STEAM Lesson Plan
Overview

Before the Lesson

- **Review:** Standards, time recommendations, and modifications are included to support effective planning.
- **Materials:** Refer to the materials guide for recommended items, estimated quantities, and ready-to-shop links.
- **Preview:** The lesson presentation is available in multiple formats to meet diverse needs. Student examples are provided to support student creation. Reviewing these resources before teaching will help you assist students more effectively. Detailed information about each resource is included within the lesson plan.
- **Print:** Review resources such as the STEAM journal, research pages, and rubrics. Print the desired versions as needed. All print materials and further information are located in the "Additional STEAM Items" section of the lesson plan.

During the Lesson

Step 1: Inspiration	STEP 2: Inquiry	Step 3: Connect
See the style of art we will be creating.	Make predictions about how this art is possible.	Identify the STEAM elements within the art project.
Step 4: Create	**Step 5: Finalize**	**STEP 6: Reflect**
Use the art process to create a piece of your own in the same style.	Use your knowledge to make a final draft of your art piece.	Think about this art style and reflect on your enjoyment and any changes you would make.

- **Presentation:** The lesson is divided into six steps, each focusing on a specific aspect of the lesson. The lesson plan aligns with these steps and provides an overview, estimated time, and practical tips for success at each stage.
- **Print:** Complete STEAM journals and rubrics as the lesson progresses. Other print resources are used only during/after specific steps of the lesson.

After the Lesson

- **Review:** Ensure that STEAM journal entries and rubrics are completed.
- **Extend:** Choose related lessons and extension activities to continue and deepen student learning.

Additional STEAM Items

- **Review and Print:** Review the information provided for each resource, determine how you will use each one, and print the necessary materials.

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Art

Marker Transfer

Combine an image with a transferred colorful background.

Before the Lesson

STEAM Category	Art
Ideal Grade(s)	K+
Standards	Creating Anchor Standards 1-3 (Nationals Core Art Standards), 2-PS1-2
Lesson Placement	This lesson is designed to enhance knowledge gained during a material properties science unit.

Time Recommendations	• This lesson should take about 60-75 minutes.
	  ◦ If you want to split this into multiple sessions, the lesson is easily divided between the STEAM journal rough draft and the first draft.
	  ◦ This lesson timing does not include students creating their final draft during this session. Interested students can complete the final draft during a different time period, either as a group or independently. The first draft serves as a complete draft that many students will consider their "final draft."

Possible Modifications	The following modifications can be made to the lesson: • Students can be instructed to create a specific image. For example, they can all produce these images for the cover page of a report they have written on a particular topic. Each student follows the lesson and creates an image for their specific report content.

Materials	• Materials are listed on the following pages.
	• Prepping materials before class helps the flow of the lesson. Ideas include:
	  ◦ Fill the spray bottles with water.
	  ◦ Set up a printing station, cover the area, and have students bring their image-filled pages and colored foil to the station to add water and complete their print. This keeps the mess confined to one spot. Place gloves at the station and a trashcan nearby. It's a great location for teachers and adults to oversee.
	• Please note that some specialty items may need to be ordered ahead of time: Spray bottles.
	• Review the STEAM journal and decide which version you would like to print. There is a full version that includes each step, as well as shorter versions that include only the key aspects that must be documented.

NOTES

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Art STEAM Material Guide

What art materials should I have available?

Individual Use Materials

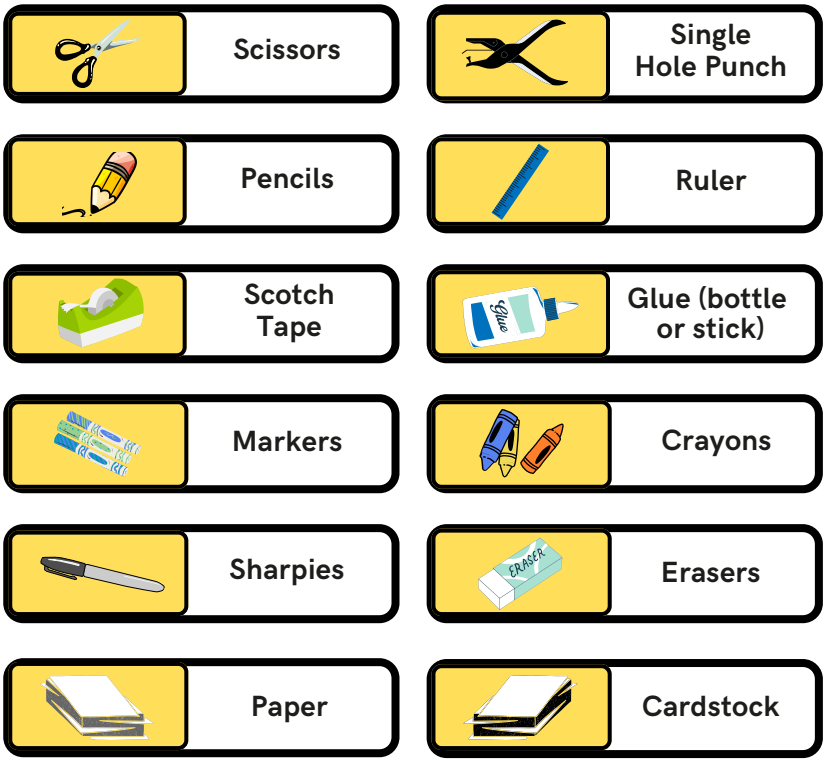
Individual-use materials are used independently while creating STEAM artwork. It is recommended to provide enough for each student.

