What Does Winter Look Like to You

Grade Level: 1st Grade

Supplies Needed:

* White Paper
* Paint
* Sponges
* Crayons
* Painting Shirts

Standards:

Visual Arts:

4.1.2 Know the different techniques\* used to create\* visual art.

4.1.5 Know how different visual art media\*, techniques\*, and processes\* are used to communicate ideas, experience, and stories.

Language Arts:

SL. 4Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly

SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Objective:

Student will engage in a visual art lesson in which they will depict their own version of a winter’s day. Using an impressionist technique. Students will implement visual art techniques using paints, brushes, fingers, and etc. to create the setting. Make sure students do qualitative work.

Learning Activity

Supplies will be set out for students in stations

The teacher will ask the students what make winter different than any other season?

* Example Answers: snow, ice, no leaves on the trees, frozen lakes, cold temperatures, what colors do you see etc.

Examples will be written on the front of the class as a reference point for students to remember their ideas.

* This list of examples will be provided in larger print to students who have low vision at their desks. With the teacher also verbalizing each example with a clear voice. Information and example on the Active Board will be written in a high contrast color to help students with visual impairments.

The Teacher will then show an example of impressionism on the Active Board

* With enlarged copy given to students with visual impairments. And having them sit closer to the Active Board.

Explain to students what impressionism is and discuss.

When students are dismissed back to their desks group the desks in pods so that collaboration and discussion of the Art techniques can occur. Make sure that students who are visually impaired are facing away from windows and areas with high glare. If students who are visually impaired get easily distracted by noise offer noise cancelation headphones for focus.

Students will then start their paintings by following these steps:

* A background uses cool colors to represent the colors seen during the winter months (gray, blue, black, etc.)
* Allow the students to then draw/ paint 1 of their favorite winter activities
* Students will then use crayons and paint to complete the art lesson
* When students are completed have them put art in a safe area to dry off
* Students will then clean up their areas before moving on to the assessment.
* Use sponges to dab the paint on the paper
* Allow enough time for all students to finish

Assessment

Informal:

For the assessment students will share 3 informative sentences about their painting of a “Perfect Winters Day” and why it is the “Perfect Winters Day” with their peers.

Formal:

The teacher will be able to observe the use of impressionism, when artwork is collected

Reflection

What would I change?

If I would change this lesson I would make sure that the supplies are laid out evenly and in order, as to not cause confusion

Have the students be more engaged with the active board

What would I keep the same?

I would keep the example of impressionism up on the active board, as a reference to the students