## ARTS IMPACT LESSON PLAN

Visual Arts and Science Infused Lesson

Weather Intensity Collage

Authors Kathleen Mills with Carol Gould

Grade Level: 1

Enduring Understanding

Artists can use a variety of lines/color/shapes to express weather intensity and convey depth in space in a composition.

Lesson Description (Use for family communication and displaying student art)

Students will make a torn paper collage that visually communicates a type and degree of weather (ex: rain: drizzle or downpour). Students brainstorm different weather vocabulary and terms to communicate the intensity of the weather as a whole class. Then individually, they create a landscape using overlapping or depth in space, showing what is close and what is farther away (foreground and background) including the chosen weather.

Learning Targets and Assessment Criteria

Target: Recognizes and identifies types of weather.

Criteria: Shares descriptive weather words describing rain, wind and clouds.

Target: Communicates effectively.

Criteria: Actively listens, expresses ideas, visually and verbally, responds to others

Target: Depicts weather intensity in landscape using the elements of art.

Criteria: Overlaps line, shape and color to convey specific weather conditions and space in composition.

Target: Uses craftsmanship in collage.

Criteria: Cuts/tears smoothly, glues flat and securely.

Vocabulary

Arts Infused:

Collage

Color

In front, behind

Line

Pattern

Shape

Science

Change

Cycles

Intensity

Weather

Arts:

Background

Close

Collage

Composition

Craftsmanship

Depth

Far

Foreground

Landscape

Overlapping

Space

Materials

Museum Artworks or Performance

SAM:

The Studio by Jacob Lawrence

90.27

Google:

Winter Landscape by Paul Horiuchi

Materials:

Water Color Paper 11 x 14

Collage Materials (which include colorful/textural paper)

Glue Sticks

Scissors

Graphic Organizer

File Folders

Class Weather Chart

Glue mats or books

Construction Paper for Skyline

[https://www.google.com/search?q=seattle+skyline+silhouette&safe=strict&espv=2&biw=1040&bih=874&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjB26ajlKnQAhXoh1QKHb4bC6UQ\_AUIBigB - imgrc=gnAB1GicO-bR3M%3A](https://www.google.com/search?q=seattle+skyline+silhouette&safe=strict&espv=2&biw=1040&bih=874&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjB26ajlKnQAhXoh1QKHb4bC6UQ_AUIBigB#imgrc=gnAB1GicO-bR3M%3A)

Learning Standards

WA Arts State Grade Level Expectations

For the full description of each WA State Arts Grade Level Expectation, see: <http://www.k12.wa.us/Arts/Standards>

1.1.1 Elements: Line

1.1.2. Elements: Shape/Form

1.1.5 Elements: Space

1.2.1 Skills and Techniques: Collage

2.1.1 Creative Process

2.3.1 Responding Process

4.2.1 Connection between Visual Art/Science

Early Learning Guidelines, if applicable

For a full description of Washington State Early Learning and Child Development Guidelines see: http://www.k12.wa.us/EarlyLearning/guidelines.aspx

1st Grade: 6. Learning about my world: Science: Develop skills with sorting, describing, comparing and recording observations. Arts: Create and respond to arts.

Common Core State Standards (CCSS) in ELA

For a full description of CCSS ELA Standards by grade level see:

<http://www.k12.wa.us/CoreStandards/ELAstandards/>

Speaking and Listening

Presentation of knowledge and ideas

G1:4. Describe people, places, things, and events with relevant details, expressing ideas and feelings

clearly.

G1.5. Add drawings or other visual displays to

descriptions when appropriate to clarify ideas,

thoughts, and feelings.

Language

Vocabulary Acquisition and Use

G1: 5.c.Identify real-life connections between words

and their use.

Students Who Are College and Career Ready Students in Reading, Writing, Speaking, Listening, and Language

Demonstrate independence.

Build strong content knowledge.

Comprehend as well as critique.