Shared Materials

Shared materials are typically provided for two to four students to use collectively during a STEAM project. For example, students might share water cups for cleaning paintbrushes.

Optional Specialty Materials

Optional specialty materials are items used to enhance the art creation but are not necessary for success. These items can be provided when available.



These are recommended general materials for STEAM art projects. A more specific material list is provided below. Not all items listed may be required.

PRINT RECOMMENDATIONS

These are the recommended print materials for the project.

STEAM Journal | **Art History and Research** | **Rubrics and Sheets**

MATERIAL NEED TIPS & TRICKS

- Dakota STEAM Learning LLC does not guaranty any particular result in connection with the Activities and specifically that participation in the Activities does not guaranty any level of academic success for Minor Children or the attainment of any particular skill set.
- Material need estimates are based on Dakota STEAM Learning's experiences with the content. They are not guarantees but best estimates.
- If you do not have the necessary materials available, you can always modify your material list to reflect what you have.
- You can have participants work in small groups instead of individually to cut down on the amount of materials necessary.
- Art materials may need to be prepared in advance.
- Art is inherently messy; prepare classroom accordingly, especially when using acrylic paint. We suggest giving parents advanced notice of all STEAM art projects with a recommendation to bring a paint shirt!

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Art

Marker Transfer

Please note that the links provided in our material lists are affiliate links, which means we may earn a commission if you make a purchase through them. These links are offered for inspiration purposes only; you are not required to use these exact products and can choose alternatives that best suit your needs and budget.

Materials & Links	Individual, Shared, or Optional	Amount	Notes	Calculations
Pencil	Individual	1/student		
Markers	Shared	1/group	Must be washable markers.	
Cardstock Paper	Individual	3/student	Students like to make multiple prints.	
Permanent Marker	Individual	1/student	Students can share if necessary, just slows the process.	
Spray bottles-Small	Shared	1/group	Use this size if students are going to spray their work.	
Spray bottles-Large	Shared	1/adult	Use this size if adults are going to spray student work.	
Gloves	Optional	1/student	Encourage students to keep their gloves for future prints. If they use new gloves every print, will need more. Small glove size, ages 9+ will need larger gloves available.	
Table Cloths	Optional		Optional-Can use if area needs to be protected when completing the project.	
Paper towels	Optional	1 roll	Use to clean up messes.	
Baby Wipes	Optional	1 pack	Use to clean up messes.	

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Art Lesson Presentation

STEP 1: Inspiration

See the style of art you will be creating.

STEP 2: Inquiry

Make predictions about how this art is possible.

STEP 3: Connect

Identify the STEAM elements within the art project.

STEP 4: Create

Use the art process to create a piece of your own in the same style.

STEP 5: Finalize

Use your knowledge to make a final draft of your art piece.

STEP 6: Reflect

Think about this art style and reflect on your enjoyment and any changes you would make.

Notes

Presentation Information

Overview	The lesson is divided into six steps, listed on the left side of this sheet. Each step covers a specific aspect of the lesson.
STEAM Journal	When it is time for students to complete the STEAM journal pages, the presentation will clearly indicate this. At these points, students will be prompted to fill out the corresponding journal sheet, and the presentation will provide helpful information to guide them in completing each page effectively.
Video Links	Presentations may feature embedded videos produced by Dakota STEAM Learning, which can be accessed on YouTube (please ensure you have access to the platform). Additionally, some presentations may include slides with a blank box, indicating an ideal spot to showcase a video on a particular topic. Due to copyright restrictions, we do not include videos created by other YouTube content creators in our lessons. Here are some recommended YouTube channels to consider when selecting a video: Art with Mati and Dada, SciShow Kids, Crash Course Kids, NG Science, and TED-Ed.

