**Art Integration Lesson Plan**

**Activity Description**

Integration of ELA and crayon resist through opinion pieces on favorite seasons. This lesson will be taught in 2 parts.

 Artists Workshop – Students have prior knowledge of using watercolors, but not crayon resist, so there will be an introduction to this technique. Start with asking the students how artists create different landscapes. What tools do they use? How are colors used to create contrasts and definition in the landscapes? The students will create a scene of their favorite season and incorporate 2-3 details that make it their favorite.

 Writers Workshop – Students will write their opinion pieces about their favorite season after they have completed their artwork. They will have to provide 3-4 descriptive reasons as to why it is their favorite season, and must have an introduction, supports, conclusion, and use transition words throughout their writing. They will also use “Silver Dollar” words to enhance their writing.

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

W.1.3 - Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.

1. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
2. Provide reasons that support the opinion.
3. Use transitional words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
4. Provide a concluding statement or section.

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VA.Cr2.3 - Create artwork using a variety of artistic processes and materials by constructing representations, diagrams, or maps of places that are part of everyday life.

**Elements and/or Principles of Design:**

* Color
* Texture
* Perspective

**Materials or Equipment:**

* Paper
* Paper Bags
* Paper Towels
* Crayons
* Watercolor Paint
* Pencils
* Paintbrushes
* Salt
* Saran Wrap
* Water
* Writing Notebooks
* Opinion Writing Graphic Organizer
* Loose-leaf Paper

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

* Crayon Resist: an artistic technique that first uses crayon to draw, and then watercolor paint is applied directly over the crayon. The wax from the crayon resists the watercolor paint, while everything else not colored with crayon absorbs the watercolor.
* Perspective: the foreground (what is seen up front) and background of an image.
* Depth: how distance is measured in art
* Texture: creating different sorts of surfaces
* Silver Dollar Words – really descriptive and important adjectives

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

* I would have a PowerPoint with high quality crayon resist images to show students and initiate discussion among them. I would ask them what kinds of elements they see in the images. In the future, I would probably use some of my own crayon resist pieces and have the students tell me what they like/notice about each piece. This would also open up discussion on how crayon resist works, the process of it, and how different materials (salt, saran wrap) can be used to add texture to the artwork.

**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):**

**Artist Workshop – 1 day (1-1.5 hours)**

\*\* At this point, students would have experience with using watercolors, but not in crayon resist. They would also have prior knowledge of the words depth, texture, color, and perspective, as well as how salt and saran wrap can add texture to an image.

Engage: Informing/Creating Discussion

* Have the students come up to the carpet and sit as a group. Open up the PowerPoint presentation on crayon resist images, and ask the students questions about that they notice. (What are some of the details you see? Do you see anything with texture in it? Does the texture change throughout the artwork or does it stay the same? What is texture? Is there anything in the background of the artwork? What about the foreground? What do the colors tell us about this picture? etc.)
* Start to ask the students about what their favorite season is. Allow time for responses, and then explain that they get to create a picture of their favorite season.
* One way to help students imagine their favorite season is by asking them to think about what their favorite thing to do during that season is. What colors do they see during that season? What is the weather usually like?

Explain: Modeling Crayon Resist

* Follow the “I do/We do/You do” approach by modeling for the students how to create a crayon resist landscape for a certain season. Explain the importance and role of color, texture, perspective, and depth in crayon resist. Show the students various ways to create/use these aspects in the artwork.
* After the teacher has shown how to use crayon resist in creating a landscape, ask the students to return to their desks, and allow 2 people from each table group to grab the necessary materials (watercolors, crayons, 1 piece of paper, paper bag, water, brushes). Go through the “we do” stage by having them follow along in creating a landscape piece with crayon resist. Have the students answer questions like “How would you add texture to this piece/element? How would you show the foreground and background in this image? What do my colors mean in this image? etc.”

Explore: Creating the art/“You do”

* Allow the students to grab another piece of paper to create their own seasonal landscape artwork. Remind them that they need to show the elements of color, texture, depth, and perspective in their artwork.
* Have the elements they need to include written on the whiteboard.
* Have the PowerPoint presentation open and place your own example up on the board for students to refer to.
* Students may have time to look through picture books in the classroom library or online to help them brainstorm ideas for their seasonal landscape.
* Students will be given 30 minutes to complete their artwork. For those students who don’t finish within that period, they may work on their art during free-time at the end of the day.
	+ Cleaning Up
		- Students will be given 10 minute and 5 minute warnings to help them prepare to clean up. If students finish early, they may start cleaning up their materials and help their classmates clean up as well.
		- Watercolors will need to be wiped out and laid out to dry by the sink at the back of the classroom.
		- The newspaper will be piled up by the recycling bin at the front of the classroom.
		- The paintbrushes will need to be rinsed off in the sink and laid out to dry before they can be put back in their cup and put away.
		- The students must dump the dirty paint water down the drain, rinse out the water containers, and lay them upside down on paper towels to dry.
		- The used salt and saran wrap will be thrown away in the garbage.
		- Each student will place their art on the drying rack at the back of the classroom.
		- Each student will wipe down their spot with a Clorox wipe. These can be found in the back closet.

