

Cloud Art Lesson Plan

Janie Roy

Unit: Clouds

Title: Shape and Color in Types of Clouds

Grade level: Special Education K-6

Time: 40-50 minutes

(A) Objectives:

1. Standard Art.5VA: All students will recognize, analyze, and describe connections among the arts, between the arts and other disciplines, between the arts and everyday life.
 - Art.5 VA.E.1 Explain how visual arts have inherent relationships to everyday life.
 - Art. .5 VA.E.4 Understand and use comparative characteristics of the visual arts and other arts disciplines.
 - Art..5 VA.E.4 Identify connections between the visual arts and other disciplines in the curriculum.
2. Standard Art. 3.VA All students will analyze describe and evaluate works of art.
 - Art. 3.VA.E.1 Generalize about the effects of visual structures and functions and reflect upon these effects in personal work.
 - Art. 3.VA.E.5 Understand how personal experiences can influence the development of artwork.
3. The students will learn about the different types of clouds.
4. The students will learn about the elements of shape and color.
5. The students will create four soft pastel productions of different types of clouds.

(B) Motivation:

For at least a week before hand the students will keep a cloud log where they document what kind of clouds they saw outside at recess.

Sample teacher production, and artist samples (Albert Soran, Ursula Reese, Ann Oakley), and book Cloud Dance by Thomas Locker.

(C) Materials: students will need

- soft pastels
- 4 sheets of white 12 x 9 paper
- one large piece of construction paper for mounting
- glue
- teacher samples, pictures done by other artists, the book: Cloud Dance by Thomas Locker.
- pencil

(D) Procedure:

review types of clouds and cloud log of when the students have seen certain types of clouds

discuss how the elements of shape and color relate to different types of clouds and possible backgrounds

demonstrate use of soft pastels; hand out a piece of paper to each student and soft pastels; look at art samples

ask students what type of clouds they see in the summer; and what scenery could go with it; give students time to produce a summer production

ask students what type of clouds they see in the fall and what scenery could go with it; give students time to produce a fall production; continue for spring and winter as well

mount productions on construction paper

clean up supplies and collect artwork

(E) Assessment:

- Did the students use the elements of shape and color to produce four productions of different cloud types representative of the four seasons?
- Have the students write at least one sentence for each production including a description of the kind of clouds that are represented.
- The next day discuss the artist samples again and have the students pick one and write a paragraph in their journal about it (art criticism and aesthetics).

(F) Integration Ideas with Other Content Areas:

Science—types of clouds, water cycle

Language Arts—keeping a journal of cloud observations, write poems about clouds

Math—measuring cloud cover (decimals)

Social Studies—how cloud cover, rainfall, snowfall, and seasonal durations have changed throughout history and are different around the world.

(G) Adaptations:

Learning Disabilities—Step-by-step instructions

Gross motor skills—Large paper and brushes

Fine motor skills—Learning to hold Oil pastels

Tactile—Gloves

Hearing Impaired—Written Directions

ADHD—Split up the lesson into 2 parts