**Art Integration Unit Plan Template**

LTC 4240: Art for Children

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| Unit Title & Big Idea: The Water Cycle | | Grade Level: 1st |
| Unit Overview/Summary: Students will use music, visual arts, and physical education to learn about the weather and water cycle. Each lesson will incorporate a piece of literature that best goes with the lesson. Students will discuss the book and relate it to the lesson big idea. | | Class Periods Required: 14 days |
| Key Concepts (3-4)  Science: Water Cycle and Weather  Art: Painting, Drawing, and Mobiles  Communication: Comprehension | Essential Questions (3-4)  How can visual arts help us learn?  What is our role in the water cycle?  What are the different types of weather?  How can we measure weather? | |
| Unit 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 water cycle song with the body movements  Students will be able to measure and record the temperature for 14 days  Students will be able to create a mobile cloud using four different textures for the precipitation  Students will be able to explain how the literature relates to the lesson | | |
| 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  PP/3/C/Grade 1: Create original artwork that communicates ideas about the following themes:  • People (e.g., self, family, friends) • Animals (e.g., pets, farm, zoo, wild) • Things (e.g., toys, tools, food)  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  **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; W/2/D/Grade 1: Compose text using words that are related to the topic, and, with assistance, some words that are specific and accurate  **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); Observe, measure, record weather data throughout the year (i.e., cloud cover, temperature, precipitation, wind speed) by using thermometers, rain gauges, wind socks; Compare weather data observed at different times throughout the year (e.g., hot vs. cold, cloudy vs. clear, types of precipitation, windy vs. calm)  **Math:** DP/1/C/Grade 1: Represent one-to-one correspondence data using pictures and bar graphs | 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.  CCSS.ELA-Literacy.SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  CCSS.Math.Content.1.MD.C.4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.  CCSS.ELA-Literacy.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  CCSS.ELA-Literacy.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing | |
| Content Areas Integrated:  1. Visual Art  2. Music  3.Communication Arts  4. Physical Education  5. Science  6. Math | Identify & define **common vocabulary/concepts** that connect the art form with the other identified subject area(s):   * Mixed media-An artwork in which more than one type of art material. * Media-(1) Plural of *medium* referring to materials used to make works of art. (2) Classifications of artworks, such as painting, printmaking, sculpture, film, etc.). * Content-The representations, messages, ideas, and/or feelings expressed in a work of art. | |
| Lesson Titles in Sequence/Order  1. Water Cycle Song  2. Weather Journal  3. Precipitating Clouds | Brief Lesson Descriptions (2-3 sentences each)  Water Cycle Song- Students will discuss how the water cycle works by referencing *Water Dance*. Students will sing and do body movements to the Water Cycle Song. Students will create a poster illustrating how the water cycle works.  Weather Journal- Students will measure and record the temperature for 14 days in their weather journal. Students will illustrate and describe each day’s weather. Students will use the data from their weather journal to fill in the weather graph.  Precipitating Clouds- Students will discuss the different types of precipitation by referencing *What is Precipitation*. Students will make a mobile cloud with different types of precipitation with different textures. | |
| **Summative Assessment** strategy:  Give the students the weather quiz to see if they can match a picture of a type of weather with the word that describes it. The quiz will also see if the students can look at a calendar and count how many days were sunny, cloudy, rainy, or snowy. Finally, the students will draw pictures of three different types of weather and write about each. | | |
| What student **prior knowledge** will this unit require/draw upon?  The students should be able to:   * state that weather occurs outside * identify rain and snow as forms of precipitation * identify that the clouds and sun are in the sky * identify that water evaporates | | |
| How will you engage students in **imagining, exploring,** and/or **experimenting** in this unit?   * Students will imagine when they are doing a VTS on the book *Water Dance*. They will also imagine when they are recalling the different types of precipitation. * Students will explore by using different types of textures to make different types of precipitation. They will also explore when they are walking around observing their classmates posters. * Students will experiment with the rhythm sticks to the beat of the song. They will also experiment with the different colors of paint when painting their cloud. | | |
| How will this unit allow for/encourage students to **solve problems in divergent ways**?   * Students will have to work in a group and have to figure out which student is doing what job and what type of medium to use on their poster. * Students will be encouraged to solve the problem when selecting which picture they think best represents the weather for that day. | | |
| How will you engage students in **routinely reflecting** on their learning?   * Pull up multiple pictures of art weather landscapes and let the student pick a picture and have them give a forecast for what they see in the art. * Take the students outside and have them look up at the clouds and look for images in the clouds. Have them illustrate a picture of what they see and then write a story about it. | | |
| How will you adapt the various aspects of the unit to **differently-abeled students**?   * If students are struggling then partner them up with an excelling student. * Have printed lyrics or instructions for students to be able to read. * Have things precut for students that are not able to cut. * Write a poem or forecast about weather. * Lead or conduct the song. * Have various difficulty instruments available. | | |
| What opportunities/activities will students be given to **revise and improve** their understandings and their work?   * Students will improve their understanding by repeating the Water Cycle song until they get the words down. * Students will be able to revise their answers on the weather graph, and what is weather worksheet. | | |
| What opportunities/activities will you provide for students to **share** their learning in this unit?   * In Lesson A students will work together in a group to create a poster and then share their poster with the class. * In Lesson B students will pair/share with their partner what they have illustrated and wrote for their weather. A few students will also share with the class as a whole. Students will compare their weather graphs with a partner and pair/share what they think weather is. Then students will try to guess the other persons favorite type of weather by looking at their picture. A few students will use their weather words to describe the types of weather. * In Lesson C 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. Students cloud mobiles will be hanging in the classroom. | | |
| Unit Resources/References:  Weather Quiz  <http://www.kqed.org/assets/pdf/arts/programs/spark/visartvocab.pdf>  <http://www.drjean.org/html/monthly_act/act_2009/04_Apr/pg11.html> | | |

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