**BPS Elementary Art Curriculum**

Lines



Content Connections:

Science

Insects

Symmetry

Art Standards: ART-2.2.1 Know the differences among visual art structures and functions

Alignment Standards:

SCI-2.2.1 Ask questions and seek answers about the world (e.g., Why do we have seasons?)

SCI-2.2.2 Communicate (e.g., verbal, written, graphic) observations to others.

Materials: Construction paper, scissors, glue

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

Grade: 2

Time: 60 minutes

Preparation: Prepare an example of the art in advance so the children can see what the ending project. Cut smaller pieces of paper so the children are not wasteful. Have children explore books to find an example of an insect that they would like to create.

Vocabulary: Symmetry ,insect, observation, balance, pattern

I Cans:

I can communicate observations to others

I can ask questions and seek answers

I can use symmetry in art.

Lesson description:

Use symmetry to create insect art.

Teacher Background Knowledge

symmetry, balance

Lesson

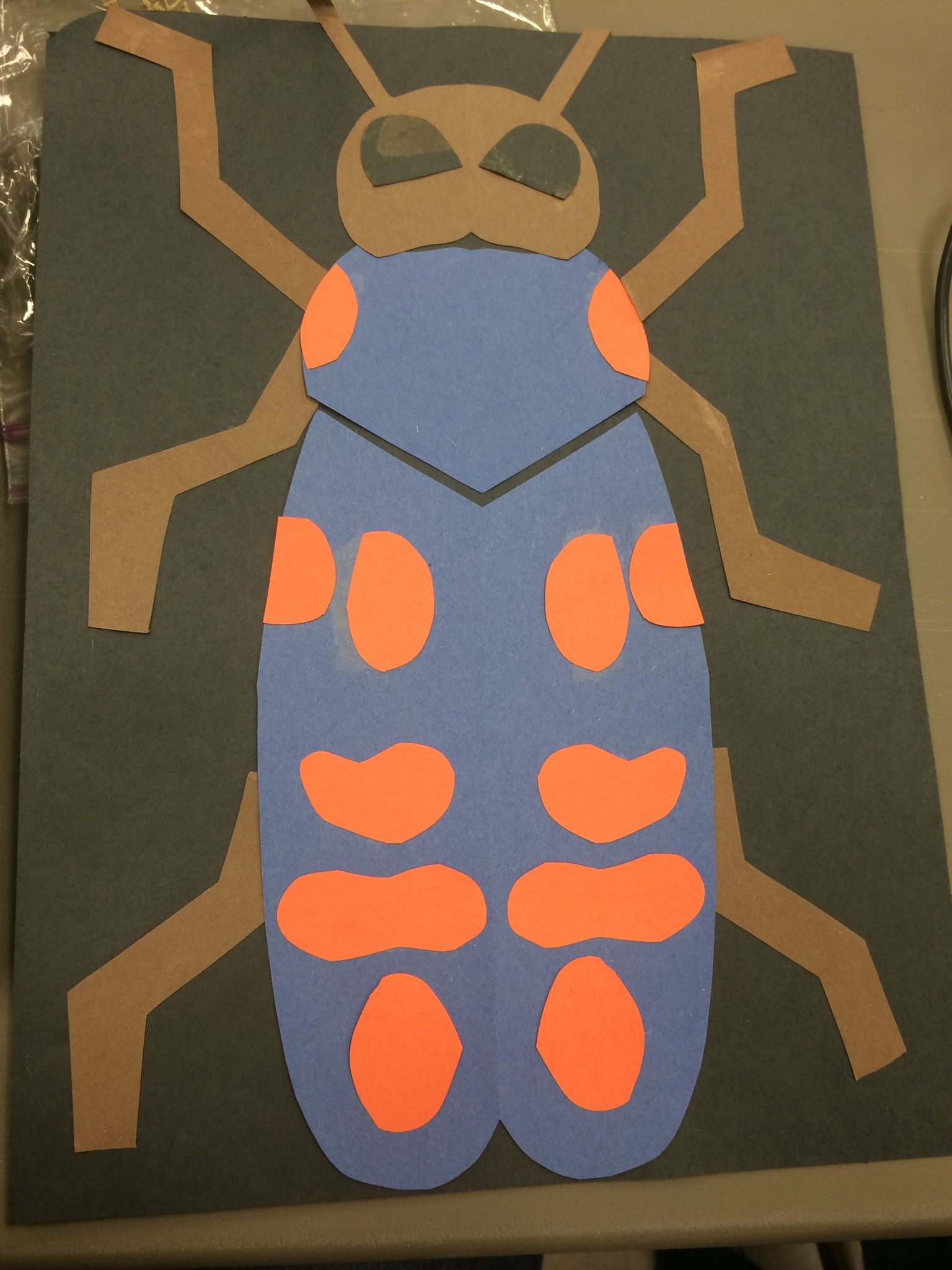
1. Have children write their name on the back of their background paper.

2. Discuss symmetry with the children and how the insect’s body is always symmetrical. ( Show a few examples if the children need more help.) Discuss balance and how this is very similar to symmetry in the art piece today.

3. Demonstrate how to create an insect using symmetry. You can teach the children how to fold the paper in half if they want two pieces/sides that are exactly the same. Have the children start with pencil to draw the shapes.

4. Discuss with the students how different parts of the body look like different shapes.

5. Have the children cut out all of the shapes and pieces and then glue them on the paper.



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? |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Source