want the students to *know*.\*  1. Visual Art: What it looks like when food coloring is added to a chemical reaction to change the color of the slime.  2. Literacy: How to use the appropriate vocabulary for the chemical reactions  3. Science: Why the chemical reaction occurred | Essential Questions (1-2)\*:  What happens when baking soda, vinegar, and food coloring are all poured into a pumpkin? | |
| Lesson Objectives/Goals: (Excellent resource at <http://www.teachervision.fen.com/curriculum-planning/new-teacher/48345.html?for_printing=1&detoured=1>): What you want the students to *do*. \*  1. Visual Art: The students will be able to see the different colored reactions that the chemical combinations make.  2. Literacy: The students will be able to write and explain what they saw during the lesson.  3. Science: The students will be able to understand the reaction that happened during the lesson. | | |
| Grade Level Expectations (GLEs) (3-4) (<http://dese.mo.gov/divimprove/curriculum/GLE/>)  1. Visual Art (*May use NAEA National standards*): Anchor Standard 3: Refine and complete artistic work-Elaborate visual information by adding details in an artwork to enhance emerging meaning.  2. Literacy: Anchor Standard 8: Interpret intent and meaning in artistic work. Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.  3. Science: Anchor Standard 2: Organize and develop artistic ideas and work. Explore and invent art-making techniques and approaches. | Instructional Strategies (*Teachers approach to helping students achieve learning*)  The teacher will explain the procedures and if the students have any questions, the teacher will answer them promptly and clearly. The teacher also needs to further discuss prior knowledge of chemical reactions. | |
| Content Areas Integrated\*:  1. Visual Art  2. Literacy  3. Science | Lesson Structure & Procedure(s) *Sequence of events of the lesson elements. (The before, during, and after the lesson, e.g. Engagement/Opening, Procedures, Guided Practice, Conclusion ,please be very specific, walk me through step by step of the “****What”*** *of what is happening with a rationale as to WHY you are doing this)*:  1. Before the lesson starts, the students will discuss prior knowledge about chemical reactions.  2. The students will then illustrate what they think is going to happen whenever food coloring, vinegar, and baking soda are added together.  3. The teacher will divide the students into groups of three with one pumpkin that is already carved in each group. The students will then go to their station and await further directions.  4. The teacher will provide written and verbal directions of what the lesson is. The teacher will explain that one person will pour the baking soda, one will pour the vinegar, and one will pour the food coloring into the pumpkin. Then the students will wait for the reaction to occur.  5. After the reaction occurs, the students will write down their findings in their group and discuss with each other why and how they believe that this chemical reaction happened. The students will also discuss the color pattern that is left inside of the pumpkin after it is dumped out.  6. After the students are done discussing in their groups, the entire classroom will share their findings so that they can obtain more insight from other classmates.  7. The students will then collect all of their information that they have learned and make a poster | |
| Opening (Gaining Attention, what will you show, or demonstrate)\*:  Talk to the students about chemical reactions and show them a video of sample chemical reactions. Show the students what different colors will be used throughout the procedure. | Closure (Reflecting Anticipatory Set, how will student share what they learned):  After the students have completed the lesson, they will discuss their findings in their groups and after a certain amount of wait time, the entire class will discuss their findings and outcomes. | |
| **Formative Assessment** strategy: *(how will you assess while the learning is happening?)*  Before the lesson starts, have a question and answer session with the entire class. After this, go to each table individually and ask them a question in regards to the lesson and the material being covered. If the students have any questions about the reactions and the outcome of the project, then challenge them to figure it out and if they can’t then assist them. | **Summative Assessment** strategy\*:  The following class after the lesson, the students that are all in a group together will make a poster board of their findings as well as illustrated pictures of what they thought their pumpkin was going to look like versus what it looked like after the lesson was complete. The students will then share this with the rest of the class. | |
| What student **prior knowledge** will this lesson require/draw upon? (*what do they need to already know)*  The students will need to know some knowledge about chemical reactions so that they can understand the outcome of this lesson. This will require them to have some background knowledge in science as well as art. The inside of the pumpkin will be stained with whatever color the students choose and they will further describe the pattern on the inside of the pumpkin. | | |
| **Technology** *Instructional and/or assistive technology incorporated into the lesson to enhance instruction and student learning*  The students will be shown a video of a chemical reaction to peak their interest in the lesson. | | |
| How will this lesson allow for/encourage students to **solve problems in divergent ways**?  This will encourage students to want to see different reactions that can cause artistic outcomes. Sometimes it is hard for students to see art integrated into science so in order to solve this problem, the students will be able to use the chemical reaction’s color to make the pumpkin more artistic. | | |
| How will you engage students in **routinely reflecting** on their learning? (*How will the students know they have learned something?)*  The teacher will further discuss the findings and outcomes of the color as well as the reaction that happened. The students will know that they learned something when they discuss the outcome with the other students in the class and after they have taken their assessments. If the students still feel as if they haven’t learned anything, the lesson should be tried again. | | |
| **Differentiated/Accommodations/Modifications/Increase in Rigor** *To help meet the needs of all learners, learning differences, cultural and language differences, etc.*  Students with behavior disorders may need to be monitored more than others because of the chemical reactions that are occurring. The reactions are harmless but it keeps the students from becoming messy. | | |
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| Lesson Resources/References *(please be very specific by providing links, authors, titles, etc.)*:  <http://nationalartsstandards.org/sites/default/files/Visual%20Arts%20at%20a%20Glance%20-%20new%20copyright%20info.pdf> | | |

\* Include this information during the Padlet/prezi/ppt presentation.

References

Silverstein, L. B. & Layne, S. (n.d.). Defining arts integration. Retrieved from

http://www.americansforthearts.org/networks/arts\_education/publications/special\_publications/Defining%20Arts%20Integration.pdf