

Lesson Plan: Interdisciplinary	Teacher: Ashley Kemerer	Middle School	Grade: 5	Subject: Art and Science
Date: 12/05/12	Time: Approx. 2 class periods	Unit: Creating the Solar System	Values of the Planets	Lesson #1

Standards and Benchmarks:

ART.VA.I.5.1 Use materials, techniques, media, technology, and processes to communicate ideas and experiences.

ART.VA.I.5.3 Incorporate the elements of art and principles of design to communicate ideas.

ART.VA.II.5.2 Apply knowledge of how to use visual characteristics and organizational principles to communicate ideas.

ART.VA.II.5.4 Select and use subject matter, symbols, and ideas to communicate meaning.

ART.VA.V.5.4 Synthesize connections between the visual arts and other disciplines in the curriculum.

Student Learning Objectives:

Through these learning objectives the student will demonstrate the ability to:

- Create visual emphasis on a focal point
- Create many values using mixed mediums
- Apply blending and shading to articulate a common idea

Anticipatory Set:

“What did you all learn about in science class this morning? Can you name the planets for me? Today we are going to use our new information about our solar system to draw out and create the planets in the solar system.”

Introduction:

Instructional Activities: (Guided Practice)

1. Everyone needs a piece of black paper, one marble and a small cup of white paint.
2. Drop your marble in the paint and place your paper into the box at the front of the room. Drop your marble in the box and roll it around.
3. Find different object in the room that are round so we can trace them – things like cans or vases, anything that has a round bottom.
4. Start adding color to your circles and shade them. Use value to create movement and make them as realistic as possible.
5. Cut them out and attach them to our dry black papers.

Independent Practice: Students will use images provided to create the realistic looking planets. They will have permission to utilize any circular shaped objects to draw their planets, our even a compass.

Checking for understanding:

- Do we all understand why the size of our circles is important?
- Why do we need to add values to our drawings?
- Where should the planets go in relationship to each other?

Differentiated instruction:

Higher Learning Students: will use the same materials but will be expected to create a more complex and realistic style planet. They might be allowed access to different types of paper/ oil pastels in order to create a more complex final product.

Resource and ESL Students: These students will be granted more leeway when it comes to size of planets and location. However, blending is still expected as it is a main focus of the lesson.

Assessment:

Informal: will be used to make sure that each student participates. Each student will be informally graded on:

1. Use of tool and supplies
2. Participation
3. Ability to follow directions

Formal: will allow me to grade students based on:

1. Quality of work
2. Overall impression made
3. Relationship of planets to each other (spacing and order)
4. Use of blending and values

Closure:

“So what have we learned about the textures and values that each planet has? Are they all the same? Do they look similar in color or in size? How were we able to convey that each planet is not the same at all? You all did a great job on this project, we are going to be hanging them out in the hall and I am sure that every science teacher will love them!”

Vocabulary:

1. Movement
2. Blending
3. Value
4. Shape

5. Form
6. Texture
7. Blending

Materials:

- Black paper
- White paint
- Marbles
- Chalk pastels
- Scissors
- Various circular objects
- Glue