Next Generation Science Standards

<http://www.nextgenscience.org/next-generation-science-standards>

Performance Expectations

K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.

Science and Engineering Practices

2. Developing and Using Models

4. Analyzing and Interpreting Data

8. Obtaining, Evaluating, and Communicating Information

Disciplinary Core Ideas

ESS2.D: Weather and Climate

Crosscutting Concepts

Patterns

Stability and change

ICON KEY:

🗏 = Indicates note or reminder for teacher

🗹 = Embedded assessment points in the lesson

Pre-Teach

Guide students in identifying overlapping that shows depth in space (foreground and background) in landscape paintings.

Lesson Steps Outline

1. Engage students in defining different types of weather. Guide class to come up with different weather words describing rain, wind and clouds. (For example, the word rain could have the words sprinkle, drizzle, downpour etc).

🗹 Criteria-based teacher checklist: Actively listens, expresses ideas, visually and verbally, responds to others. Shares descriptive weather words describing rain, wind and clouds.

2. Introduce and guide art analysis of The Studio by Jacob Lawrence from the Seattle Art Museum collection with focus on overlapping in space.

🗹 Criteria-based process assessment: Identifies overlapping and depth in space (close and far) in composition. Actively listens, expresses ideas, visually and verbally, responds to others.

3. Introduce and guide art analysis of collage, Winter Landscape, by Paul Horiuchi. Focus on overlapping and space.

🗹 Criteria-based process assessment: Identifies overlapping and depth in space (close and far) in composition. Actively listens, expresses ideas, visually and verbally, responds to others.

4. Talk about craftsmanship in cutting and gluing. Demonstrate and guide students in creating a collage composition with overlapping in space that shows parts that are close and farther away (foreground and background). It will also include a type of weather.

🗹 Criteria-based teacher checklist: Cuts/tears smoothly, glues flat and securely. Overlaps line, shape and color to convey specific weather conditions and space in composition.

5. Guide peer reflection. Students respond, turn and talk.

🗹 Criteria-based group and peer reflection: Responds to and shares observations about peer’s art.

LESSON STEPS

1. Engage students in defining different types of weather. Guide class to come up with different weather words describing rain, wind and clouds. (For example, the word rain could have the words sprinkle, drizzle, downpour etc).

🗏 Students use a graphic organizer and place the vocabulary words in the appropriate space for light, medium and extreme weather conditions. (Chart for rain, chart for wind and chart for clouds.)

Class, we have been studying weather in science. Today we are going to think of all the describing words we can for rain, wind and clouds. We will be using these words in our art later on.

Turn to your partner and discuss all the words you know for the word rain. Chart their words. Continue with wind and clouds.

We have created three charts describing types of weather but I am noticing that there are different intensities in each type. For example I know when it sprinkles it is a light rain and when it downpours it means a heavy rain. I am wondering if that is the same with wind and clouds. Let’s place each word on the chart and decide whether it is light, medium or extreme weather.

🗹 Criteria-based teacher checklist: Actively listens, expresses ideas, visually and verbally, responds to others. Shares descriptive weather words describing rain, wind and clouds.

2. Introduce and guide art analysis of The Studio by Jacob Lawrence from the Seattle Art Museum collection with focus on overlapping in space (foreground and background).

Artistically our job will be to make our collage show foreground and background overlapping in space: parts that are close and parts that are farther away. We also will emphasize line, color and shape to show weather intensity.

What do you think is going on in this picture, just by looking at it? What do you see that makes you say so?

What is in front and close to us (foreground)? What do you see in the middle (ground)? nd what is behind in the farthest background?

What does overlapping mean? What happens when something is in front of something or behind something?

🗹 Criteria-based process assessment: Identifies overlapping and depth in space (close and far) in composition. Actively listens, expresses ideas, visually and verbally, responds to others.

3. Introduce and guide art analysis of collage, Winter Landscape, by Paul Horiuchi. Focus on overlapping and space.

Many artists use a technique called collage to make their pictures. They cut and tear pieces of paper and then overlap them and glue them down to make another picture. Overlapping is created when one thing partly covers up another.

