

FORMAT

Lesson Plan Seed: **Fine Arts and Science** Grade 4

How Can We Protect Our Water Resources? (Day one)

Fine Arts Content Standard

Aesthetic Education- Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.

Fine Arts Indicator(s):

1.3 Analyze the use of elements of art and principles of design in order to plan and develop compositions that convey personal meaning.

Fine Arts Objective(s):

1.3.b Select and use principles of design, such as pattern, contrast, repetition, rhythm/movement, balance, **emphasis**, variety, harmony/unity, and proportion, to give personal meaning to visual compositions.

Objective(s) (Connecting the content areas)

We will illustrate the important ideas in the poem “Away in the Bay” in order to demonstrate how citizens in Maryland affect the quality of water.

Description of Lesson/Activities

1. Review the concept of *emphasis* in visual arts by looking at sample drawings and paintings. Have partners turn and talk about each sample.
2. Read the poem “Away in the Bay” and discuss the main idea (People in a community affect the quality of water by washing pollutants down the drains).
3. Assign partners a stanza to read and identify a subject to emphasize (big idea of the stanza).

Content Standard (Other Subject Area)

Standard 6.0 Environmental Science

Students will use scientific skills and processes to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective.

Indicator(s)

6.1 Recognize and describe that people in Maryland depend on, change, and are affected by the environment.

Objectives(s):

6.1 .a Identify and describe that human activities in a community or region are affected by environmental factors

- presence and quality of water

4. Each partner sketches an illustration with an emphasis on the big idea. Partners discuss their sketches and agree on one design to create for the class mural.
5. Partners produce the final illustration for their stanza and all illustrations are displayed with the poem to create a hallway mural.

Possible Assessment Strategies-rubric or checklist

- Science: Big idea of the stanza is illustrated, showing how citizens pollute the water or the consequence of water pollution.
- Art: Each illustration clearly *emphasizes* the big idea that the students identified in the stanza.