

# Arts Integrated Lesson Plan



**ART FORM:**  
Visual Art



**SUBJECT AREA:**  
Science

Lesson Title: <b>Liquid properties</b>	Grade: 2
Contributor, School: Christine Wang, Potomac Elementary School	Time Frame: One 35–40 minute session

## State Curriculum Content Standards, Indicators, Objectives

<p><b>Visual Art Content Standard(s)</b> 1.0 Perceiving and Responding: Aesthetic Education: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art. 3.0 Creative Expression and Production Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.</p>	<p><b>Science Content Standard(s)</b> Skills and Processes 1.0 Students will demonstrate the thinking and acting inherent in the practice of science.</p>
<p><b>Visual Art Content Indicator(s)</b> 1.1 Identify, describe, and interpret observed form. 3.1 Create images and forms from observation, memory, imagination, and feelings.</p>	<p><b>Science Content Indicators(s)</b> Topic A: Constructing Knowledge 1.A.1 Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out. Topic C: Communicating Scientific Information 1.C.1 Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question.</p>
<p><b>Visual Art Content Objective(s)</b> 1.1.a Describe colors, lines, shapes, textures, forms, and space found in observed objects and the environment. 1.1.b Represent observed physical qualities of people, animals, and objects in the environment using color, line, shape, texture, form, and space. 3.1.a Experiment with art media, processes, and techniques and demonstrate a variety of ways they can be used to express meaning. 3.1.b Manipulate art media, materials, and tools safely.</p>	<p><b>Science Content Objective(s)</b> 1.A.1.a Describe what can be learned about things by just observing those things carefully and adding information by sometimes doing something to the things and noting what happens. 1.A.1.b Seek information through reading, observation, exploration, and investigations. 1.C.1.b Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.</p>

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**Objective(s) (Connecting the content areas)**

Through observation and movement, the properties of liquids will become linked to sensory language and scientific language, as well as the descriptive language of the visual arts. Each experience will vitalize and enrich the understanding of the other.

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**Key Arts Vocabulary**

*space, color, line, texture, shading, movement, direction*

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**Key Science Vocabulary**

*liquid, flow, thickness, thick, thin, clear, colored, colorless, bubbles, slow, fast, sticky*

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**Prior Knowledge Students Need for This Lesson****Arts**

- Students need familiarity with drawing from observation.

**Science**

- Students need to know a basic definition of *liquid*.

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**Materials and Resources****Materials and Resources for the Class**

- A gallon of water per pair of students
- Several clear plastic containers/cups
- Food coloring, oil, salt, soap, sugar
- Spoons for stirring
- Art materials: paper, water color paints, colored pencils
- Data sheet

**Materials and Resources for the Teacher**

- Assorted liquids to illustrate principles: glycerin, cooking oil, alcohol, water, gel (hand sanitizer)
- Pictures of liquids as depicted in photographs and art prints

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**Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)**

- Students gather in a circle on the floor.
- The teacher shows students different types of liquids.
- The teacher shows students photographic images of liquids.
- The teacher shows students artwork that includes depictions of liquids.
- Through the observation of actual and pictorial liquid samples, students identify categories of different liquids. The categories can be: dark colored/light colored/colorless; flow/fast, flow/slow; thickness (viscosity)/thick/thin; drinkable/non-drinkable; etc.
- Students then classify demonstration samples in accordance with the established categories.
- The teacher demonstrates and discusses the movement of liquids by pouring, dribbling, and stirring different types of liquids.
- Students orally describe what the liquids look like and how they flow. Descriptive words are charted.
- Using body movements, students demonstrate the flow of various types of liquids.
- Students work in pairs to prepare several types of liquids. Salty water, bubbly water, oil and water, and sugar thickened water are possible examples.
- Food coloring is added to some of these liquids.
- Students observe, describe, and create an art piece that includes renderings of one or more of the liquids that have been observed.
- On an additional paper, students identify the liquid characteristics that are depicted in their art.

**Closure/Summary**

Students will critique each other's artwork while identifying how the artist successfully described the properties of liquids. To help integrate components of this lesson, reference will be made to charted categories, internalized movements, and descriptive words.

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**Assessment (Description/Tools)**

- Students will be able to identify verbally the properties of liquids.
- Student artwork will show evidence of the properties of liquids.
- Student movements will demonstrate an understanding of the diverse flow and movement of various liquids.

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**Lesson Extensions**

- Students will continue to observe, analyze, and describe how artists depict liquids in convincing ways.
- Students will continue to develop a vocabulary that vividly describes liquids.
- Students are invited to identify and classify six liquids found in their homes.