

# **Snow Globe Art Activity**

## **Lesson Plan**

**Grade Level:** Two

**Subject:** Visual Arts

**Time estimated for activity:** Approximately two hours

### **Outcomes Facilitated:**

Students will be expected to

- 2.1 work individually and with others in the creative art making process
- 4.2 share thoughts and ideas about artworks

### **Objectives:**

- Students will work individually to create their own snow globes as well as write an accompanying description of their snow scene.
- Students will express their thoughts about other student's artwork once their snow globes are complete.

### **Materials Needed:**

- Blue and black construction paper
- Black construction paper
- Pencils
- Scissors
- Crayons/pencil crayons
- Overhead projector sheets
- White paint
- Glue sticks
- Paper plates
- Q tips

### **Procedure:**

Introduction:

- Show a real snow globe to the class. Ask students what they think the object is and what it might be used for.

- Mention previous Social Studies class regarding how a classroom in the 1800s looks different than a classroom today – make connection that snow globes were first made in the 1800s.
- Ask students how a snow globe made from the 1800s may be different than a snow globe today.
- Discuss what would have stayed the same (i.e. the different main components – glass globe, base to hold globe, a main figure within the globe, snow and water within globe that moves around when shaken).
- Explain to students that they will be making their own snow globe to show a winter scene that depicts what they would do if they lived in a snow globe (they will even have a real picture of themselves in the globe!).
- Show class an example of the artwork they will be making.
- Brainstorm with class and write down on the white board ideas on different things that they might do if they lived in a snow globe (i.e. build a snowman, make a snow angel, ride on a sleigh, etc.).
- Explain to students that they will be getting their picture taken with their winter gear on, and when they are not getting their picture taken they will be working on coming up with what they would do if they lived in a snow globe (refer to brainstorm on the board if they need ideas).

#### Activity:

- Students will decide on what their scene will show, and will write down their idea on their brainstorming sheet (during which each student will come up and get their picture taken).
- Once they have finished writing down their ideas and have their picture taken, students will be asked to begin drawing their scene on the blue construction paper.
- Remind students of the different components of the snow globe, and emphasize that they should save a spot within their scene where they will place their picture.
- After students have finished their scene and glued on their picture, pass out good copy of “If I lived in a snow globe...” sheet as well as black construction paper. Ask students to complete the good copy of this sheet and glue it on to the black construction paper.
- Students will now cut out their snow globe and attach it to the black construction paper, and will then be asked to cut their black construction paper so it is shaped like the base of a snow globe.
- Once this is complete, randomly choose (through their frog sticks) five students to come up to the front of the class to share their snow globes. Remind students who are speaking to be loud and clear and remind classmates to listen and be respectful.

- Explain to students that they will be finishing up their snow globe by adding their snowflakes to the front of their globes. Demonstrate how they will add snowflakes on a clear sheet of paper on the overhead (emphasize to students to not put too many on so it does not block their pictures, and to make them small and rounded so they resemble real snowflakes floating around).
- Pass out overhead sheets to students and ask three students at a time to come to the area where they will be painting their snowflakes on their overhead sheet. While certain students are painting their snowflakes, others will be tracing a circle on their projector sheet (this will be the area that is going to be attached to their snow globe).
- Remind students that if they are finished or are waiting for their turn to paint, that they can take out their unfinished work folder and finish their patterns coloring activity, or they can work on their caricature writing or story.
- Once students have painted their snowflakes and it has dried, get students to cut out their circle and glue it to the front of the snow globe, which will now be complete.

#### Closing:

- Ask students to share their snow globe with a partner, discussing what they like about their artwork as well as what they notice (i.e. “I noticed that you used a lot of detail in your sleigh, etc.)
- If time permits, get a few students to share with the class what they noticed about their partner’s artwork.
- Collect all artwork so they can be displayed in the hallway.

#### Clean up:

- Once students have finished cutting out their snow globe and base, ask them to put their scraps in the garbage.
- Get students to put away all of their own supplies back into their desk, and return any supplies that are not theirs.

#### **Assessment Strategies:**

- Observe and listen to see who is engaging in the discussion regarding snow globes.
- Collect snow globes to see that students have been successful in the art making process, and have been able to express their ideas through writing as well as connect their winter scene with their accompanying sentence.
- Listen to student conversations regarding their partner’s artwork to see that they are able to express their thoughts on others artwork.

**Cross-curriculum:**

*Language Arts* – 8.1 use writing and other forms of representation to

- generate and organize language and ideas
- express feelings and imaginative ideas

**Modifications:**

- For students who have fine-motor coordination issues, modify the size of the snow globe so that it is larger. This way, there is more surface area to make it easier for drawing. Alternatively, allow students with fine-motor coordination issues to use a different form of representation for their snow globe (i.e. clip art for their pictures in their scene, typed up words for their description of scene, etc.).