

5E Arts Integrated STEM Lesson Plan – Template

This template serves as a guide for developing a lesson that integrates across subject areas and includes the components of a quality STEM lesson. Please use it to support your work and engage in discussions with your instructors and peers when you have questions.

Lesson Title: *The Four Seasons*

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Topic: *Vivaldi's "The Four Seasons," the 4 seasons of the year*

Targeted Grade Level: *2nd grade*

Time Needed: *2 to 4 classes, 35-40 minute class periods*

Subject Integration: *Music, Art, Science*

Justification:

Music is the primary subject being addressing. Students are listening for the expressive content of the composer. While doing so, students are also using art (drawing/ coloring) as a facilitator for forming a deeper understanding of the song. The subject of the work is the 4 seasons, so this lesson is also using this as an intersection to discuss science in the classroom. Through this lesson, students are taking a scientific topic (the 4 seasons) and understanding it and experiencing it through a musical and artistic outlet. Through the music, the emotions one might feel and the sounds one might hear are discussed and thought about. Through the art use, students are challenged to create a visual representation of the seasons.

Standards:

NAfME (Music Standard):

- MU:Pr4.1.2a Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

- *MU:Pr4.3.2a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.*
- *MU:Re7.2.2a Describe how specific music concepts are used to support a specific purpose in music.*
- *MU:Re8.1.2a Demonstrate knowledge of music concepts and how they support creators'/ performers' expressive intent.*
- *MU:Cn11.0.2a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.*

Visual Arts (Integrated Arts Standard):

- *VA:Cr2.1.2a Experiment with various materials and tools to explore personal interests in a work of art or design.*
- *VA:Cr3.1.2a Discuss and reflect with peers about choices made in creating artwork.*

National Art Standards:

NAfME (Music Standard):

- *MU:Pr4.1.2a Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.*
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Visual Arts (Integrated Arts Standard):

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- VA:Cr3.1.2a Discuss and reflect with peers about choices made in creating artwork.

Measurable Student Learning Objectives: *Students will be able to describe and analyze the expressive content of Vivaldi in “The Four Seasons.” Students will be able to draw pictures representative of the topic, the four seasons. Students will be able to identify the temperature, weather, leaf color, and other tendencies of each season.*

Nature of STEM: *This lesson addresses STEM through science. The 4 seasons are something that will have been discussed at some point during their science classes.*

Engaging Context/Phenomena: *The seasons is a topic the students know about and will be able to share their knowledge of. The students will be interested in this lesson because they will get to use art supplies, something that does not usually occur in music class.*

Data Integration: *N/A*

Differentiation of Instruction: *This lesson can address the different needs of students. For students with fine motor skill challenges, drawing the picture might be difficult. For these students, including collage style elements that are pre-cut could be a way of including these students.*

Real-life Connection: *This lesson has real life connections because the seasons are experienced by everyone. The student will be able to draw from their experiences with the weather, temperature, and leaf colors they have observed.*

Possible Misconceptions: *Students may not know what certain instruments sound like. Providing an instrument chart will help students to form the connections about the sounds.*

Lesson Procedure:

Discuss the 4 Seasons as a whole

Identify the temperatures

Identify the weather experienced

Identify the color of the leaves

Discuss the additional differences present in each season

Listen to a portion of “Spring”

Discuss: Which season do you think this is supposed to be and why?

Review the elements of spring discussed in the previous class.

Art supplies are distributed and students draw their representation while students listen to the remainder of the piece.

Listen to "Summer"

Discuss: Which season do you think this is supposed to be and why?

Review the elements of summer discussed in the previous class.

Art supplies are distributed and students draw their representation while students listen to the remainder of the piece.

Listen to "Fall"

Discuss: Which season do you think this is supposed to be and why?

Review the elements of fall discussed in the previous class.

Art supplies are distributed and students draw their representation while students listen to the remainder of the piece.

Listen to "Winter"

Discuss: Which season do you think this is supposed to be and why?

Review the elements of winter discussed in the previous class.

Art supplies are distributed and students draw their representation while students listen to the remainder of the piece.

Presenting Art to Class (Volunteer-Based)

Students will select one of their drawings to present and share with the class

Students are not required, but encouraged

| 5E Model | 5E Objectives |
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Engage

*Introduce the lesson with an anchoring phenomenon.
Facilitate student questions, discussion, etc. as appropriate.
Learn about what students already know and want to know.*

Procedure: *Students partake in discussion about the seasons. They discuss the differences as a class and make a list for each season.*

Modifications *Students who may not be comfortable sharing to class may work with a partner who can share.*