Presentation Links

Click the emblem to view.

Canva	**Canva Link** This link provides access to a public view version of the presentation. You must have internet access to use this version. Click the Canva emblem to view the presentation.
PDF	**PDF Link** This link provides a PDF version of the presentation slides. Internet access is not required to view the presentation, except when accessing links within the slides. Click the PDF emblem to view the presentation.
	YouTube Playlist A playlist of all Dakota STEAM videos created for this lesson has been compiled for quick reference. Click the YouTube emblem to view the playlist.

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During the Lesson

STEP 1: Inspiration

See the style of art you will be creating.

STEP 2: Inquiry

Make predictions about how this art is possible.

STEP 3: Connect

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STEP 4: Create

Use the art process to create a piece of your own in the same style.

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Notes

Art Resources

Use the YouTube emblem to access an overview video about Dakota STEAM Art lessons.

YouTube Resource

STEP #1: Inspiration

Estimated Time	Less than 5 minutes
Step Overview	This step is designed to give students a look at their artistic inspiration for this lesson.
Specific Tips & Tricks	• This is a very quick and straightforward step. ◦ Tip: If you are not very knowledgeable about this art style or specific artist, select and show an age-appropriate video.
STEAM Journal	Students do not have any journal pages to complete during this step.
Management	This will be taught whole group.

STEP #2: Inquiry

Estimated Time	10-15 minutes
Step Overview	This step is designed to encourage student reflection on the art style and to foster critical thinking by predicting art processes.
Specific Tips & Tricks	• Use a think-pair-share model for the "activate schema" portion of the lesson. • If you have time, do not skip the diagram process—it encourages critical thinking in art. • Give struggling students a hint about the process, such as a material used that they might not guess or a specific step.
STEAM Journal	Students should document their schema in the STEAM journal before sharing with others. They will also document their process diagram in their STEAM journal.
Management	This step will begin as a whole-group activity. Then, students will work independently. Afterward, they will share in pairs or small groups, and the step can conclude with a whole-group discussion.

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During the Lesson

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STEP 2: Inquiry

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Think about this art style and reflect on your enjoyment and any changes you would make.

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STEP #3: Connect

Estimated Time	10-15 minutes
Step Overview	This step is designed to provide students with the STEAM background necessary for success in the project.

Specific Tips & Tricks	• This STEAM section includes information related to the science content being reinforced, as well as the material properties of art supplies and their impact.
	  ◦ Tip: If you are not very knowledgeable about this science topic, select and show an age-appropriate video.
	• Students can do additional research on the following topics: Print subject matter, material properties.
	• This new information will help students create better process diagrams.
	  ◦ Tip: Give students time to revise and share why they believe those changes are necessary to practice communication skills.

STEAM Journal	Students will document their STEAM connections and revise their process diagrams in their STEAM journals.

STEP #4: Create

Estimated Time	30-40 minutes.
Step Overview	This step is designed to give students the opportunity to learn the process of creating this artwork and to complete a first draft.
Specific Tips & Tricks	• See the materials slide and the materials section in the "Before the Lesson" section of the lesson plan for ideas on how to prepare materials for students. Many of these steps can be completed before teaching the lesson. • Videos are included to demonstrate specific steps that may be tricky or confusing for students. • Students may work at different rates. ◦ Tip: Introduce a new step before all students have finished the previous one, or review all slides before beginning the project. • Students like to complete multiple prints, make expectations clear- i.e. a number or a time limit.
STEAM Journal	Students will complete a quick rough draft in the STEAM journal—this step page must be available to them. There are different-sized print options.

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STEP 1: Inspiration

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Notes

STEP #5: Finalize

Estimated Time	About 30-60 minutes. *This can be an optional step.*
Step Overview	This step is designed to give students the opportunity to complete a new final draft that incorporates the knowledge they have gained.
Specific Tips & Tricks	• Due to time constraints, the first draft can serve as the final draft for students. • Not all students enjoy creating another complete draft, so this step can be optional. For example, only early finishers and interested students may complete it. • Students can also complete final drafts at a different time.
STEAM Journal	As students create, they complete check-ins in their STEAM journals. If they are working independently at a different time, they can use a personal timer and check in every 20 minutes.
Management	This step is completed independently and not necessarily at the same time.

