**Art Integration Lesson Plan: Art**

LTC 4240: Art for Children

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| Lesson Title & Big Idea: Claude Monet and Nature Scenes  | Grade Level: 1 |
| Lesson Purpose: To introduce the work of Claude Monet and have students mimic his style incorporating their knowledge of plants. | Class Periods Required: 1-2 |
| Key Concepts (2-3):A variety of painting techniques can be used to create one composition. Monet painted a variety of sceneries that included plant life. | Essential Questions (2-3):How can our individual plants fit into scenery that is similar to Monet’s?How can we use the variety of painting techniques to best suit our personal compositions? |
| Lesson Objectives: Students will create scenery including a plant that has previously been chosen using new painting techniques. |
| Grade Level Expectations (GLEs) (3-4) (<http://dese.mo.gov/divimprove/curriculum/GLE/>)Art- 3.1. A Discuss a response (feeling or idea) to an artwork based upon the student’s life experience.2.1.D Identify and use texture1.1.D Apply paint with a dragging, not pushing motion | Missouri Core Academic Standards (Common Core State Standards) (3-4) (<http://www.corestandards.org/>) [CCSS.ELA-Literacy.SL.1.1a](http://www.corestandards.org/ELA-Literacy/SL/1/1/a/) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).[CCSS.ELA-Literacy.SL.1.1b](http://www.corestandards.org/ELA-Literacy/SL/1/1/b/) Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.[CCSS.ELA-Literacy.SL.1.4](http://www.corestandards.org/ELA-Literacy/SL/1/4/) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| Integrated Content Areas:1. Visual Art2. Science | Identify & define **common vocabulary/concepts** that connect visual art with the non-art content area.Cool colors can often relate to the actual feel of an environment. Students’ larger page length drawing of their labeled plant can be taken down in scale to be replicated in their Monet inspired compositions.  |
| Anticipatory Set (Gaining Attention):VTS to Monet’s *Das Seinebecken bei Argenteuil* | Closure (Reflecting Anticipatory Set):Students will be able to do a gallery walk and see the completed painting with the original plant in their journal. |
| Lesson Activities & Procedure(s):1. Remind students of behavior expectations during VTS sessions.2. VTS *Das Seinebecken bei Argenteui*3. Introduce the artist through the book , “The Magical Garden of Claude Monet”. 4. Relate his images to our plant study and although his plants are often not very detailed, they are often identifiable.5. Have students respond to questions about Monet verbally. 6. Show a variety of Monet’s work that displays a variety of sceneries. Ask students to look back at their science journal and those books to think of what kind of scenery their plant would be in. Ask students to think of how their plant would look if it were smaller in the composition. 7. Show students a work of Monet’s that includes water lilies. Explain to students how that can be similar to the size of their plant in their final composition. 8. Introduce concept of cool colors in Monet’s works.9. Show technique of wet on wet10. Students will paint entire paper using wet on wet technique and cool colors.11. Check that students have filled their paper completely. 12. Show technique of dabbing paint w/sponges to achieve the impressionist look of leaves and  trees ,drag sponge for reflections.13. Students will dab in color to represent the trees and such on their own paintings.14. Show technique of dabbing paint w/Q-tips to achieve the impressionist look of lily pads and flowers15. Students will dab in color to add detail of plants to complete their paintings.16. Have students display their completed work with their science journal picture for a gallery walk.17. Students will journal in their writing notebook about their piece and why they chose that scenery. | Lesson Texts & Materials:Watercolor paperPaint brushesWatercolor paintsWater dishesTempera paintSponge brushesQ-tipsMixing trays.A variety of books from science classScience journals Writing notebooks |
| Lesson **adaptations** for challenged learners:Students could have larger paper if they needed to due to motor skills. | Lesson **extensions/enrichments** for gifted learners:Students could read more books about Monet’s life. They could also include more than the plant we decided on in science in their painting. |
| **Formative Assessment** strategies:Asking students to verbally answer basic questions from the stories we had read about Monet will serve as a formative assessment. Also by breaking up the steps of the painting into smaller sections, you will be able to assess if students are able to apply the various painting techniques. \*By breaking up the process into steps, classroom management will be improved. Not as many supplies will be out at one time and students will have clear directions of what to use. This will serve as a great structure for many students’ first experience with these materials. |