Standards Addressed: *Science*

Formative/Summative Assessments *Students' responses are noted*

Resources *Whiteboard, markers*

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| <p><u>Explore</u></p> <p><i>Plan for students to engage in hands-on activities that are designed to facilitate conceptual change.</i></p> | <p>Procedure: <i>Listen to a portion of “Spring”</i> <i>Discuss: Which season do you think this is supposed to be and why?</i> <i>Review the elements of spring discussed in the previous class.</i> <i>Art supplies are distributed and students draw their representation while students listen to the remainder of the piece.</i></p> <p>Modifications <i>Some students may need to be provided with different art supplies if there are challenges with fine motor skills.</i></p> <p>Standards Addressed</p> <p><i>MU:Pr4.1.2a Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.</i></p> <p><i>MU:Pr4.3.2a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.</i></p> <p><i>MU:Re7.2.2a Describe how specific music concepts are used to support a specific purpose in music.</i></p> <p><i>MU:Re8.1.2a Demonstrate knowledge of music concepts and how they support creators’/ performers’ expressive intent.</i></p> <p><i>MU:Cn11.0.2a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</i></p> <p><i>VA:Cr2.1.2a Experiment with various materials and tools to explore personal interests in a work of art or design.</i></p> <p><i>VA:Cr3.1.2a Discuss and reflect with peers about choices made in creating artwork.</i></p> <p>Formative/Summative Assessments <i>Student discussion</i></p> <p>Resources <i>Computer, speakers, project, recordings, art supplies, papers</i></p> |
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| <p><u>Explain</u></p> <p><i>Facilitate opportunities for students to explain their understanding of concepts and processes and make sense of new concepts.</i></p> | <p>Procedure: <i>Listen to a portion of “Summer”</i> <i>Discuss: Which season do you think this is supposed to be and why?</i> <i>Review the elements of spring discussed in the previous class.</i> <i>Art supplies are distributed and students draw their representation while students listen to the remainder of the piece.</i></p> <p>Modifications <i>Some students may need to be provided with different art supplies if there are challenges with fine motor skills.</i></p> <p>Standards Addressed</p> <p><i>MU:Pr4.1.2a Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.</i></p> <p><i>MU:Pr4.3.2a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.</i></p> <p><i>MU:Re7.2.2a Describe how specific music concepts are used to support a specific purpose in music.</i></p> <p><i>MU:Re8.1.2a Demonstrate knowledge of music concepts and how they support creators’/ performers’ expressive intent.</i></p> <p><i>MU:Cn11.0.2a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</i></p> <p><i>VA:Cr2.1.2a Experiment with various materials and tools to explore personal interests in a work of art or design.</i></p> <p><i>VA:Cr3.1.2a Discuss and reflect with peers about choices made in creating artwork.</i></p> <p>Formative/Summative Assessments <i>Student discussion</i></p> <p>Resources <i>Computer, speakers, project, recordings, art supplies, papers</i></p> |
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| <p><u>Elaborate</u></p> <p><i>Provide applications of concepts and opportunities to challenge and deep ideas; build on or extend understanding and skills.</i></p> | <p>Procedure: <i>Listen to a portion of “Fall”</i> <i>Discuss: Which season do you think this is supposed to be and why?</i> <i>Review the elements of spring discussed in the previous class.</i> <i>Art supplies are distributed and students draw their representation while students listen to the remainder of the piece.</i></p> <p><i>Listen to a portion of “Winter”</i> <i>Discuss: Which season do you think this is supposed to be and why?</i> <i>Review the elements of spring discussed in the previous class.</i> <i>Art supplies are distributed and students draw their representation while students listen to the remainder of the piece.</i></p> <p>Modifications <i>Some students may need to be provided with different art supplies if there are challenges with fine motor skills.</i></p> <p>Standards Addressed</p> <p><i>MU:Pr4.1.2a Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.</i></p> <p><i>MU:Pr4.3.2a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.</i></p> <p><i>MU:Re7.2.2a Describe how specific music concepts are used to support a specific purpose in music.</i></p> <p><i>MU:Re8.1.2a Demonstrate knowledge of music concepts and how they support creators’/ performers’ expressive intent.</i></p> <p><i>MU:Cn11.0.2a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</i></p> <p><i>VA:Cr2.1.2a Experiment with various materials and tools to explore personal interests in a work of art or design.</i></p> <p><i>VA:Cr3.1.2a Discuss and reflect with peers about choices made in creating artwork.</i></p> <p>Formative/Summative Assessments <i>Student discussion</i></p> |
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| <p><u>Evaluate</u></p> <p>Assess students knowledge, skills and abilities.</p> | <p>Procedure: <i>Presenting Art to Class (Volunteer-Based)</i></p> <p><i>Students will select one of their drawings to present and share with the class</i></p> <p><i>Students are not required, but encouraged</i></p> <p>Modifications <i>Students who are not comfortable sharing may present to the instructor privately</i></p> <p>Standards Addressed</p> <p><i>MU:Pr4.1.2a Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.</i></p> <p><i>MU:Pr4.3.2a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.</i></p> <p><i>MU:Re7.2.2a Describe how specific music concepts are used to support a specific purpose in music.</i></p> <p><i>MU:Re8.1.2a Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.</i></p> <p><i>MU:Cn11.0.2a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</i></p> <p><i>VA:Cr2.1.2a Experiment with various materials and tools to explore personal interests in a work of art or design.</i></p> <p><i>VA:Cr3.1.2a Discuss and reflect with peers about choices made in creating artwork.</i></p> <p>Formative/Summative Assessments <i>Student discussion, student presentations</i></p> <p>Resources <i>Student work</i></p> |
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Teacher Background:

The teacher needs to have the background information regarding the tendencies of each season of the year. The teacher must be able to discuss the leaf color, the temperature, and the weather of the seasons.

The teacher must have knowledge about the composer Vivaldi and “The Four Seasons.” The teacher must be able to identify the instruments in each movement.