STEP #6: Reflect

Estimated Time	10-20 minutes
Step Overview	This step is designed to give students the opportunity to reflect on the art style.
Specific Tips & Tricks	• Students can share their reflections with others using a think-pair-share model or document them independently. • Students can create a digital presentation or portfolio to document their artwork and reflections. Technology is a great resource for multimedia presentations and portfolios. They can use camera features to capture their creations and reflections. Multiple creations can be featured in a single presentation or portfolio.
STEAM Journal	Students will document their reflections in their STEAM journals before sharing (sharing is optional).
Management	This step can be completed in a variety of ways. Choose the approach based on students' needs and goals.

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After the Lesson

STEAM Rubrics	These rubrics are designed to assess 21st-century STEAM skills. They can be completed for individual students or on a whole-class recording sheet. While rubrics do not need to be completed for every project, they are an important part of comprehensive STEAM programming and serve as valuable tools for documenting growth in STEAM areas over time. Self-assessment rubrics and STEAM goal sheets are also included so students can reflect on and assess their progress during and after the creation process. Multiple self-assessment rubrics are provided at varying levels of complexity; choose the level that best matches your students' abilities.
Related Lesson Links	The following Dakota STEAM lesson(s) are designed to accompany this lesson: • Crayon Transfer - Art. This lesson demonstrates how to create transfers using crayons. It emphasizes material properties and provides students with a method to compare and contrast the different processes required depending on the material used.
Extension Activity	The following extension activity ideas complement the content being highlighted in this lesson: • N/A - No extension activities have been identified for this lesson. *These ideas have not (yet) been turned into Dakota STEAM content.*

Notes

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Additional STEAM Items

STEAM JOURNAL

Print the desired pages. Note that multiple versions of some pages are included to better meet your needs. You do not need to print all of the pages, just decide which version works best for your students.

RESEARCH PAGES

Research is included within the lesson slide presentation. The research pages can be printed for individual student use to provide additional learning or inspiration during the creative process.

STUDENT EXAMPLES/RUBRICS

Student examples are not intended for student viewing. If shown, students tend to replicate rather than innovate. These examples are included to provide grade-appropriate references for teachers, which can be used to help guide struggling students.

The provided rubrics are designed to focus on 21st-century skills specific to art projects. Recording sheets are also included and can be modified to fit your specific goals.

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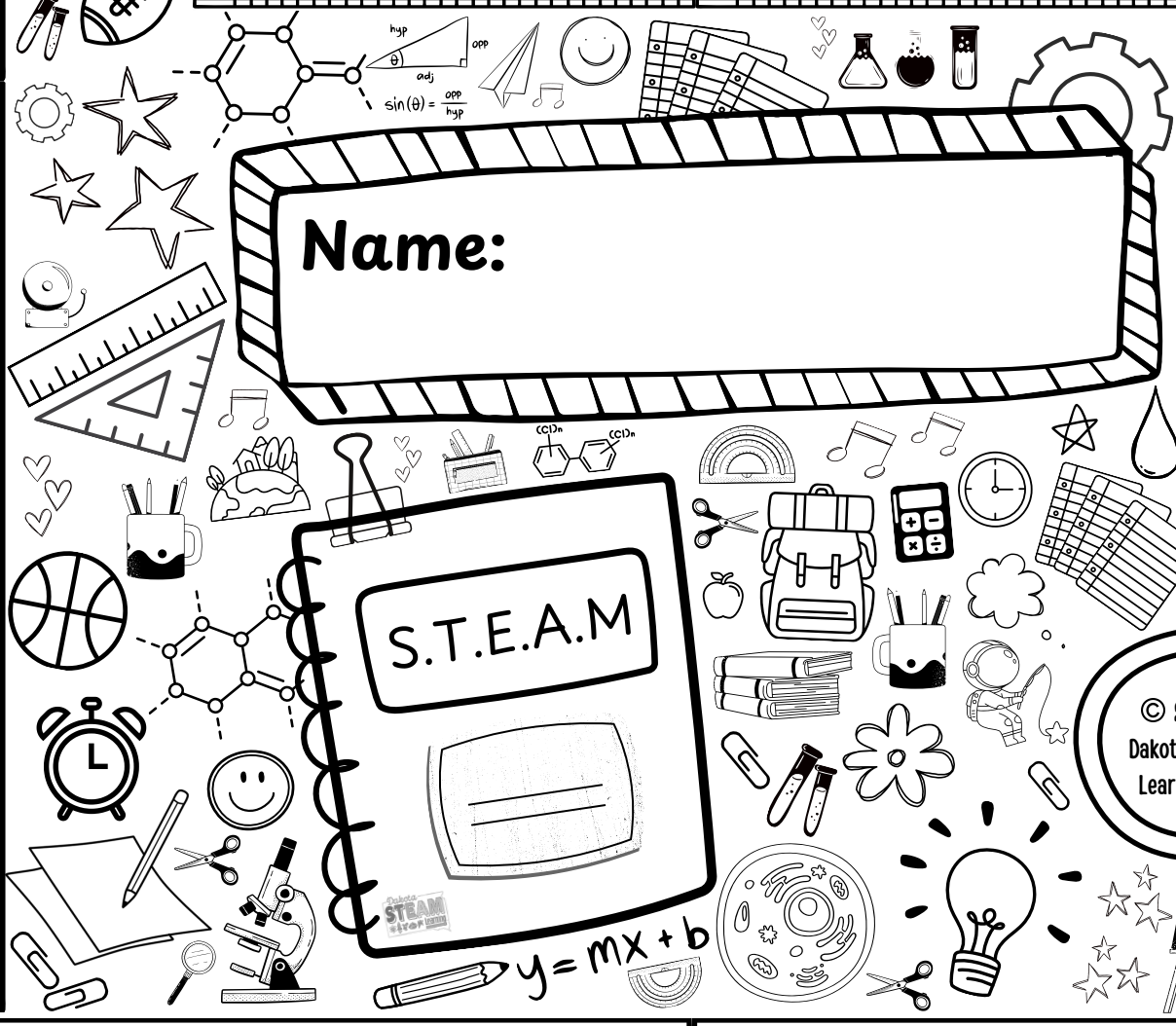
Art STEAM Journal

