Content Connections:

Informational Writing

**Roosevelt Elementary SALT Integrated Lesson Plan**

Bees



**Artists Habits of Mind**

Develop Craft

Engage & Persist

Envision

Express

Observe

Reflect

Stretch & Explore

Understand the Art World

Art Standards: 4.1.5 *Know how different visual art media, techniques, and processes are used to communicate ideas, experience, and stories.*

Alignment Standards: Writing – W.1.2 *Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.*

**Materials**: Watercolor paper, blue painter’s tape, drawing paper, set of watercolor paints, flat paintbrushes, round paintbrushes, paper towels, crayons, Sharpies.

**21st Century Skills**

Global Awareness

Creativity and Innovation

Critical Thinking and Problem

Solving

Communication and Collaboration

ICT Literacy

Flexibility and Adaptability

Initiative and Self-Direction

Productivity and Accountability

Understand the Art World

|  |  |
| --- | --- |
| **Art Elements** | **Art Principles** |
| \_x\_Line | \_\_Pattern |
| \_x\_Shape/Form | \_\_Rhythm/movement |
| \_\_Color | \_x\_Proportion/Scale |
| \_\_Value | \_\_Balance |
| \_\_Texture | \_\_Unity |
| \_\_Space/Perspective | \_\_Emphasis |

**Grade**: 1st Grade

**Time**: 1 ½ - 2 hours

**Preparation:**

Use blue painter’s tape to make a frame around the edge of the watercolor paper and to adhere the paper to the table for each student.

**Vocabulary**:

*composition, horizon, wet on wet, texture, lift technique, crayon resist*

**I Cans**

I can write a topic.

I can write some facts about a topic.

I can provide closure to my writing piece.

**Lesson description:**

*Students use their knowledge of bees to help them as they learn how to use shapes to draw bees and their environment.*

**Teacher Background Knowledge:**

Teachers will need to have an understanding of brush and watercolor techniques.

Teachers will need to understand a bee’s environment and habitat.

**Lesson:**

1. Review with the class the information they have learned about bees. What are the parts of a bee? What shapes do you think would work well to draw these? What kind of things do bees do and what are their jobs?
2. Draw different bees on the board showing how simple shapes can be put together to create drawings of bees doing different things.
3. Pass out drawing papers and have students practice sketching bees.
4. Talk with the class about the different places you might find bees. Draw these background elements on the board to create a *composition*. Introduce the word *composition*. The word “compose” means to arrange. What does a composer do? Arranges music. The word “*composition*” means how a picture is arranged.
5. Have students think about their “*compositions*”. Where is their bee? What is their bee doing?
6. Have students begin drawing out their *composition*. Emphasize using the space and drawing bigger.
7. Demonstrate adding color to bees and surroundings. Stress that the sky/ or large background should be left blank for the watercolor.
8. Have students begin to add color to their bees and surroundings using Sharpies and crayons. Pass out containers of water, watercolors, paper towels, flat, and round brushes.
9. Demonstrate *wet on wet* for the students. Show them the *lift technique* using a paper towel or Kleenex to make clouds. Also introduce *crayon resist* at this time.
10. Have students add watercolor to their images and background areas.
11. Let dry and remove the painter’s tape.
12. Have students write informational text about bees.
13. Reflect on the activity.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Lesson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Assessment*

|  |  |  |  |
| --- | --- | --- | --- |
| **Thumbs Down** | **Don’t Know** | **Thumbs Up** | **Assessment Question** |
|  |  |  | Did you use your personal best during this lesson? |
|  |  |  | Did you actively listen and follow directions? |
|  |  |  | Did you use your creativity? (is it original?) |
|  |  |  | Did you complete your project? |
|  |  |  | Did you incorporate the art media? |
|  |  |  | Does the artwork show the elements and/or principles discussed? |
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Source