

Art Integration Lesson Plan

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

- Grade 5
- Art Standards:
 - o VA:Cr3.5 a. Create artist statements using art vocabulary to describe personal choices in making art.
 - o VA:Pr4.5 a. Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.
- Science Standards:
 - o 5-ESS1-2 Construct a graph to reveal patterns of daily changes in length (metric) and direction of shadows, length of day and night, and the seasonal appearance of some stars in the night sky

Elements and/or Principles of Design:

- The idea of design is to create a starry night, such as the ones that Van Gogh has created, that represent different times of day or night and/or seasons in the sky.
- The elements that students will include will be different ways of creating their starry night, what time of day or night, what season, and what their night sky will include.

Materials or Equipment:

- The materials that will be needed will be:
 - o Paint
 - o Construction paper or Canvas's
 - o Brushes
 - o Sponges
 - o Dotting tools (optional)
 - o Scissors
 - o Glue

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

- Collage Art
- Brush Stroke
- Moon Phase
- Monochromatic

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

- Students will learn about the works of Vincent Van Gogh and how he created the famous painting Starry Night.

- Vincent Van Gogh (1853-1890) was one of the most influential artists in the 19th century. He lived in many places in Europe and moved to Paris at 33, which is where he started to work on his first big painting.
- When painting in Paris, Van Gogh's paintings transformed from dark colored paintings into flowers, portraits, and adding vivid colors. He was so much more passionate with his paintings that the emotion that he added.
- The painting, *Starry Night*, that will be focused on, has many different types of brush strokes and colors that were used.

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):

- After students have focused on learning about the stars in the sky, they will create an art project that reflects their learning.
- Students will be in their desks when starting this lesson. The lesson will range from 2-3 days.
- The lesson will start with a history lesson on Vincent Van Gogh and his life. This can be a PowerPoint presentation or even a short video. Students can take notes during this time, but they should be listening during the brief summary of Van Gogh.
- Next, students will take a look at pictures that Van Gogh has created, the last one will be *Starry Night*, the one that will be focused on.
- Students will look at the work that he did, the brush strokes, the way that he created his painting. This is important since students will be creating something of their own.
- Next, students will be given an organizer to help plan out what they will be creating, since they are creating a similar picture to *Starry Night*.
- The students will be reflecting on what they have learned in science about how stars look different at night depending on the day, time, and season.
- Students will fill out their organizer to pick a day, time, season to create their *Starry Night* project.
- Students who pick a certain day can look on the NASA site to see what the night sky looked at that time/day.
- Then, students will get the opportunity to create different pieces that will go into their *Starry Night* piece by making a painting.
- Students will cut out their landscape in black construction paper with different techniques, remind students that everyone's will look different and it is supposed to be fun with different aspects added in. This will be on top of their painting to focus on the night sky.
- Students will then put their landscape aside.
- The next day, students will focus on their painting piece. This is an important part to teach with students.
- Teaching students different techniques first before they start on their own painting.
- Their artwork should have stars, the mood, and focusing on the season/day.
- Once students are done, they can let it dry. If they would like to add any more details, fix anything, or revise their work now is the time.

- Lastly, they are going to add an artist explanation piece that will go under their creation. This part will include what type of sky they chose, the date it is, time, and season. They will also add in what inspired them and how it connects to them. It can be brief, but each creation will need this.

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

- Students will share their artwork with the class, but it will either be a Socratic seminar or small groups so that each person gets to say something about their art and hear some sort of feedback.
- The reflection time may be around 10-15 minutes so that there is enough time for critical thinking and sharing time. This is important to add in so that every student can hear something for their peers.
- Students will also be putting their artwork up for others to see as well.
- Students can use this in their portfolio that parents will see in conferences as well.

Modification/Adaptation Ideas (if applicable):

Student X will be able to do this activity. The student can work with their aid and have the teachers help during cutting with scissors and guiding with the paint. Student X will be able to paint what they like and be shown the site to pick a certain night sky that they would like.