**Art Integration Lesson Plan Template**

LTC 4240: Art for Children

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| Lesson Title & Big Idea: Collage of My Family- Family | | Grade Level: 1st |
| Lesson Purpose:  The students will use visual art to express each member of their family and what they mean to the student. | | Class Periods Required: 1 |
| Key Concepts (2-3):  1. Each member of our family means something different to us.  2. We don’t always get along with every member of our family, but we should be respectful always.  3. Families do not always look the same or have to be blood relatives. | Essential Questions (2-3):  1. Who do you consider the most important members of your family?  2. What is your favorite thing about each of these people?  3. How can you use magazine pictures and drawings to represent what each of these people mean to you? | |
| Lesson Objectives: (Excellent resource at <http://www.teachervision.fen.com/curriculum-planning/new-teacher/48345.html?for_printing=1&detoured=1>)  1. The student will create a collage representing each member of their family.  2. The student will discuss their own artwork with a partner and listen to learn about their partner’s collage. | | |
| Grade Level Expectations (GLEs) (3-4) (<http://dese.mo.gov/divimprove/curriculum/GLE/>)  1. Strand 1/3/C/Grade 1: Create original artwork that communicates ideas about the following themes: People (e.g., self, family, friends), etc.  2. Strand 2/1/G/Grade 1: Identify and demonstrate the use of space.  3. Strand 1/2/A/Grade 1: Use glue with control. | Missouri Core Academic Standards (Common Core State Standards)  (3-4) (<http://www.corestandards.org/>)  1. [CCSS.ELA-Literacy.SL.1.1](http://www.corestandards.org/ELA-Literacy/SL/1/1/) Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.  2. [CCSS.ELA-Literacy.SL.1.3](http://www.corestandards.org/ELA-Literacy/SL/1/3/) Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  3. [CCSS.ELA-Literacy.SL.1.4](http://www.corestandards.org/ELA-Literacy/SL/1/4/) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | |
| Integrated Content Areas:  1. Visual Art | Identify & define **common vocabulary/concepts** that connect visual art with the non-art content area.  1. Collage: an artistic composition made of various materials (as paper, cloth, or wood) glued on a surface. (Merriam- Webster online)  2. Family: The people you live with, care the most about, who care for you, or who most define who you are. | |
| Anticipatory Set (Gaining Attention):  Who do you consider to be your family? These could be the people that live at your house, the people that take care of you, or the people that have made you who you are. These do not have to be blood relatives, but we are not talking about our friends from school. | Closure (Reflecting Anticipatory Set):  Students will partner up and have a few minutes to share about each person in their collage, and why they made their art look the way it does. Their partner should ask at least one question and give at least one compliment. Then the roles will switch. We will discuss how important it is to be a good listener, make eye contact, and ask questions about details. | |
| Lesson Activities & Procedure(s):  1. I will make a model collage of my family members and show it to the class. I will explain who each family member is and why I chose to surround them with the pictures I did.  1. Students will brainstorm on the carpet as a class some ideas of who our family members are.  2. Students will return to their seats and make a list of who they want to portray in their collage. Their family members can be close family friends, aunts, uncles, or godparents, but I don’t want them using their peers/friends.  3. Then I will have students write their favorite thing about each family member that they want to represent. If a student doesn’t like a family member, such as a brother or sister, I will say they should either choose something nice about them or not put them in the collage. I don’t want them being mean.  3. Once I okay their ideas (I will probably say don’t use more than five people to save on time), I will let them look through magazines for pictures to represent each person.  4. Students can use either magazines or magazines and drawings to create this collage. If they want to go home and find a picture of their family members, they can leave a blank space in their art to do that.  5. When students finish their artwork, I will assign them partners and have them share about each family member in their art and why they chose their pictures.  6. Partners will then ask at least one question about the art and give one compliment. Then the roles will switch. | Lesson Texts & Materials:  Background paper  Glue  Colored pencils  Magazines  scissors | |
| Lesson **adaptations** for challenged learners:  If students are physically disabled and cannot cut with scissors or glue, I could have them tell me where they want the pictures and I could cut them out and glue them for them. | Lesson **extensions/enrichments** for gifted learners:  If students finish this quickly, I would have them write an entry in their writer’s notebook about each family member and what they mean to the student. | |
| **Formative Assessment** strategies:  I will ask students which family members they want to show in their artwork and how they are going to portray that using magazine pictures. (Example: My mom is a really good cook so I am going to use a bunch of pictures of yummy looking food and glue them around her face.) | | |