

Snowflake Art Integration Lesson Plan

Date: February 16, 2018

Grade: 3rd		Subject: Art Integration – Snowflake Contrast	
Materials: white printer paper, black construction paper, glue, scissors		Technology Needed: Slide show with examples of contrast	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) Science 3.1.1. Identify changes that are repetitive (e.g., seasons, day and night, water cycle) Art 4.2.1 Know the differences among visual art structures and functions. structures: elements of design (e.g., line, shape, form, color, texture, value*, space),		Differentiation Below Proficiency: One snowflake Above Proficiency: More intricate snowflakes, symmetry Approaching/Emerging Proficiency: More snowflakes Modalities/Learning Preferences: Larger paper, different scissors, tape instead of glue	
Objective(s) By the end of the lesson, students will be able to incorporate their knowledge of the water cycle into their art by creating unique snowflakes and utilizing value in the form of contrast to add appeal.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Indoor voices, independent work, follow directions	
Bloom’s Taxonomy Cognitive Level: Creating - VI			
Classroom Management- (grouping(s), movement/transitions, etc.) Gather as a group in the front Come together as a class before transitioning – give me 5 Give students responsibility as to when they can move on		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Indoor voices, independent work, follow directions	
Minutes Procedures			
20 min	Set-up/Prep: Gather supplies. White printer paper, black construction paper Create an example Prepare a short slideshow		
5 min	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Hi guys! Today we are going to work on some winter art that really focuses on snowflakes and contrast! POWERPOINT First, I’m going to have you channel your inner scientist. Who can tell me about the water cycle? 1. Liquid water 2. Heat – evaporation 3. Into a cloud, condensation – gas 4. Back into liquid – precipitation So can anyone tell me how this works when it’s really cold out? Instead of rain, snowflakes! Why? It the precipitation freezes when it’s cold.		

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	<p>Well we are going to incorporate what we know about the water cycle in winter, into our art project! While we do this we are also going to focus on one element of art called value, specifically, we are going to focus on contrast.</p> <p>Contrast is the arrangement of opposite elements – to create visual interest in art. We are going to use opposite colors today to create visual interest!</p> <p>Show some examples</p>
10 min	<p>Explain: (concepts, procedures, vocabulary, etc.) Let's get started! Who knows how to make a snowflake out of paper? Awesome! Let me show you one more time for an example.</p> <ol style="list-style-type: none">1. Fold printer paper to create a triangle and long rectangle2. Cut the rectangle off - what shape does this make!? A square!3. Fold the remaining triangle in half, and in half again4. Then begin cutting out fun shapes5. DO NOT cut the entire folded side out, this will result in a broken snowflake.6. When you feel ready, open up your paper and your snowflake will appear! <p>Today, we are going to use snowflakes to help us understand the element of art called value – more specifically, contrast.</p> <p>Contrast is a component of value. Contrast is the arrangement of opposite elements in art to create a visual interest or excitement. Let's look at some famous artwork – let's see if you can find the contrast in it! Slideshow with examples</p> <p>What color is a snowflake - white What is the opposite of white – black Awesome! We are going to use what we just learned to create snowflakes with contrast today.</p> <p>Show example.</p> <p>Step 1 – grab white paper and scissors Step 2 – cut out/create your snowflakes Step 3 – throw away scraps and put scissors away Step 4 – grab black construction paper and glue stick – write name on the back Step 5 – glue snowflakes onto black construction paper to create contrast</p>
20 min	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>You may head back to your class/seat and get started!</p> <p>Walk around and ask students: How else could you incorporate contrast into this project? How did you choose what shapes and techniques to use for your snowflakes?</p>

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	<p>Where do you see the most amount of contrast? What other colors could you use to create contrast?</p>	
<p>10 min</p>	<p>Review (wrap up and transition to next activity): Okay class! We are about out of time.</p> <p>I want you to know that you all have done an awesome job! The cool thing about snowflakes is how unique they are – just like our art! None will be the exact same. Take some time while you clean up to reflect on your art as well as your friends’ artwork. It all looks so great! Please put your supplies back, throw away your scraps, and when you think your space and the class is clean, sit quietly at your spot until I dismiss you to get ready for lunch.</p> <p>Go!</p>	
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student’s learning?) <p>Use reflective questions from above Have students turn in art – did they follow the lesson?</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>Today, I was able to teach my first integrated art lesson. At Northridge, the third grade teachers take turns teaching art each Friday. They teach one lesson to the entire grade, so that is what I did today. I wasn’t too concerned to teach all 80 – I was actually really excited! This lesson took me a solid three hours to come up with, but I was confident with the final result. I was surprised at how well the entire third grade behaved in one classroom. Thankfully, classroom management went really well. Techniques like “give me 5” and a countdown worked perfectly. We started the lesson with a PowerPoint talking about the water cycle. Mrs. E told me that they haven’t covered this subject yet in science, so it worked well as an introductory lesson. It was very interactive, letting me know that the students were understanding what I was explaining. Then we moved into art elements and examined the concept of value and contrast. Then, I did a bit of art history going through examples from famous artists like Van Gough, Picasso, and Monet – as well as common examples of contrast. The students were able to point out where they saw contrast in these examples and explore how to use it in their own works. Then we moved on to the actual art lesson. The students were very engaged and super excited to make snowflakes. I had created examples of how to make the snowflakes step by step on paper – including cut lines. I also showed them some other options that they could use to make different sizes. Then we wrapped up the lesson by reviewing contrast and sending them on their way. The students and teachers said they really enjoyed my lesson. I think it’s so exciting to see new techniques, like art integration, being applied in schools. The teachers really enjoyed seeing an example of how to incorporate a lesson into art. Regarding the application of the project, the students did an awesome job! They were patient in their learning, asking questions when need be, then taking off with it as soon as it clicked. I enjoyed seeing their excitement over such a simple, yet complex lesson. As they wrapped up the project, I reminded them that every snowflake is different. We talked about what it means to be unique in our art and complimented each other’s work. It was overall a fun, and engaging lesson.</p> <p>I knew that they were learning based on the final projects they created. They followed directions closely and had beautiful snowflakes to showcase. As I asked them questions about contrast they were able to explain it clearly. When I asked them about the project as a whole, they were very happy about it. One student even told me that this was the best art lesson ever. This was very encouraging.</p> <p>If I had to change anything, I would have the students do their first snowflake with me as I show the example. This wasn’t possible because we had 80 students in one class, but it could be possible in the future.</p>		