**Art Integration Unit Plan Template**

LTC 4240: Art for Children

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| Unit Title & Big Idea: Nature | | Grade Level: 1 |
| Unit Overview/Summary:  Students will explore the theme of nature through a variety of subjects including visual art, literacy, and science. Students will gain an understanding of how nature can be seen in a variety of subjects that can relate to their daily lives. | | Class Periods Required: 5-6 |
| Key Concepts (3-4)  Descriptive language makes a story more interesting.  Plants have special parts that have different functions.  A variety of painting techniques can be used to create one composition. | Essential Questions (3-4)  Who’s voice is telling the story?  What are the parts of a plant?  How can our individual plants fit into scenery that is similar to Monet’s? | |
| 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 create an original story from a perspective other than their own.  Students will be able to identify the different parts on a plant including the stem, leaves, flowers, seeds, and roots.  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/>)  Writing  3.A. a) Use narrative, descriptive, expository, and/or persuasive features  Science  3.1. D. a) Identify and compare the physical  structures of a variety of plants (e.g., stem, leaves, flowers, seeds, roots)  Art  2.1.D Identify and use texture | Core Academic Standards (Common Core State Standards) (3-4)  (<http://www.corestandards.org/>)  [CCSS.ELA-Literacy.RL.1.6](http://www.corestandards.org/ELA-Literacy/RL/1/6/) Identify who is telling the story at various points in a text.  [CCSS.ELA-Literacy.SL.1.5](http://www.corestandards.org/ELA-Literacy/SL/1/5/) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  [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). | |
| Content Areas Integrated:  1. Visual Art  2. Literacy  3. Science | Identify & define **common vocabulary/concepts** that connect the art form with the other identified subject area(s):  Students’ larger page length drawing of their labeled plant can be taken down in scale to be replicated in their Monet inspired compositions.  Students will be using the photographs or drawings in the stories to make their own reproduction and label the parts of it.  Art can be made to show differing perspectives. Writing can include different perspectives too. | |
| Lesson Titles in Sequence/Order  1. Parts of a plant  2. Claude Monet and Nature Scenes  3.Perspective and Nature | Brief Lesson Descriptions (2-3 sentences each)  1. Students will explore parts of a seed and the parts of a flower. Students will pick out a picture of a plant and label it in their science journal.  2. Students will create a work of art using the plant that they previously labeled. Students will use a variety of painting techniques for their Monet inspired work.  3. Students will create a story that is told from a perspective of something that could be in their Monet inspired artwork. Students will add descriptive language to their narratives. | |
| **Summative Assessment** strategy:  The final writing piece, art composition, and labeled plant will be put together in a portfolio. Students will have a conference with the teacher individually. Their brainstorming and journal entries will be used to see their progress throughout the unit into their final pieces. | | |
| What student **prior knowledge** will this unit require/draw upon?  Students’ prior experience with seeds and plants will be drawn upon. Students’ prior knowledge of descriptive language and story telling will be drawn upon. Students’ prior knowledge of making lines and using colors will be drawn upon as well. | | |
| How will you engage students in **imagining, exploring,** and/or **experimenting** in this unit?  Students will be able to imagine their own stories and compositions. Students will be able to experiment with the brush strokes they make. Students will also be able to experiment with the use of descriptive language to find which words will make the greatest impact on their audience. | | |
| How will this unit allow for/encourage students to **solve problems in divergent ways**?  Students are able to choose a variety of perspectives for their writing piece. They may decide which point of view will be the best to relate to their drawing (point of view of the tree in the background, an animal that could be in the grass, a blade of grass, etc.). | | |
| How will you engage students in **routinely reflecting** on their learning?  Students will be able to look back on their journal entries. Also, students will use this knowledge in future lessons that will serve as a base. | | |
| How will you adapt the various aspects of the unit to **differently-abeled students**?  Students may be paired with higher-achieving students to be mentored through various processes. Students would also be given different opportunities to express their ideas based on their abilities (orally, written, or drawn). | | |
| What opportunities/activities will students be given to **revise and improve** their understandings and their work?  Students will be given more opportunities to examine a plant and look at it more in depth to discover the purpose of different parts. Students will be able look at their | | |
| What opportunities/activities will you provide for students to **share** their learning in this unit?  Students are sharing their work through gallery walks, orally, and having it hung in the room and hallways. | | |
| Unit Resources/References:  http://www.incredibleart.org/lessons/elem/Jeryl-Monet.htm | | |

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