

Art Integration Lesson Plan

Activity description: Integration of science and art through students using watercolor painting to paint the ocean and discuss its elements. This lesson will be taught over a two-day period. The first day will consist of 45 minutes and will be focused on the history and technique of painting as well as the elements of the ocean. The second day will consist of a 20 minute period where students will complete their paintings and view one another's work.

1. Scientists learned about bodies of water in a previous lesson. This lesson integrates art with science by students recalling their prior knowledge about oceans and applying it to their paintings. They will recall different elements of the ocean, such as the animals within the ocean, the ocean is made of salt water, and the vastness of the ocean, and they will be able to reflect on these elements while creating their own ocean painting.
2. Artists Workshop- The use of watercolors will be a new concept for students in this class. I will start with showing students images of watercolor paintings that artists have painted. The focus today will be learning about what watercolor is, how to use it, and a few different techniques that can be used with it.

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

2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.

VA:Cr2.2.a. Experiment with various materials, tools and/or repurpose objects to explore personal interest in a work of art or design.

Elements and/or Principles of Design:

- Texture
- Color
- Lines

Materials or Equipment:

Crayons, salt, watercolor paints, watercolor paper, paint brushes, water cups, newspaper, paper towels, scissors for each student, glue for each student, ocean animals printed on colored paper.

Link to Google Slide:

<https://docs.google.com/presentation/d/1aKAK1DOnL24pbeus9WI5kq6Yv-ZNOcv65R5csFVhtVw/edit?usp=sharing>

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

- Translucent: quality of a material that allows light to pass through
- Wet-on-dry: using wet paint on a dry surface.
- Crayon resist: when images are drawn on white paper with white crayon and they do not appear at first. The image(s) are revealed after painting over them.
- Texture: making different surfaces look as if they feel differently
- Depths: The distance from the top or bottom of something
- Vast: Of great extent or quantity

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

PowerPoint with three watercolor painters and their works. We will have a discussion about the paintings, with special regard to the lines, the colors, and the textures in the paintings.

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:

Day 1:

- Prep: On the back counter, there will be watercolor paints, watercolor paper, sheets of newspaper, paintbrushes, paper towels, and cups with water in rows.

Watercolor painters, paintings, review of bodies of water: 10 minutes

- “Today we are going to paint with watercolors. Does anyone know what watercolors are? Watercolors are a kind of paint that is mixed with water to create translucent layers of color. The word translucent is a rather big word but all it means is that some light can be let through. For example, wax paper is an example of something that is translucent. Has anyone ever painted with watercolor before? If you have, please twirl your pretend artist mustache. *Demonstrate expectation*.
- I will begin the Powerpoint to introduce watercolor paintings. Students will be seated at their desks. We will discuss the paintings and the artists. We will discuss the colors in the paintings and how they make us feel. We will discuss the lines that are used in the paintings and what the artist is getting across with them. We will discuss the texture of the paintings and why texture is important. We will

also discuss the bodies of water in each painting. This will review our lesson on bodies of water from science. I will pay special attention to the size of the bodies of water, the kind of water in each (freshwater or salt water), and the kinds of animals we might find in each.

Model and Explore: 28 minutes

- “Before we begin painting today, I am going to show you what I expect you to do. If you would like the opportunity to paint, I need all eyes on me. If you need to sit on your hands, please do. This is very important.”
 - First, I will show students my watercolor paper. I will show students that one side has an X written on it. That is where they will write their names.
 - Second, I will flip the sheet over to the other side. “Do you want to see a really cool trick? It’s almost like a magic trick. I am going to take a white crayon and I am going to draw lines that represent waves. You cannot see white crayon on white paper right away, but just wait a couple minutes and see what will happen when I paint over the crayon with my watercolor paint.”
 - Third, I will open my watercolor paint and explain that the paint is dry right now. In order to use it, I need to add water. I will show students how to drop one drop of water onto each color of paint. This will allow the paint to become wet so that I don’t have to push my brush into my colors very hard.
 - Fourth, the colors will get nice and juicy. I will choose colors that remind me of the ocean and talk students through this. Then, I will paint over the square and students will see how the wax from the crayon resists the paint. We will discuss this and how it works.
 - Fifth, I will discuss with students how I can add more water or more watercolor paint to make the color I choose darker or lighter.
 - Finally, I will show students how to sprinkle little bits of salt onto the water they painted. This adds texture.
- “Now, I know this is a lot. Do not worry. I am here to help all of you and talk you through it. For now, can everyone stand up and stretch with me?” We will stretch and move on.
- “Alright! In just a minute I will ask for a few helpers to pass out some supplies. When you receive your supplies, leave them be for just a minute. Wait until I tell you what to do. Kapeesh? Alright. I need 6 volunteers please.”
 - 2 students per task: Pass out watercolor paper to each student, pass out a sheet of newspaper, pass out watercolors, and pass out brushes. As students

are passing these out, my other students will take out a pencil to write their names on the back of the sheet of paper.

