Art Lesson Plans

Week of October 22-26, 2018

**Title**  Louisiana Wildlife

**Overview** Students view images from a variety of sources including photographs, classroom reference images, classroom library, and Internet graphic representations. Using references of wildlife found in Louisiana: Alligators, hawks, hummingbirds, owls, etc. students create artwork with their preferred medium.

**Standard** Creative Expression

**Arts** **Benchmarks**

VA-CE-M1 Demonstrate art methods and techniques in visual representations based on research of imagery.

VA-CE-M3 Use the elements and Principles of Design and art vocabulary to visually express and describe individual ideas.

VA-AP-E3 - Explore the beauty in nature and discern images and sensory qualities found in nature and art.

VA-CE-E1 - Explore and identify imagery from a variety of sources and create visual representations.

VA-AP-E4 Recognize that there are many possibilities and choices in the processes for designing and producing visual arts.

**English Language Arts – *Common Core***

CCSS.ELA- Literacy. CCRA.R.1 *determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text*.  The Common Core definition of “text’ can be expanded further to include many types of non-traditional text, including non-print text such as dance, visual art, music, and theater.

**English Language Arts GLE, Grade 4**

35. Interpret, follow, and give multi‑step directions (ELA‑4‑E2)

**Math GLE, Grade 4**

29. Identify, describe the properties of, and draw circles and polygons (triangle, quadrilateral, parallelogram, trapezoid, rectangle, square, rhombus, pentagon, hexagon, octagon, and decagon) (G-2-E).

**National Art Content Standards**

VA:Cr2.2.Ka- Identify safe and non-toxic art materials, tools, and equipment.

VA:Cr2.2.4-When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.

**Science and Engineering Practices, Grade 4**

1. Asking questions and defining problems

2. Developing and using models

3. Planning and carrying out Investigations

6. Constructing explanations and designing solutions: Constructing explanations (science) and designing solutions (engineering) in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.

• Apply scientific ideas to solve design problems.

8. Obtaining, evaluating, and communicating information

**Social Studies GLE, Grade 4**

**Topic Two:** Regions of the United States (4.4.4, 4.4.2-3, 4.4.7, 4.5.1-3, 4.6.1-2)

**Foundation Skills**

Resource Access and Utilization, Linking and Generating Knowledge

**Student Understandings**

Students develop the understanding that visual works of art represent the accumulation of a variety of resources culminating in the visual representation of a subject or subjects.

**Materials and Equipment**

90lb paper

graphite pencils

watercolor pencils

colored pencils

erasers

oil pastels

masking tape

cardboard

*depending on pace of students:* scissors, hole punch, glue or glue sticks, paper fasteners, flexible straws, card stock (assorted colors), decorative papers, etc...

**Prior Knowledge**

Students observe, cut with scissors, use glue or glue sticks, colored pencils, and oil pastels.

**Lesson**

Louisiana is located in the Southeast Region of the United States. Louisiana has 5 different owl species:

[Barn Owl](http://www.allaboutbirds.org/guide/Barn_Owl/id)

[Eastern Screech-Owl](http://www.allaboutbirds.org/guide/Eastern_Screech-Owl/id)

[Great Horned Owl](http://www.allaboutbirds.org/guide/Great_Horned_Owl/id)

[Barred Owl](http://www.allaboutbirds.org/guide/Barred_Owl/id)

[Short-eared Owl](http://www.allaboutbirds.org/guide/Short-eared_Owl/id)

Owls are mainly nocturnal (active at night) birds.

**Appearance:** Owls have a large, round head and huge, [forward-facing eyes](https://www.owlpages.com/owls/articles.php?a=5). They also have a sharp, downward-facing beak, and the feathers are soft.

What special adaptations do owls have to help them succeed in their environment?  
Do other animals in this environment have similar adaptations? Which animals?

**Adaptations:** Owls are Raptors, or Birds of Prey, they are predators. They use their eyes, ears, and feathers to help them hunt at night.

**Vocabulary**

Medium, line, shape, form, texture, oil pastel, tooth, bristles, watercolor paintbrush

**Sample Assessments**

**Formative**

Did student create an artwork incorporating the animal that was selected?

Did student participate in the discussion?

Did student make decisions and solve problems while creating?

**Resources**

Behler. N. L. (1999). *National Audubon Society first field guide: Reptiles*. New York:

Scholastic.

Digital images and information related to the lesson may be accessed using the following websites:

<https://www.owlresearchinstitute.org/adaptations>

<https://earth.google.com/web/@30.43051641,-91.13441295,20.89863716a,347.13869328d,35y,56.70408622h,0t,0r>

<https://www.owlpages.com/owls/articles.php?a=1>