**Art Integration Lesson Plan Template**

LTC 4240: Art for Children

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| Lesson Title & Big Idea: Water Cycle Song | | Grade Level: 1st |
| Lesson Purpose: Correlate body movements with a song to understand the phases of the water cycle | | Class Periods Required: 1 |
| Key Concepts (2-3):   * Music: Design- Patters of repetition * Communication Arts: Comprehension * Physical Education: Locomotor and Nonlocomtor Body Movements * Science: Water Cycle * Visual Arts: Drawing | Essential Questions (2-3):  How do we get the water we use every day?  How can water on the earth be recycled?  How can music, movements, and visual art help us learn? | |
| Lesson Objectives: (Excellent resource at <http://www.teachervision.fen.com/curriculum-planning/new-teacher/48345.html?for_printing=1&detoured=1>)   * Students will be able to sing the words to the song with accompanied body movements * Students will be able to discuss what happens in each phase of the water cycle * Students will be able to retell, reflect, and analyze the reading * Students will be able to compare the information in the readings with words of the song * Students will be able to illustrate each vocabulary word for the phases of the water cycle | | |
| Grade Level Expectations (GLEs) (3-4) (<http://dese.mo.gov/divimprove/curriculum/GLE/>)  **Visual Arts:** PP/1/A/Grade 1: Fill an area with solid color/value using crayon, pencil, or marker  **Music:** PP/1/E/Grade 1: Perform in groups using a steady beat following the cues of the conductor  PP/2/A/Grade 1: Perform a steady beat, Echo simple rhythmic patterns  **Communication Arts:** R/1/H/Grade 1: Develop and apply post-reading skills after reading or read-aloud to respond to text: a) answer basic comprehension questions b) question to clarify  c) retell d) reflect e) draw conclusions f) analyze  **Physical Education:** PA/3/B/Grade 1: Create/interpret movements to a variety of music (e.g., locomotor/ nonlocomotor skills to beat/rhythm pattern)  **Science:** ES/2/F/Grade 1:Identify patterns indicating relationships between observed weather data and weather phenomena (e.g., temperature and types of precipitation, clouds and amounts of precipitation) | Missouri Core Academic Standards (Common Core State Standards)  (3-4) (<http://www.corestandards.org/>)  CCSS.ELA-Literacy.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | |
| Integrated Content Areas:  1. Visual Arts  2. Music  3. Communication Arts  4. Physical Education  5. Science | Identify & define **common vocabulary/concepts** that connect visual art with the non-art content area.   * Content**-** The representations, messages, ideas, and/or feelings expressed in a work of art. * Design**-** The plan, conception, or organization of a work of art; the arrangement of independent parts (the elements of art) to form a coordinated whole. * Theme**-** A subject or topic of discourse or of artistic representation. | |
| Anticipatory Set (Gaining Attention):  Read the students the book *Water Dance* by Thomas Locker and then have a discussion on how water goes from rain, to rivers, to lakes, to seas, and then to clouds. Have a quick VTS (Visual Thinking Strategies) on what they notice about the pictures in the book. | Closure (Reflecting Anticipatory Set):  After the students have made their posters have them display them in the corners of the room. Have the groups rotate so that everyone can see everyone else’s poster. Give each group 5 sticky notes so they can write a praise for each group’s poster. Complete the lesson by having the students sing the Water Cycle Song. | |
| Lesson Activities & Procedure(s):  1. Have the Water Cycle Lyrics on the Smartboard for the students to be able to read. Read through all the words of the song with to make sure they can correctly pronounce each word.  2. Play the students the Water Cycle Song and have them listen to the words first without singing.  3. Play the song again and tell the students to only sing the word evaporation in the song and I will sing the rest of the words. Do this 4 more times with the words condensation, precipitation, accumulation, and the water cycle.  4. Once the students are familiar with the song show them the movements for each verse. Have the students sing the song while doing the movements 3 to 4 more times. Next, have the students sing the song in a high pitch, low pitch, funny voice, and while holding their nose.  5. Give 5 students rhythm sticks and have them hit them to the beat of the song while the rest of the students sing the song and do the movements. Repeat this until all the students have had an opportunity to use the rhythm sticks.  6. Put the students in groups of 5 and assign each student one of the vocabulary words: evaporation, condensation, precipitation, accumulation, and the water cycle.  7. Give each group a Post-it Self-Stick Easel Pad and let them chose which medium they want to use (Markers, Crayons, or Colored Pencils). Designate a corner of the room for each group to work on their poster so that the students are spread out. Tell the students that they must illustrate what they think the water cycle would look like using the vocabulary words and what they heard in the song. | Lesson Texts & Materials:  Water Dance by Thomas Locker  Water Cycle Lyrics (1 for each student)  Water Cycle Song  Rhythm Sticks (Set of 5)  Post-it Self-Stick Easel Pad  Markers  Crayons  Colored Pencils  Sticky Notes (5 for each group)  Pencils | |
| Lesson **adaptations** for challenged learners:   * The lyrics will highlight as words are being said on video so students can sing along and see the word being said. * Print out the lyrics of the song so students can read the words. * Form the groups so that the challenged learner can receive help from the excelling student. * If they are having trouble with the rhythm sticks then can tap the beat on a drum or easier instrument. | Lesson **extensions/enrichments** for gifted learners:   * Let the student lead or conduct the song. * Form the groups so that the gifted learner can help the challenged learner * Let the student use a more challenging instrument to demonstrate the beat of the song. | |
| **Formative Assessment** strategies:  Observe the students when they are singing the song to see if they are pronouncing the words correctly. Observe the students when they are using the rhythm sticks to see if they can keep a beat with the song. Observe the students when they are creating their posters to see if they comprehended the phases of the water cycle. | | |