**Art Integration Lesson Plan Template**

LTC 4240: Art for Children

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| Lesson Title & Big Idea: Precipitating Clouds | | Grade Level: 1st Grade |
| Lesson Purpose: Create a mobile cloud using paper with four different types of precipitation made with different textures | | Class Periods Required: 1 |
| Key Concepts (2-3):  Visual Arts: Mobiles  Science: Types of Precipitation  Communication Arts: Comprehension | Essential Questions (2-3):  How can art help us learn?  What are the different types of precipitation?  Which texture best represents each type of precipitation? | |
| 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 retell, reflect, and analyze the reading * Students will be able to fold a sheet of paper and tear or cut the edges * Students will be able to paint lines using cool colors that represent a cloud * Students will be able to create four precipitations using four different textures | | |
| Grade Level Expectations (GLEs) (3-4) (<http://dese.mo.gov/divimprove/curriculum/GLE/>)  **Visual Arts:** PP/1/B/Grade 1: Apply paint with a dragging, not pushing motion; PP/2/A/Grade 1: Use glue with control, Fold paper and identify folded edge; EP/1/D/Grade 1: Identify and use texture  **Science:** ES/2/F/Grade 1: Compare weather data observed at different times throughout the year (e.g., hot vs. cold, cloudy vs. clear, types of precipitation, windy vs. calm)  **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 | 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 Art  2. Science  3. Communication Arts | Identify & define **common vocabulary/concepts** that connect visual art with the non-art content area.   * Watercolor-A transparent pigment used with water. Paintings done with this medium are known as *watercolors.* * Cool colors-Colors suggesting coolness, blues, greens, violets and their variants. * Texture-The surface quality of materials, either actual (tactile) or implied (visual). It is one of the elements of art. | |
| Anticipatory Set (Gaining Attention):  Read the students the book *What is Precipitation*? by Robin Johnson  and have a discussion on the different kinds of precipitation. Have the students list all the different kinds of precipitation on the Smartboard. | Closure (Reflecting Anticipatory Set):  Students will pair/share with a partner their cloud mobile. They will quiz each other by naming the characteristics of a type of precipitation and see if their partner can guess it. Complete the lesson by singing the Water Cycle Song. | |
| Lesson Activities & Procedure(s):  1. Before the lesson have everything already cut and organized. Have a tray for each table with enough supplies for each student on the tray. Each student needs a paintbrush, watercolor paint tray, 22 X 34 inch paper, 2 wax paper squares, 4 aluminum foil squares, 4 printer paper squares, 2 blue cardstock paper strips, pair of scissors, glue stick, and 5 strips of white string. Each table needs a cup filled with water and napkins.  2. Have the students sit in a large circle on the carpet and sit with them. Have all the materials for the mobile on a large tray (paintbrush, watercolor paint tray, cup filled with water, 22 X 34 inch paper, wax paper, aluminum foil, printer paper, blue cardstock paper, white string, and glue stick). Next, have the students sing the Water Cycle Song.  3. Ask the students what the art work is called when it is hanging (mobile). Tell the students that we are going to be making clouds with different precipitation falling from them. Tell them you are going to take them through the steps on how to make a mobile cloud.  4. First fold the paper hamburger style. Tell the students that they can either cut paper into a cloud or tear the edges. The students need to cut or tear a large cloud like shape all the way around the paper, even where the crease is. Make sure the two sides are identical so they match up when you glue them together. Next, the students will need to place glue on the top and sides of the bottom layer of the cloud. Before putting the top layer of the cloud on, place one of the strings on the top so that you can use it to hang the mobile. Make sure you press down hard all the way around the cloud so that it stays.  5. Use the watercolor cool colors, such as blue, green, and violet, to paint wavy lines that would represent a cloud on the white paper. Once you finish painting lines on one side, make sure you flip it over and complete the other side. Put the cloud to the side and let it dry while you make the precipitation.  6. Tell the students that they can make the precipitation in any order they like. In order to make the hail, take the aluminum foil square and one of the pieces of string. Lay the string across the middle of the foil square and crumble the square into a ball. Repeat this for the other 3 hail balls and make sure they are 1 to 2 inches apart.  7. In order to make the rain, take the blue cardstock paper strip and fold it in half so that it is 2 X 3 inch. This will make the raindrop have an identical back. Use a pencil and draw two raindrops a little bigger than your thumb. Use the scissors to the cut the raindrops out. Repeat this for the other blue cardstock paper strip, so there are 4 sets of rain drops. Place glue on the bottom side of one of the raindrops and then put the string across it. Cover the string with the top side of the raindrop. Press down so the two sides stick together. Repeat this for the 3 other rain drops. Make sure to place 2 to 3 inches in between the raindrops.  8. In order to make the sleet, take the wax paper squares and follow the same steps as to make the hail.  9. In order to make the snowflake, take the printer paper square and fold the square diagonally to make a triangle. Fold this larger triangle in half to make a smaller triangle. Use a pair of scissors to cut out the unwanted area in order to make a design. Once you have the design you desire, carefully unfold your snowflake and flatten it out. Repeat this for the other 3 snowflakes. Next, take the string and put it through one of the holes in the snowflake and tie it into a small knot. Double knot it to make sure it doesn’t fall off. Repeat this for the 3 remaining snowflakes.  10. Once you have completed your four different types of precipitation and the paint on your cloud is dry, use the scrap paper and stuff the cloud with it until it is full. Then, place glue on the bottom of the cloud where it is open. Spread out the strings that have the precipitation out so there is one on each end and two in the middle. Press down the top onto the bottom to make sure it sticks together.  11. After you have demonstrated how to make a cloud mobile have the students go to their table and pass out the tray with supplies for each table. While the students are working, walk around to see if anyone needs help with their precipitation. Observe the students while they are working. After the students have completed their cloud mobile hang them up in the classroom. | Lesson Texts & Materials:  What is Precipitation? by Robin Johnson  Paintbrushes (1 for each student)  Watercolor Paint Tray (1 for each student)  Cups (1 for every each table)  Water  Napkins  22 X 34 inch white paper (1 for every student)  Wax Paper (Cut into 3 X 3 inch squares, 4 for each student)  Aluminum Foil (Cut into 4 X 4 inch squares, 4 for each student)  Printer Paper (Cut into 4 X 4 inch squares, 4 for each student)  Blue Cardstock Paper (Cut into 2 X 6 inch strips, 2 for each student)  Scissors (1 for each student)  Glue Sticks (1 for each student)  White String (Cut 12 inch long strips, 5 for each student)  Large Trays to hold the supplies (1 for each table group)  Scrap Paper  Pencil | |
| Lesson **adaptations** for challenged learners:   * Have some precut raindrops and snowflakes for students that are not able to cut them. * Have the cloud precut for the students that are not able to cut. * Complete with a partner if the work is too difficult. * Give the students a printed copy of the instructions with picture for each step. | Lesson **extensions/enrichments** for gifted learners:   * Write a weather forecast for the weather tomorrow as you would hear on the news or radio. * Help the students who are struggling. * Write an acrostic poem using the words cloud, rain, hail, snow, or sleet. | |
| **Formative Assessment** strategies:  Observe the students while they are folding, cutting, and gluing to see if they are completing it correctly. Observe the students while they are painting to make sure they are moving the brush in a dragging motion and not a pushing motion. | | |