

## Art Integration Lesson Plan

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

By the end of the lesson, students will demonstrate their understanding of the use of line, supporting details, and main idea by creating a narrative about a single red dot.

W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.

VA:Cr1.1.4a Brainstorm multiple approaches to a creative art or design problem.

VA:Cr2.1.4a Explore and invent art-making techniques and approaches.

VA:Re.7.2.4a Analyze components in visual imagery that convey messages

Critical and creative thinking

Elements and/or Principles of Design: Line

Materials or Equipment: Index cards with one red dot, sharpies, markers, pencils, crayons

<https://artsintegration.com/2012/04/06/red-dot-details-free-arts-integration-lesson-plan/>

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

main idea, details, line.

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

brief overview of how to use materials to create value/ line types (dots, scribbles, hatching, etc.)

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):

1. Introduction how to create line in art and the different types of line. Briefly review main idea and details in a narrative. (Introduce the topic or situation clearly and focus on it throughout the paper, use dialogue or descriptive

words to show expression, use transitional words and phrases such as first, next, finally, then, etc., concluding statement, edit and proofread for punctuation,

2. Give each student an index card with one red dot on it.
3. Tell students to look at the card and think about some way that the red dot could be part of a story.
4. Explain to students that they will create an illustration on their card and the red dot must be part of the main idea of the story. The red dot must be incorporated into the illustration in some way. There also must be supporting details to draw the viewer's attention to the red dot as the main idea.
5. Students will draw their illustration.
6. Once all students have finished their illustrations, they will do a gallery walk (if time allows). Explain the procedure for a gallery walk.

#### **Afternoon**

7. Students will return to their seats. Explain that they will now write a story about the illustration that they drew. The story must include a main idea and at least 3 supporting details. It should be at least one page in length.
8. Ask if any students want to share. Hold up their illustration and have the student read their story to the class.
9. Students will hand in their illustrations and writing with their names on it and they will be displayed somewhere in the classroom.
10. If time allows, or if extension is needed, students can compare stories and create a sequenced storyboard as a class to make an entire story.

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

Students understood the art process fully and created an illustration that revolved around the red dot. The writing portion of the lesson was difficult to grasp as students were a bit overwhelmed with the requirements of the narrative. The main problem with the narrative was including dialogue or descriptors throughout the narrative. Students were also struggling with punctuation. I believe that outcomes were clear, however as previously stated, they were a bit overwhelmed. However, no students were stuck on what to write about. All students immediately began to write as they already created a drawing of their narrative. Tomorrow, I will teach a mini lesson that focuses on adding descriptors to writing. Activities lasted the right amount of time and students had more time to write their narrative in the afternoon. The class worked individually but also collaborated on their peers' illustrations. The students understood what to do for the lesson and asked only a few clarifying questions. Next time I teach this lesson, I would make the instructions clearer so that students completely understand how to create their narrative around their illustration. While walking around the room, I noticed students adding texture to their art and I provided suggestions for using line to create texture. Students will be ready to move on once I read their writing and know that they include descriptors, a conclusion, supporting details, and a main idea. Students had the option to either write their narrative on paper or on their Chromebook. As stated before, I do not believe students are ready to move on until I give a mini lesson on descriptive writing.

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

For student with fine motor delay, provide pencil grips and/or binder clips to aid in holding the markers and crayons.



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