

Art Integration Lesson Plan

Academic Learning Target / Instructional Standards (art and discipline specific):

Learning Target:

- Students will use their knowledge of animal characteristics and traits to draw and shade a silhouette picture using patterns and texture.
- Students will engage with descriptive poetry to engage their prior understanding and analyze the power of descriptive words.
- Students will write their own poetry reflecting the descriptive qualities of their artwork.

Science

- **3-LS3-1** Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

Language Arts

- **RL.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- **W.4** Produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3.)

Art

- **VA:Cr3.1.3a-** Elaborate visual information by adding details in an artwork to enhance emerging meaning
- **VA:Re.7.1.3a-** Speculate about processes an artist uses to create a work of art.

Elements and/or Principles of Design:

- Texture
- Line
- Emphasis
- Balance

Materials or Equipment:

- Black paper (I suggest 8.5" x 11" or larger)
- Pencil
- A sheet of white paper (I suggest 8.5" x 11" or larger)
- Scissors
- Glue Stick
- Color Pencil or Oil Pastel or crayons

- Poems
- Lined Paper
- Visual aides for students

Vocabulary (art vocab and discipline are specific- try to list at least 3):

Art:

- Texture
- Balance
- Stroke
- Pattern

Science

- Trait
- Expression
- Characteristic

Language Arts

- Stanza
- Personification
- Voice

Art History/Resources (this is NOT a sample of the finished product- it is a brief lesson of actual art or artists work):

Augustin Edouart (1789-1861)- This man is one of the most famous artists known for using silhouette. Just like we are going to do today, he started by looking at images of things he knew and cut out shapes from black paper. Most of his artwork was done showing the silhouette of people, and he is known for completing 28 pieces!

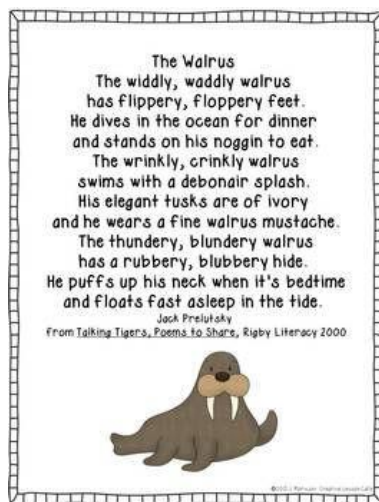


Instructional Plan/Art Production (Sequence of steps written so that someone else would be able to teach the lesson, include plans for classroom/lesson plan management):

Engage/Learning (15 minutes)

- Students, today we are going to be using the knowledge you have learned over the last couple of weeks about animal traits and characteristics to complete our artwork. What is an animal physical trait? Can we see and feel these traits if we are close enough to the animals? (have a short discussion on animal traits with the students to engage their prior understandings).
- Students, have you ever thought about how artists or authors describe characteristics in their work? If you have, do what type of words do you think that the artists and authors use? (give students time to discuss/respond) before we begin our art for today, let us look at ways both artists and authors work to describe characteristics of living things.
- First, we are going to read three poems. As we read, let's all look for descriptive words that tell us what the animal looks like. (in my own classroom I want to buy the Big Book of Animal Poems from National Geographic, but for now I will use poems I found free on the internet)
 - Smaller than a button, bigger than a spot this crimson queen with midnight polished polka dots journeys in her ruby shell, across the walks, along the cracks, among the petals of a rose— carefully, tenderly she goes. —Rebecca Kai Dotlich

Animal Poem - Hedgehog



They live their lives round,
Without any sound,
They roll down to those found,
Even though they can fall,
Since they are such a ball,
They care for others without them to notice,
They protect others without some notice,
They will always sleep,
They will always creep,
They might look dangerous,
But they sure are adventurous,
They will snuggle up to you,
When they know that you also care for them too.