Marker Transfer

Name:



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Art
STEAM Journal

Name:

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STEP #1: INSPIRATION

What type of art will we be making?

Marker Transfer Print

STEP #2: INQUIRY

What do you know that could help you?

Draw or write what you know.

PROCESS PREDICTIONS

Draw or write your process predictions below.

First

First

Next

Next

Last

Last

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STEP #3: CONNECT

Which STEAM elements are involved?

- ☐ Science
- ☐ Technology
- ☐ Math
- ☐ Creativity
- ☐ Critical Thinking
- ☐ Other_____

How are the STEAM elements involved?

Draw or write what you know.

STEP #4: CREATE

Follow the process to make your art creation rough draft.

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STEP #4: CREATE

Follow the process to make your art rough draft.

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STEP #5: FINAL DRAFT

Check-ins

Check-in #1

Time

I'm doing great. I don't need help.

I'm doing okay. I could use a check-in.

I'm struggling. I could use some help.

Check-in #2

Time

STEP #6: REFLECT

Final Art Creation

Think about this art style and reflect on your final creation.

Results

Is this an art style you would like to create again? Why? or Why not?

Reflect

What would you like to do differently next time?

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Mini STEAM Journal

What type of art will we be making?

Marker Transfer Print

CREATE

Follow the process to make your own art rough draft.

REFLECTION

Think about this art style and reflect on your final creation.

Results

Is this an art style you would like to create again? Why? or Why not?

Reflect

What would you like to do differently next time?

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Art
STEAM Journal

Marker Transfer

Name:

S.T.E.A.M

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Art
STEAM Journal

Marker Transfer

Name:

S.T.E.A.M

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Mini STEAM Journal

What type of art will we be making?

Marker Transfer Print

CREATE

Follow the process to make your own art rough draft.

REFLECTION

Think about this art style and reflect on your final creation.

Results
Is this an art style you would like to create again? Why? or Why not?

Reflect
What would you like to do differently next time?

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Mini STEAM Journal

What type of art will we be making?

Marker Transfer Print

CREATE

Follow the process to make your own art rough draft.

REFLECTION

Think about this art style and reflect on your final creation.

Results
Is this an art style you would like to create again? Why? or Why not?

Reflect
What would you like to do differently next time?

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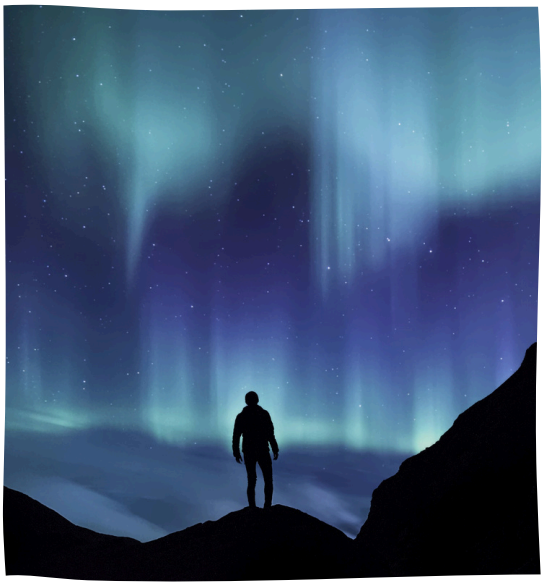
STEAM Research

SILHOUETTES

Silhouettes are simple shapes of objects or people, without all the small details inside. They show an outline without showing the details that make a picture complete. They emphasize the light source, or absence of light, in the artwork.



