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| **Lesson Plan Information** | | |
| Subject: Science and Technology integrated with Art | Name: | |
| Grade: One | Date: | Time: |
| Topic: Understanding Earth and Space Systems: Seasons | Period Length: | |

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| **Expectations** |
| Curriculum Expectations (Based on the Ontario Curriculum Documents):  Science:   * 1. Assess the impact of daily and seasonal changes on human outdoor activities and identify innovations that allow for some of these activities to take place indoors out of season.   2. Assess ways in which daily and seasonal changes have an impact on society and the environment |
| Learning Skills (Where necessary): |

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| **Content** |
| What learners will know/be able to do:  Students will be able to identify how seasons are cycles, and how each season affects the plants, animals, and people as the weather changes. Students will be able to recognize each season represented in each work of art. |
| Today learners will:  Learn about Canadian seasons and participate in class discussions about their own experiences with seasons. Students will examine artwork representing all four seasons and identify what season is represented and why. Students will then draw or paint a picture of their favourite season. |

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| **Assessment and Evaluation** |
| Determining student understanding:  Students will demonstrate understanding by participating in class discussion in which the teacher will take anecdotal records noting student participation. Students will then complete a picture of a season and be marked using a checklist that looks for accuracy (does a winter scene clearly represent winter - is there snow - no leaves on trees, etc.), as well as completeness, and effort. |

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| **Perspective** |
| Necessary Prior Knowledge:  Students will already know the names of the seasons and basic associations with each. (Fall is cool and the leaves change colour, Winter is cold and has ice and snow, Spring is warm and has buds and new leaves and lots of rain, Summer is hot and dry and has flowers.) |
| Differentiation:  Visual Impairment: Focus on other senses (What does winter feel like? - cool, wet - taste like? - hot chocolate, peppermint - smell like? - pine, cinnamon). Have student describe their favourite season and why it is their favourite either orally to class or to the teacher instead of drawing a picture.  Impaired Motor Skills: Have student make a picture on the Paint program on the computer, or copy and paste photos from the computer or a magazine to create a collage of a season instead of drawing a photo. |
| Environment:  Classroom setting, projector or SmartBoard to show artwork from Museum London |
| Resources/Materials:  White Paper  Pencils  Crayons/Paints/Pencil Crayons  Overhead Projector or SmartBoard  **Museum London Artworks:**  *(the following artworks can be accessed by going to the Museum London website* [*http://museumlondon.ca/*](http://museumlondon.ca/) *and searching for them on the “collections” page – type in the names of the artists)*  **Fall Artwork:**    *Autumn Landscape with Sheep* by William “St. Thomas” Smith, n.d.    *Autumn Landscape* by Robert Le Touzel, n.d.    *Autumn Leaves* by Paul Peel, 1881    *Autumn Woodland* by Joseph Sydney-Hallam, n.d.  **Winter Artwork:**    *2008, Early Winter, Looking East Across Thames River* by Bernice Vincent, 2008    *A Canadian Winter Scene* by Paul Peel, 1877    *Early Winter, St. Urbain Street, Montreal* by Fred Taylor, 1947    *January Drift* by Clark McDougall, 1944  **Spring Artwork:**    *Coast Range, Spring* by Bessie Symons, 1947    *Spring Crocuses in Pot* by Kate Taylor Cumming, c.1945    *Spring in the Hop Country, Trugghurst, Kent, England* by John Arthur Fraser, c.1888    *Spring Flood* by Henri Masson, 1937  **Summer Artwork:**    *Summer Landscape* by John William Beatty, n.d.    *Summer Landscape* by Edouard Chappel, n.d.    *Summer in the Mountains* by Herbert Waters, n.d.    *Late Summer* by Tib Beament, n.d. |

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| **Strategies** |
| Introduction:  Ask students what season it is. Have students discuss the differences between fall, winter, spring, and summer. Pay special attention to weather changes, changes to plants and animals, and how people cope or change their routines according to season changes. |
| Climax:  Explain how the seasons are a cycle and display the artworks listed under resources to the students and ask them to identify the season in each artwork and why we know it is that season. |
| Conclusion:  Have students draw a picture of their favourite season showing what that season looks like (ie. if it is representing spring, have flowers, a sun, rain, etc) |