**Writer’s Workshop – 1 day (1-1.5 hours)**

Engage: Discussion/Forming an Opinion

* Have the students recall the artwork that they worked on the day before. Ask some of them to describe their seasonal scenes using silver dollar words.
* Tell the students that they now have to write an opinion on why the season they chose is the best season of the year. Have the student review the writing process and the necessary parts of writing (Introduction, Body/Supports, Transition Words, Conclusion).
* Have the students explain what an opinion is and ask them how they would support an opinion.
* Have the students look back on the opinion anchor chart and in their writing notebooks on what an opinion is, and how to write about one (prior knowledge).

Explain: Modeling the Writing

* Model the “I do/We do/You do” approach by showing the students the Opinion Writing Graphic Organizer. Using the seasonal landscape that was created the day before, pick out 3-4 reasons/elements from the landscape that help describe why that season is your favorite (i.e. “Winter is my favorite season of the year for so many reasons! Winter brings feathery snowflakes that fall softly from the sky. When they land on the ground and the light hits them just right, the snowflakes sparkle brilliantly like diamonds. This doesn’t happen in any other season besides winter. Winter also means that I can go skiing down the magnificent Blue Ridge Mountains. This is one of my favorite activities to do with my friends, and I can’t do it any other time of the year. Finally, winter brings treacherous roads and abundant snow, which means we get snow days! We aren’t able to get snow days during any other season!...”
* Fill in each section of the worksheet from Introduction through Conclusion.
* When you have finished filling out the sheet for your artwork, hand out copies to the students so that they can fill them out as well. Walk around the room to help answer questions and redirect students if need be.
* Once all students have finished filling out their graphic organizers, inform them that they will use this to help them write their own opinion pieces about their seasonal landscapes.

Explore: Creating the Opinion Piece

* Hand out sheets of loose-leaf paper to each student, and start working on creating a rough draft of their opinion pieces based on their graphic organizer.
* Remind the students that they need to include an introduction that hooks the listener/observer, 3-4 supports for why their season is the best season of the year, and a conclusion that restates their opinion, summarizes their reasons, and leaves the reader with a final thought.

\*\*Students will have prior knowledge of how to apply things from a graphic organizer in creating a rough draft.

* Walk around the room to help answer questions and redirect students if need be.
* Once students have finished their rough drafts, review it with them, make suggestions for revision, and give them the okay to publish their “final copy”. They can write the final copy of their opinion piece on a new piece of loose-leaf paper and tape it to the back of their artwork. Those students who finish early can help other students with their revisions and taping their final drafts to the back of their artwork. They may also pair up with other students to read their opinion pieces aloud and point of the different elements of their artwork that make that season their favorite.
	+ Cleaning Up
		- Students will be given 10 minute and 5 minute warnings to help them prepare to clean up. If students finish early, they may start cleaning up their materials and help their classmates clean up as well.
		- Extra loose-leaf will be put at the teacher’s desk.
		- Students will place their finished/unfinished work in their binder.
		- Those students who didn’t finish their final copy may work on it during free time at the end of the day and part of writing time the next day.

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

Hot Seat

* Students will be called off by their number to present their opinion piece to the class in the “hot seat”. After a student has presented, they may call on 3 of their peers to ask 3 “I wonder/I like” questions. This allows the student who is presenting to tell their peers a little bit more about their artwork and the various elements that went into creating it.
* Students will have time to reflect on the lesson after everyone has presented, and can give their feedback on what they learned, what they did/didn’t like about the activity, and what they would like to change for next time.
* After all of the students have presented, they will have their picture taken with their artwork, and a picture of their opinion writing as well. These pictures will be uploaded into a story jumper format, and the link will be shared to the classroom’s weekly newsletter so that parents can easily access it and view their child’s work.

**Modification/Adaptation Ideas (if applicable):**

* Students don’t have to use both salt and saran wrap… they can use whatever they are comfortable with.
* Students can try to “copy” another artist’s (not classmates) landscape if that is what really speaks to them.
* Students can also create an image of something that represents a certain season to them if creating a landscape is too difficult for them.
* Students may type out their opinion pieces if they really struggle with writing/motor skills.
* Students can ask their peers for help with revising and finding/using silver dollar words.

**Assessment: **