Where do you see overlapping in Paul Horiuchi’s collage? What bigger picture do the torn-up pieces of paper make when they are put together?

Where does one part of the landscape overlap another? Which part is close or in front, and what part is in the back or farthest away?

🗹 Criteria-based process assessment: Identifies overlapping and depth in space (close and far) in composition. Actively listens, expresses ideas, visually and verbally, responds to others.

4. Talk about craftsmanship in cutting and gluing. Demonstrate and guide students in creating a collage composition with overlapping in space that shows parts that are close and farther away (foreground and background). It will also include a type of weather.

Craftsmanship means that you are making a collage with care: cutting or tearing smoothly and gluing flat and securely.

Tearing/Cutting

Today, we are going to cut and tear different shapes from textured paper that we will use to create a landscape.

Even though we are going to put together different pieces of paper to make our own collages, we want the shapes that we cut out today to be at least as big as two fingers together, so they aren’t too hard to use. You can cut skinny shapes, fat shapes, long shapes, short shapes, straight shapes and curvy ones.

Remember when you are cutting, to keep your thumb facing the ceiling all the time. Also, remember to open your scissors up wide, and put your paper way back in the jaws of the scissor alligator to cut.

Last, remember that when you want to make a curve or turn a corner, turn your PAPER, not your scissors.

Gluing

Using good craftsmanship, I am thoughtfully turning cut out shapes upside down on a glue mat (or protective paper) and running glue stick around all of the edges.

I rub each shape firmly down in place on background paper to glue flatly, smoothly, and securely.

🗏 First children make the landscape (incorporating the pre-made Seattle skyline is optional). They may tear or cut the paper. After the land is completed, they look at the types of weather graphic organizer and decide which type they want to depict. They add the rain, clouds and wind to go with their landscape.

🗹 Criteria-based teacher checklist: Cuts/tears smoothly, glues flat and securely. Overlaps line, shape and color to convey specific weather conditions and space in composition.

5. Guide peer reflection. Students respond, turn and talk.

Let’s go on a gallery walk. While you are silently looking at your art and others’ art, think about

how space in the landscape and weather intensity is shown.

Where do you see weather? What is close and farther away in the landscapes you see? (Foreground and background).

Turn and tell a friend a form of weather you are noticing and what it reminds you of.

You are observing and reflecting, which will help you become a better artist and scientist.

🗹 Criteria-based group and peer reflection: Responds to and shares observations about peer’s art.

ARTS IMPACT LESSON PLAN Visual Arts and Science Infused Lesson

1st Grade: Weather Intensity Collage

CLASS ASSESSMENT WORKSHEET

Disciplines: Visual arts and science; visual arts

Concept: Communication; Weather intensity; depth in space; skills and technique

Criteria: Actively listens, expresses ideas, visually and verbally, responds to others; Shares descriptive weather words describing rain, wind and clouds; Uses line, shape and color to convey specific weather conditions; Overlaps line, shape and color to convey space in composition; Cuts/tears smoothly, glues flat and securely

Total 5

Student Name

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

What was effective in the lesson? Why?

What do I want to consider for the next time I teach this lesson?

How could I connect the concepts in this lesson with other disciplines?

Teacher

Date

ARTS IMPACT FAMILY LETTER

ARTS AND SCIENCE INFUSED LESSON: Weather Intensity Collage

Dear Family:

Today your child participated in a Visual Arts and Science Infused lesson. We talked about weather intensity and how we can depict that in a collage.

We discovered that rain, wind and clouds have different intensities that can be depicted.

We learned that works of art can show depth in space: have a foreground and background.

We created a collage showing a landscape with parts that are close and parts that are far away.

We also showed weather intensity in our collages.

At home, you could talk about the weather you see.

Enduring Understanding

Artists can use a variety of lines/color/shapes to express

weather intensity and convey depth in space in a composition.