- I will make sure everyone has their supplies and I will continue. “I need everyone to go along with me please. We need to do this together for the first part.
- “Everyone please write your name on the side of the paper with the X. You may only use a pencil for this. No markers please. Once you have written your name, turn your paper back to the other side and sit on your hands so I know when everyone is done.
- “Okay. In front of each of you, you will find a paint brush. I would like you to pick it up and when I say ‘brushes down’, I expect all brushes to be placed on the paper towel in front of you. Let’s try this.” We will try this as many times as we need until students understand and follow the expectation.
- I will pass out cups of water at this time. “You may open your watercolors and once you receive your cup of water you may stop using your brush to drop water into each color. Remember, you do not want to use too much water. You want them nice and juicy but not pooling over.
- “Brushes down. We are going to add our lines for the waves. When you use crayons, you need to press really hard to get a lot of wax on the paper but be careful. Crayons break easily if you hold them too high. Try to hold them on the tip so that they will not break (I will demonstrate what this looks like.) You may only use a white crayon for this. Not a marker. Not a pencil. A crayon. Go ahead and take out a white crayon and create your waves.”
- Once most students have finished with their waves, I will ask “What do we remember about the ocean? The ocean is vast which means it has great extent or is very big. How can we demonstrate that with our painting? What about the color? What color is the ocean?” The painting will be expected to take up the entire paper to accurately represent the ocean.

“If you are looking at the sunset, the ocean is not blue at all. Sometimes it looks more green. Sometimes more turquoise. If you would like to mix your colors to create one that you want you may. You want to make the ocean look as realistic as you can.

- “If you finished with your crayon, you may take out your paint and paint your ocean.
- “You will need to add more water to your paint as you go because the water does get used up and dry.”

- I will pass out small containers of salt during this time. I will also be observing students and their work. Are they understanding the concepts? Do they need help implementing? I will be available.
- Finally, once they have finished painting, brushes will be put down and I will demonstrate how to sprinkle the correct amount of salt on top of the paint to add texture. Students will be able to complete this themselves.
- If students finish painting early, they may paint animals for their ocean. They can use books as a resource (I will have some available for students to browse if needed).

Clean Up: 7 minutes

- I will tell students it is time to start cleaning up. “Hands need to be empty and I am looking for all eyes on me.” I will not give the next directions until I have all of my students’ attention. I will give credit to students who are following directions. “Thank you. We are going to start cleaning up. You will leave your paintings on your desks so they can dry overnight. These directions are very important so you need to listen carefully. First, you must carefully bring your water cup over to the sink and dump out your water. You will throw away your cup. Second, you will take your paint and rinse the lid. Do not put water from the sink in the paints. They will lose their color if you do this. Simply rinse the lid and place the paint next to the sink. Third, rinse off your brush in the sink, place it next to the sink. Put your paper towel in the garbage and head back to your desk. Paintings will be left on your desks so they can dry overnight.” There will be a visual reminder on the board.
- Once paintings are finished, I will state that the paintings will be left to dry overnight. We will discuss how to clean up our materials. Expectations will also be listed on the board as a visual:
 - Water
 - Paint
 - Brush
 - Painting

Day 2: Completion and Review: 20 minutes

- Ocean animals will be printed with colored printing on computer paper for students to cut out and apply to their paintings. There will be several different animals for students to choose from. Each student may start with 3.

- Students will take out their scissors and come to the front to pick out their three animals. Students will take the papers back to their desks and cut out their ocean animals.
- As students are cutting, I will pass out students' paintings.
- Students will then glue the animals to their paintings.
- Once students are done gluing, they will put their materials away.
- When everyone is ready, we will walk around the room to view one another's paintings. We will follow the directions for the section: Reflection of Studio work/Art Critique/Appreciation and Questions.

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

Group Share/Review:

- Students will be able to walk around the room to see their peers' art work. When they come back to their desks, the teacher will call on 3 students to share something about a painting they saw. They will be asked to consider the lines in their peers' work, the texture, and the colors used in the painting. Students will be encouraged to use phrasing that is displayed on the board such as:
 - I like...
 - I wonder...
 - I noticed...
 - It makes me feel like...

The students sharing will use one of those starters and finish with a positive comment. For example, I wonder why you decided to sprinkle more salt in certain areas than others.

Modification/Adaptation Ideas (if applicable):

- If student(s) complete work early, he will be able to draw and color in his ocean animals.
- If a student has sensory issues, he may wear gloves when working with salt.

Assessment:

Grading Rubric for ART

	5	4	3	2	1
Developing Skills at Grade Level	I produce high quality, creative work.	I produce quality work.	I produce acceptable work.	I produce work of inconsistent quality.	I produce NO work or very poor quality.
Understanding and Application of Art Concepts	I apply all concepts, especially those stressed for the project.	I make an effort to apply skills, especially those stressed for the project.	I apply some of the skills expected for the project.	I rarely apply the expected skills for the project.	I DO NOT apply the expected skills for the project.
Participation	I always participate in class and always use my time well.	I usually participate in class and usually use my time well.	I sometimes participate in class and sometimes use my time well.	I very rarely participate in class and very rarely use my time well.	I DO NOT participate in class and DO NOT use time well.
Use of Materials	I used materials appropriately with no reminders.	I used materials appropriately with little reminding.	I needed some reminding on proper material use.	I needed a lot of reminding on proper use of materials.	I used materials and tools inappropriately and foolishly.
Behavior	I always follow all classroom rules and never cause a classroom disturbance.	I usually follow all classroom rules and very rarely cause a classroom disturbance.	I follow some classroom rules and occasionally cause a classroom disturbance.	I very rarely follow classroom rules and sometimes cause a classroom disturbance.	I usually DO NOT follow classroom rules and FREQUENTLY cause a classroom disturbance.