LIGHT

Silhouettes in art depend on how light functions and how our eyes see things. The light source, like the sun, a lamp, or a candle, shines on an object or person. Some parts of that object block the light, creating a shadow. Artists trace the outline of that shadow to form a silhouette.

BACKGROUND

Silhouettes rely on how light interacts with our eyes. Our eyes see objects by gathering light that bounces off them. When we look at a silhouette, we see a dark shape because it's in front of a brighter background.

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Silhouette Inspiration

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Art Student Examples

Met the Criteria

Outline example featuring multiple images and vibrant colors.

Clear silhouette with realistic background.

Character outline with effective coloring to complete the image.

Did Not Meet the Criteria

Balloon outline with only 2 colors used for the background. The lack to diversity in colors keeps the art looking simple.

Muted background due to too much water and too few colors being used.

Gaps in the silhouette led to background colors overtaking the mountains.

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Name: **Project: Marker Transfer**

Teacher Rubric

Art

STEAM Skills				
Category	**4**	**3**	**2**	**1**
Communication -sharing ideas	Clearly articulated their thoughts and reasoning, supporting their ideas with evidence.	Clearly expressed their opinions and explained the reasoning behind them.	Shared ideas with others but had difficulty explaining the reasoning behind them.	Did not share ideas with others.
Critical Thinking -process	Made logical predictions about a process, adjusted predictions based on new information, and supported reasoning with evidence.	Made logical predictions about a process and adjusted those predictions in response to new learning.	Made predictions about the process and revised them after new learning, but both the initial and revised ideas lacked detail.	Did not make predictions about the process.
Critical Thinking -STEAM impact	Identified how STEAM concepts will influence the art piece and extended that understanding beyond the current project through reflection or prediction.	Identified and described in detail multiple ways STEAM concepts will influence the art piece.	Identified at least one way STEAM concepts will influence the art piece.	Did not identify how STEAM concepts will impact the art piece.
Creativity	Independently completed and personalized the art piece.	Completed the art project as presented, without making any modifications.	Completed the art project, but the final result does not match the example.	Did not fully complete the art project.
Overall Score	**14+**	**10-13**	**6-9**	**<6**

Project Specific Results				
Completion	*Attitude*	*Perseverance*	*Art Skills*	*Feedback*
Did the individual complete the art piece? **Yes No**	Did the individual maintain a positive attitude while working on the project? **Yes No**	Did the individual persevere when the project became challenging? **Yes No**	Did the student show mastery of the art skills highlighted in the project? **Yes No**	

Name: **Project: Marker Transfer**

Teacher Rubric

Art

STEAM Skills

Category	4	3	2	1
Communication -sharing ideas	Clearly articulated their thoughts and reasoning, supporting their ideas with evidence.	Clearly expressed their opinions and explained the reasoning behind them.	Shared ideas with others but had difficulty explaining the reasoning behind them.	Did not share ideas with others.
Critical Thinking -process	Made logical predictions about a process, adjusted predictions based on new information, and supported reasoning with evidence.	Made logical predictions about a process and adjusted those predictions in response to new learning.	Made predictions about the process and revised them after new learning, but both the initial and revised ideas lacked detail.	Did not make predictions about the process.
Critical Thinking -STEAM impact	Identified how STEAM concepts will influence the art piece and extended that understanding beyond the current project through reflection or prediction.	Identified and described in detail multiple ways STEAM concepts will influence the art piece.	Identified at least one way STEAM concepts will influence the art piece.	Did not identify how STEAM concepts will impact the art piece.
Creativity	Independently completed and personalized the art piece.	Completed the art project as presented, without making any modifications.	Completed the art project, but the final result does not match the example.	Did not fully complete the art project.
Overall Score	**14+**	**10-13**	**6-9**	**<6**

