**The 4 Seasons**

**Miss Allison Meyer**

**Age Level:** 2nd Grade

**Subject(s) Area:** Art Class

**Materials Needed:** Matte board, acrylic paint (a variety of seasonal colors), paper plates, paint brushes, newspaper or a roll of paper

**S**tandards**:**

**Code and description:** 2.3.1 Understand how a variety of subjects, themes, symbols, and ideas are incorporated in a selection of works of art.

**O**bjectives**:**

**What will the students know or be able to do?:** The students will be able to look at art and determine the landscape of the images as well as the subject of the artwork.

**L**earning Activities:

**Opening Element:**

* The stations will be set up when the students come back into the classroom.
  + There will be 4 stations.
  + Place newspaper or a roll of paper on the surface the students will be painting on.
  + Station 1: Summer. Station 2: Spring. Station 3: Winter. Station 4: Fall
  + There will be one color of paint at each station with enough paint brushes for each student to have a brush.
* Place four matte boards on each students’ desk
* Have an example of what will the end product should look like.
* Review the differences between the seasons: “What do the leaves look like in the fall compared to the spring?”

**Reflective Questions:** “Why do the leaves change color in the fall?”

**Required Vocabulary:**Spring, Winter, Summer, Fall, Autumn, theme, subject, landscape

**Instructional Methods:**

Part 1-Takes place Friday afternoon (10/7/2016)

* The students will label each square with each one of the seasons of the year on the back of the board. They will also write their name of the back of the matte board.
* Review with the students what the appropriate way to paint is.
* Explain to the students that they will be painting the white side of the matte board.
  + “Each station is a season. Paint the white side of the board. Each board is one color. If you are a #1, you are at station #1, which is summer.’ Etc….”
  + “When I say ‘go’, sit down at the station you were assigned to”
  + “Take your board labeled spring to the spring station, your winter labeled board to the winter station,’ etc…”
  + “Paint *only* the white side of the board. Do not leave any white spots.”
  + “Go”
* Set a timer for 4 minutes. When the timer goes off, have the students take the finished board and place it on the role of paper to dry (group by group).
* Once all boards are on the role of paper, have the students rotate left to the next station.
* Continue this until each students have been to all of the stations.

Part 2-Takes place Monday afternoon (10/10/2016)

* Pour brown paint on a small plate for each student.
* Open a new page on the smartboard
* Have the students gather all four of their painted boards and place them in square on the paper laid out on their desks.
* Show the students how to draw a tree by tracing their right hand and forearm to cover all four boards.
* Walk around the room and assist any students that need help.
* Once the “tree” is drawn, pass out the plates with brown paint and a paintbrush to each student.
* Review with the students what the appropriate way to paint is.
* Have the students paint the *inside* of the tree.
* Set the timer for 10 minutes. When the time is up, the students should all be done painting the tree. Have the kids place the boards back on a roll of paper to dry.

Part 3- Takes place Friday afternoon (10/14/2016)

* Set the four stations back up.
* Number off the students again.
* Review with the students what the appropriate way to paint is.
* “When I say ‘go’, grab your board for that season and sit down at your station”
* “Take only *one* finger and dip it *lightly* in the paint.”
* “Use your finger prints to create the leaves on the tree or if you are in winter, the snow on the branch and the ground”
* Set the timer for 15 minutes. When the timer goes off, have the students (group by group) take their finished product and lay it on the roll of paper to dry.
* Have the kids pick up their next season and walk to their next station to the left (group by group).

**Guided Practice Strategies:** The lesson is broken into three parts for time sake.

**Independent Concrete Practice/Application:** This project is done almost completely independently.

**Differentiation:** If students need help tracing their hand, a para or teacher will assist. The timer will be set to keep students on track, particularly those that struggle with getting started.

**Wrap-Up:** The teacher will spray each board with a clear gloss to prevent fading or discoloration. The teacher will then hang each students’ finished set to display so the students and other individuals in the building can see what they created.

**A**ssessment:

**Formative:** Ask the students to do a turn and talk about what the the theme of the art project is, as well as what the landscape and subject of the art project is.

**Individual Measurability:** Listen carefully and take note of the students who are describing what the theme, landscape and subject are of the art project.

**Summative: No summative assessment will be given.** However, if there was a summative assessment to be give, the students would create their own art project and describe or label the theme, subject and landscape of their art piece.

Reflection:

This lesson was not my best lesson. I created this lesson with the cooperating teacher, and we felt very confident that the students could do it. However, once I began to teach the lesson, the students were having difficulties in areas that I thought they would not. The classroom was a little chaotic during the lesson for all three parts.

Being that the classroom teacher and I had come up with this lesson together, it felt that during the lesson, we were co-teaching the lesson more than anything. I felt very unprepared and like I was looking to the teacher more than teaching. There are many things I would change about this lesson, the first being create a lesson that is easier to undertake, especially if I’m not an experienced teacher. Had I been much more experienced, the lesson would have gone much better. That being said, I think the lesson itself needs some tweaks to make it a lot easier for a second grade class to complete with less help. The entire lesson, the teacher, myself and a paraprofessional were constantly running around the room helping students, making sure they were doing it right.

However, I did enjoy the lesson and I think the kids did as well. The project turned out very nicely and each student’s final product was completely different as opposed to the rest of the class. I would definitely consider using this art project in the future, however, I would make sure to come up with a better way to go about teaching it.

Following the lesson, my cooperating teacher provided me with some very helpful feedback. She also asked that I come up with another art lesson to teach my second week so that she and I are both able to see how well I teach an art lesson independently.