

# Fusing Science and Art

*Lesson Plan for Grade 8, Science*

*Prepared by Ms. Jones*

## OVERVIEW & PURPOSE

Students will examine the movement of heat using glass. Students will explain energy transfer, physical and chemical changes, and thermodynamics while creating a piece of art.

## EDUCATION STANDARDS

1. EO 1.EEO: Identify an object/substance as having undergone a chemical or physical change.
2. EO 2.EEO: Identify an object before and after a chemical change or physical change.
3. EO a: Gather, analyze, and interpret data to describe the different forms of energy and energy transfer (DOK 1-2)

## OBJECTIVES

1. Students will be able to describe physical and chemical changes
2. Students will create fused glass pieces and explain the phase changes in their piece.
3. Students will create a poster presentation that explains their piece and the science behind it.

## MATERIALS NEEDED

1. Glass pieces (random assortment)
2. Microwave Kiln (2)
3. Kiln Paper
4. Necklace/keychain findings

## VERIFICATION

*Steps to check for student understanding*

1. Students will complete the energy change introduction using the My Word Search Energy to study key vocabulary.
2. Students will create a poster presentation for parent's night, including pictures of their project and an explanation that includes key concepts outlined on rubric.

## ACTIVITY

*Students will watch a video of glass blowing by a local artist. Students will then complete a worksheet and webquest on energy transfer. During this time students will either be working on their webquest or creating their art. Students will switch stations when completed. Students will document the process behind their art and create a presentation of how it was made and the science behind it. The presentations will be in the hall during*

*parent night. Students will spend at least 15 minutes that night standing by their project and explaining it to visitors.*