

# Art Integration 2nd Grade

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## VITAL INFORMATION

- Subject(s):** Art, Elementary, Language Arts (English), Music, Writing
- Topic or Unit of Study:** Art Integration
- Grade/Level:** 2
- Objective:**
- Students will know Art, Poetry, and Music can be created together to create a performance of expression.
  - Students will use drawings as an expressive compliment and descriptive component to their writing.
  - Students will know collage.
  - Students will know differences in warm and cool colors.
  - Students will know how quilts come together in one dynamic piece.
- Summary:** Students will learn how a rough draft is the same in writing and drawing. Students will make creative decisions about how to depict their poem in pictures. Students will learn how each individual artwork can be integrated as one in a quilt-like form.

## IMPLEMENTATION

- Learning Context:**
- Students have already written an "I Am Grateful" poem.
  - Students will use their poem as a catalyst to create a visual interpretation.
  - Students will use their poem as a catalyst to create a musical interpretation.
- Procedure:**
- Teacher will explain what *Art Integration* means and facilitate a short discussion.
  - Teacher will use an example of the students' rough draft and organizer (Writing Journal) to show how we can pick choice words to create pictures from.
  - Teacher will show pictures of Artistic Quilts, murals, and collages that have clear examples of images arranged closely together.
  - Teacher will model how to collage tissue paper onto one piece of paper using watered down glue.
  - Three of the classes will start with a pink piece of paper and collage cool colors of tissue paper onto the sheet.
  - The other three classes will start with a blue piece of paper and collage on warm colors of tissue paper.
  - Then next class period:
    - Teacher will ask students to look at their organizer page where the nouns are listed for their poems. Then teacher will ask students to think about ideas in how to represent each noun. Teacher will show examples of macro and micro drawings by pointing to the murals presented earlier.
    - Students will use pencil and paper to draw a rough draft of their nouns. They will label each picture accordingly.
    - Students will turn the page over when finished and re-arrange their pictures in another way.
    - Students will have 2 rough draft choices to choose from.
    - Students will draw a final draft with an option of splitting the drawing paper into 4 spaces to organize pictures.
    - Students will incorporate their written form of the poem into the drawing as a border by cut and paste..

Students will color their drawing using warm or cool colors depending on their background. (It must be opposite to create contrast)

Students will glue their picture to the collage background.

Differentiated Instruction: Students with special needs will have extra help and more time to complete.

Sample Student Products:

Collaboration: Students will work individually.

Time Allotment: 5 class periods. 1 Hr per class.

Author's Comments & Reflections:

## MATERIALS AND RESOURCES


Instructional Materials:

Resources:

- Materials and resources:
  - Projected images of murals, collage showing macro and micro drawings.
  - Writing Journals
  - Hard copy of finished poems.
  - Pencils
  - Newsprint
  - Good quality drawing paper.
  - Collage pieces (optional)
  - Water color (optional)
  - Clay (optional)
  - Yarn
  - Rope
  - Construction paper in various colors
- Technology resources:
  - Projector
  - Internet
- The number of computers required is 1.

## STANDARDS & ASSESSMENT

Standards:

-  **USA- Nat. Committee for Standards in the Arts: Standards for Arts Education**
  - **Grade Range** : Grades K-4
    - **Art** : Visual Arts
      - **Content Standard 1**: Understanding and applying media, techniques, and processes
        - **Achievement Standard** : Students know the differences between materials, techniques, and processes
        - **Achievement Standard** : Students describe how different materials, techniques, and processes cause different responses
        - **Achievement Standard** : Students use different media, techniques, and processes to communicate ideas, experiences, and stories
        - **Achievement Standard** : Students use art materials and tools in a safe and responsible manner
      - **Content Standard 2**: Using knowledge of structures and functions
        - **Achievement Standard** : Students know the differences among visual characteristics and purposes of art in order to convey ideas
        - **Achievement Standard** : Students describe how different expressive features and organizational principles cause different responses
        - **Achievement Standard** : Students use visual structures and functions of art to communicate ideas

- **Content Standard 3:** Choosing and evaluating a range of subject matter, symbols, and ideas
  - **Achievement Standard** : Students explore and understand prospective content for works of art
  - **Achievement Standard** : Students select and use subject matter, symbols, and ideas to communicate meaning
- **Content Standard 5:** Reflecting upon and assessing the characteristics and merits of their work and the work of others
  - **Achievement Standard** : Students understand there are various purposes for creating works of visual art
  - **Achievement Standard** : Students describe how people's experiences influence the development of specific artworks
  - **Achievement Standard** : Students understand there are different responses to specific artworks
- **Content Standard 6:** Making connections between visual arts and other disciplines
  - **Achievement Standard** : Students understand and use similarities and differences between characteristics of the visual arts and other arts disciplines
  - **Achievement Standard** : Students identify connections between the visual arts and other disciplines in the curriculum

Assessment/Rubrics:      Students have at least 4 nouns

                                     Students have at least 4 pictures to support the nouns

                                     Students have at least 1 rough draft drawing

                                     Students have integrated written form of poem into their composition