Project Specific Results

Completion	*Attitude*	*Perseverance*	*Art Skills*	*Feedback*
Did the individual complete the art piece? **Yes No**	Did the individual maintain a positive attitude while working on the project? **Yes No**	Did the individual persevere when the project became challenging? **Yes No**	Did the student show mastery of the art skills highlighted in the project? **Yes No**	

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Name: **Project: Marker Transfer**

Self Rubric

Art

STEAM Skills

Category	4	3	2	1
Communication -sharing ideas	I clearly shared my ideas with others and explained my reasoning, giving reasons to support my thinking.	I shared my thoughts with others and explained why I thought that.	I shared my ideas with others, but I did not include many details.	I did not share my ideas with others.
Critical Thinking -process	I made a prediction, changed it when I learned something new, and explained my reasons.	I made a prediction and changed it when I learned something new.	I made a prediction about the process.	I did not make a prediction about the process.
Critical Thinking -STEAM impact	I can explain how STEAM will impact my art project and how it can influence other projects too.	I can name different ways STEAM will impact my art project and explain them with details.	I can name at least one way STEAM will impact my art project.	I don't know how STEAM will impact this art piece.
Creativity	I made the art project and added my own ideas all by myself.	I made the art project just like the example.	I made the art project, but it does not look like the example.	I did not make or finish the art project.
Overall Score	14+	10-13	6-9	<6

Project Specific Results

Completion	*Attitude*	*Perseverance*	*Art Skills*	*Reflections*
Did you finish the art piece? **Yes No**	Did you keep a positive attitude while working on the project? **Yes No**	Did you persevere when the project got difficult? **Yes No**	Did you have the art skills you needed to make the project? **Yes No**	

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Name: **Project: Marker Transfer**

Self Rubric
Art

STEAM Skills

Category	4	3	2	1
Communication -sharing ideas	I clearly shared my ideas with others and explained my reasoning, giving reasons to support my thinking.	I shared my thoughts with others and explained why I thought that.	I shared my ideas with others, but I did not include many details.	I did not share my ideas with others.
Critical Thinking -process	I made a prediction, changed it when I learned something new, and explained my reasons.	I made a prediction and changed it when I learned something new.	I made a prediction about the process.	I did not make a prediction about the process.
Critical Thinking -STEAM impact	I can explain how STEAM will impact my art project and how it can influence other projects too.	I can name different ways STEAM will impact my art project and explain them with details.	I can name at least one way STEAM will impact my art project.	I don't know how STEAM will impact this art piece.
Creativity	I made the art project and added my own ideas all by myself.	I made the art project just like the example.	I made the art project, but it does not look like the example.	I did not make or finish the art project.
Overall Score	**14+**	**10-13**	**6-9**	**<6**

Project Specific Results

Completion	*Attitude*	*Perseverance*	*Art Skills*	*Reflections*
Did you finish the art piece? **Yes No**	Did you keep a positive attitude while working on the project? **Yes No**	Did you persevere when the project got difficult? **Yes No**	Did you have the art skills you needed to make the project? **Yes No**	

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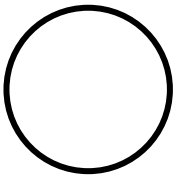
Name: **Project: Marker Transfer**

Self Rubric

Art

STEAM Skills				
Category				
	4	3	2	1
Communication -sharing ideas	I shared my ideas and explained them so others could understand.	I shared 2-3 ideas.	I shared 1 idea.	I had no idea.
Critical Thinking -process	I made a guess, changed it when I learned something new, and told why I thought that.	I made a guess and changed it when I learned something new.	I made a guess.	I did not make a guess.
Critical Thinking -STEAM impact	I know many ways STEAM is in my art project, and I can tell others about them.	I know 2 or 3 ways STEAM is in my art project.	I know 1 way STEAM is in my art project.	I don't know how STEAM is in my art project.
Creativity	I made my art project and added my own details all by myself.	I made my art project just like it was shown.	I made my art project, but it does not look like the example.	I didn't make my art project.
Overall Score	14+	10-13	6-9	<6

Project Specific Results

Completion	*Attitude*	*Perseverance*	*Art Skills*	*Reflections*
Did you make the art piece?	Did you keep a positive attitude while working on the project?	Did you keep trying when the project got hard?	Were you able to make your art piece on your own?	Draw an emoji that shows how you felt about this project. 