Sarah Shahzad, January 2020

- Students, as I was reading, I saw many descriptive words! Let us share a couple that you found. (allow three to four students to share out)
- Great job! Now let us look at how artists express characteristics. In today's lesson, we are going to use silhouettes and patterns to show animal characteristics. One famous artist who lived around 1800 used the same technique of silhouettes in his artwork. Let's look at what he made. (show three pictures from artist section of this lesson plan)
- Even though this artist is just showing the outline of the person or animal, we can still see details, right? Yes! So, students, as we are moving through today's lesson, I want you to think about how you can still show realistic detail of the animal you chose.

Studio (30 minutes)

- For our artwork today we are going to need to first pick an animal that you know specific details about their physical traits. On your notebook paper, I want you to write down your animal.
- Once you have your animal picked, start thinking about the shape of the animal's body and make a rough sketch. Make sure to include details like the animals tail or feet to show us exactly what the animal is.
- Now, once you feel confident in your sketch, let's transfer that same shape onto our black paper. You can make the shape as big as you would like, but remember that behind our silhouette, we are going to be making a pattern so your black shape should be smaller than the white paper.
- Once you are done drawing the shape, then we are going to cut it out, and then set it to the side away from where we will be working.
- Next, we are going to think about the specific characteristics on your chosen animal's coat. Is it rough or smooth? What colors are on its coat? The goal of this project is to show texture of the animal's coat. For example, (demonstrate) if we want to show depth, we might add darker lines. If we want to show hair, we might do long separated lines. If the animal has suckers like an octopus, you may want to leave some sections white to show the circles.
- On your scrap piece of paper, I want you to make one section of the animal's coat. Just a small section that can be repeated in a pattern across the white paper. To show texture, we may also want to use multiple mediums so I want to see you exploring using color pencils, crayons, or oil pastels to help you decide what medium will be best used to show the texture of your animal. I may now show examples of a small section for student to start their creative process.
- Once you feel confident in your small section, you can start to transfer it onto the white paper. You will want to do it in a pattern, so each section is connected and repeats itself.
- I will then give students time to complete this section of the artwork.
- Once I see that students are finishing up, I will walk around and tell students that the final step is to glue their silhouette on top of the pattern they created.

Reflection of Studio work/Art Critique/Appreciation and Questions:

Reflection (5 minutes)

- Once done, I will ask the students to create a poem using the artwork they used. I want them to use descriptive words that they see reflected in their art, and how that connects to their animal traits in real life.
- If students need help understanding the expectations, I will be walking around to help them brainstorm and connect their artwork to a poem of their own creation.
- I will also pull the poems from earlier in the lesson back up on the board so that they can remember what the descriptive poems looked like.
- Finally, once they are done with their poem, I will ask them to self-assess their work and say one thing they like and one thing they could add to the piece.

Modification/Adaptation Ideas (if applicable):

- For students who may struggle with cutting/ tracing, I could cut out the silhouetted beforehand.
- Students could also be given larger mediums to use if they have fine motor struggles.
- For students who struggle connecting to the texture concept, I could bring in items like string, rubber, sandpaper and so on so they can first feel the texture and then draw it.



Assessment

	4 Excellent	3 Proficient	2 Developing	1 Below Proficiency
Descriptive elements in artwork	Students use multiple mediums and shows texture and detailed drawing	Student uses 2 mediums to show texture in their drawing	Student uses 1 medium to show texture in their drawing	Student uses 1 pr 2 mediums but does not show texture in their drawing
Realistic elements	Student demonstrates a great understanding of animal characteristics and provides many details	Student creates artwork that demonstrates realistic characteristics of their animal	Student creates artwork that demonstrates some realistic elements but lacks some details	Student does not create artwork that demonstrates realistic characteristics of their animal
Work ethic	Student shows strong work ethic, ask questions, and pushes themselves to further their understanding	Student works diligently throughout the process	Student works hard a majority of the time but has to be reminded to stay on task	Student has to often be redirected and guided throughout the process
Meaningful reflection	Student shows the ability to critically evaluate their artwork and provides at least two responses	Student meaningfully analyzes their work and provides two detailed responses	Student provides one meaningful response to their artwork	Student provides a response but does not meaningfully connect to their artwork