

Art Integration

Grade: 2nd		Subject: Social Studies, Art	
Materials: map/map key examples, compass rose, watercolor paper, watercolor pencils, cups, paintbrushes, paper towels, sharpies		Technology Needed: computer, projector	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) Social Studies: 2.1.1 Use the basic components of a map key and compass rose. 2.1.2 Apply map skills (i.e., cardinal directions, map key, symbols) to read a simple map. Art: A:Cr3.1.2a Discuss and reflect with peers about choices made in creating artwork. VA:Re9.1.2a Use learned art vocabulary to express artwork.		Differentiation Below Proficiency: Assist students with brainstorming ideas for their personal map/map key-only three objects Above Proficiency: Students are challenged to include five different objects on their map/map key with more detail Approaching/Emerging Proficiency: Students try to get at least four objects and include extra detail Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: projecting on the board-model the artwork • Auditory: explaining all directions/activity aloud and talking them through the process – song for remembering the cardinal directions • Kinesthetic: walking throughout the classroom to observe others’ artwork • Tactile: hands on artwork 	
Objective(s) By the end of the lesson, students will apply their map skills by creating their own watercolor map and map key that relates to their life. Bloom’s Taxonomy Cognitive Level: Knowledge, application, comprehension			
Classroom Management- (grouping(s), movement/transitions, etc.) Students are to transition quickly and quietly to the carpet and back to their seats. While at the carpet, voice level of zero and sitting SLANT. Raise hand if wanting to talk.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Transitions are quick and quiet. Sitting SLANT at the carpet with voice level of zero. Students are expected to treat the art materials with respect. Students are expected to not make a mess and clean up all supplies when finished. While at their desks working on the art, students are allowed to talk with their pod with a voice level of one. I will call on specific pods at a time to get the supplies they need for their art project.	
Minutes	Procedures		
5 minutes	Set-up/Prep: <ul style="list-style-type: none"> • Print off map, map key, and compass examples • Get out the art materials and have them ready for the students 		
2 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Raise your hand if you have ever looked at a map before • Show students a real map of North Dakota • Why do we use maps? • We use maps for directions and to help us find places, but in order to be able to use a map, we have to know how to read it. • Today we are going to learn how to use a map key and practice our cardinal directions so we can use maps effectively • We are also going to learn about the art technique of watercolor and how we can use art elements of line, shape, space, and color to help us create a map 		
15 minutes	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • Who can tell me how many main cardinal (or main) directions there are? (four) • Show the compass rose • On the top we have North, on the bottom is South, on the right is East, and on the left is West. • When I was your age, I was taught different sayings to help me remember the directions-For example, Never Eat Shredded Wheat or Never Eat Soggy Waffles-the first letter of each word matches the letter for the direction. • Student turn and talk to a neighbor to think of a phrase that will help them remember the cardinal directions • Practice directions 		

Art Integration

	<ul style="list-style-type: none"> • Knowing our cardinal directions is very important when we are reading maps • Why are the cardinal directions important for reading a map? (so we know which way or which direction to go) • Knowing how to use a map key is also super important • A map key explains what the different symbols or colors on a map mean • Show an example of a simple map and map key • This is the map key that contains symbols to tell you what things on the map mean • Discuss the different symbols on the map key and how they help us read the map • Maps also relate to art in several ways because they include the elements of line, shape, and space-have students draw a line in the air and explain how a line can be more than straight (different lengths, curvy, zig zag, etc.) • Show the students a famous watercolor map and again describe the elements • Notice how there are all kinds of lines used in the map and this helps form the different shapes and objects needed • We also notice the spacing on the map-for example, if two places are far away from each other, there will be more space between them than two things that are closer together-this also helps us determine the time to get places • Now that we know how to use a map key and compass along with the art elements used to create a map, we are going to do an activity • I will model creating my own map with the whole class and model the correct way to use the crayons, water color, and other materials-while doing this I will explain the elements and concepts • Students then gather the materials they need for their project
<p style="text-align: center;">25 minutes</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • Students will first create a sketch of what they want their map to look like • Students must have a minimum of three different objects in their map key (more advanced students can include more) – students have the opportunity to relate this to their own life (for example: students could put a symbol in their map for a basketball court if they have one at home or enjoy playing basketball) • Then, they will start on their watercolor paper with drawing the main parts out with their sharpie and create their map key • The students will then paint their maps with watercolors with the colors of their choice • While students are working I will be walking around and asking them some questions about the elements of art and their maps
<p style="text-align: center;">5 minutes</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • When finished, students will clean up their supplies (wash brushes, dump water, wipe off desk, put crayons away) • Students will lay their project on their desk and the students will walk around and observe their classmates' artwork • Then, I will pick two maps, hold them up to the whole class, and we will talk about their map/map key and I will ask them comparing questions dealing with the art elements-for example: how is the spacing in this piece different from the spacing in this one? How do the lines and shapes in this piece help us understand the map? • I will be sure to let them know that it is good that they are all different and unique
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student's learning?) <ul style="list-style-type: none"> • Informal assessment: thumbs up/thumbs down during large group to assess whether or not they understand how to use a map key • Sketch and label a compass rose 	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> • Final end project of their map art, compass rose, and map key along with an explanation of their map • Assessing their overall understanding and application of skills
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>One thing that I did well with this lesson was doing more quick informal assessments during large group. I used thumbs up/thumbs down to assess their learning and see if students felt they understood the concept. I think that the examples I used were very helpful to the students and gave them that visual aspect of learning. The class discussions of the examples helped them think at a deeper level and how the concepts apply to them. Something that I would do better is make clearer expectations with using the art supplies and how I wanted them to work. Next time I will think about the specific lesson procedures more before-hand so I do not have to waste so much class time trying to calm the chaos. I did well with explaining, discussing, and critiquing the art element of line and incorporating it with the maps. I did my best to walk around during work time and ask students about their art elements they used to create their map.</p> <p>My favorite part was the gallery walk and art critiques at the end. Students had the chance to look at all the maps and then we talked about how the art element of line helps form maps. When we compared two different maps, it was clear that the students understood the art elements that were taught. Students did well with reflecting on the process and talking about the pieces and elements. Their artwork proved their understanding of the social studies standards. This lesson took a lot longer than I expected it to and some students didn't get to finish their art so this is something I would need to change or adjust.</p>	

Art Integration

I have updated some parts of this lesson plan in order to make the lesson and activity flow more smoothly. I updated the process for the students getting their supplies, which is dismissing the students by pods, not just letting them all get up and move around at the same time. I have also included examples as to how students can relate this lesson and activity to their own life. I extended the time for the explore section because students spent more time creating their maps than I had planned for.