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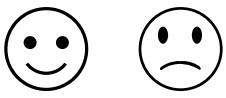
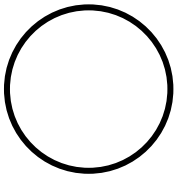
Name: **Project: Marker Transfer**

Self Rubric
Art

STEAM Skills				
Category				
	4	3	2	1
Communication -sharing ideas	I shared my ideas and explained them so others could understand.	I shared 2-3 ideas.	I shared 1 idea.	I had no idea.
Critical Thinking -process	I made a guess, changed it when I learned something new, and told why I thought that.	I made a guess and changed it when I learned something new.	I made a guess.	I did not make a guess.
Critical Thinking -STEAM impact	I know many ways STEAM is in my art project, and I can tell others about them.	I know 2 or 3 ways STEAM is in my art project.	I know 1 way STEAM is in my art project.	I don't know how STEAM is in my art project.
Creativity	I made my art project and added my own details all by myself.	I made my art project just like it was shown.	I made my art project, but it does not look like the example.	I didn't make my art project.
Overall Score	**14+**	**10-13**	**6-9**	**<6**

Project Specific Results

Completion	*Attitude*	*Perseverance*	*Art Skills*	*Reflections*
Did you make the art piece? 	Did you keep a positive attitude while working on the project?	Did you keep trying when the project got hard?	Were you able to make your art piece on your own?	Draw an emoji that shows how you felt about this project. 

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Class Recording Sheet

Project: Marker Transfer

Student	Communicate -sharing ideas	Critical Thinking -process	Critical Thinking -STEAM impact	Creativity	Total

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Class Recording Sheet

Project: Marker Transfer

Student	Completion	Attitude	Perseverance	Art Skills	Total

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My STEAM Goals

Name:

Project: Marker Transfer

Creativity	Critical Thinking	Communication	Collaboration	STEAM Skills
I can come up with new ways to solve problems that no one has thought of before.	I can think of ways to solve problems using my own ideas.	I can share my ideas with others. I talk when it's my turn and listen when it's someone else's turn.	I can work with others on STEAM projects safely- physically and emotionally.	I can complete STEAM projects.
I can make creations using my own ideas.	I can make changes when necessary, based on results.	I can share both my "what" and my "why" with others. I can justify my thinking.	I can help my team. I can contribute to my team projects.	I can keep a positive attitude when creating.
I can follow steps, but I can also add my own special touch when it makes sense.	I can see how things I learn or do are connected to each other.	I can give others meaningful feedback.	I can use my best skills to help my team.	I can persevere when things get hard.
If my idea doesn't work, I can try again.	I can follow constraints while meeting my criteria for success.	I can identify good feedback and make changes based on it.	I can encourage my teammates and positively impact our group.	I can be a creator. I can create without assistance.

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My STEAM Goals

Name:

Project: Marker Transfer

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My STEAM Goals

Name:

Date:

Science	Technology	Engineering	Art	Math
I can make a hypothesis.	I can use technology to share ideas.	I can build things to solve problems.	I can make predictions about how art is made.	I can use math to solve problems.
I can follow procedure directions and complete projects.	I can use coding and/or robotics to solve problems.	I can share my ideas with others.	I can follow art procedures to create masterpieces.	I can use math principles when making artwork.
I can make conclusions about scientific principles.	I can use technology in new ways.	I can work with others to create solutions to problems.	I can add my own creativity to my artwork.	I can use math skills when following science procedures.
I can work with others on STEAM projects safely.	I can keep a positive attitude when creating.	I can identify problems with my ideas and make changes.	I can persevere when things get hard.	I can be a creator. I create without assistance.

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About Our Products

We create engineering (both short and full-length), science, and art lessons/activity challenges for students and families. Each lesson includes a variety of accompanying resources. STEAM journals and presentation slides have been created using the Canva website (www.canva.com).

Dakota STEAM Learning's STEAM art journal is intended to allow students to document their thoughts and findings at each step of our "STEAMified" art design process. If students are too young, time restrictions prevent completion, or documentation does not correspond to your STEAM goals for students, this journal does not need to be completed. Students can just discuss their various thoughts and answers verbally or you can document as a class. You can have students only complete the rough draft portion of this journal, specific pages, or the entire journal. Use this journal in the most appropriate way for your students.

All of our lessons are centered around building critical thinking and creativity skills. They also include numerous opportunities for communication and collaboration, as we believe that developing these four skills—critical thinking, creativity, communication, and collaboration—is what makes STEAM truly important and why we are passionate about these lessons.

Thank you!

Thank you for purchasing a product from Dakota STEAM Learning LLC!
Our goal is to provide other educators with the same success we have seen in our own classrooms.

Dakota STEAM does not guarantee any specific results from participation in the activities. Participation does not ensure any particular level of academic success or the attainment of any specific skill set.

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