**BPS Elementary Art Curriculum**

Animals in Their Habitat

Materials: watercolor paper, watercolor pencils, watercolor sets, flat brushes, round brushes, detail brushes, fan brushes, paper towels, computers for research

Grade: 3

Time: 2 class periods

Art Standards: 3.1.2

Know the difference between visual art structures and functions.

Content Connections:

Students have been learning about the seven continents in Social Studies. They have been working on a project in which they are researching each continent. Part of their research includes learning about the landforms and animals found in the different continents.

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

Preparation: Students will need to have prior knowledge of common animals and landscapes of the different continents. The teacher will also need to gather watercolor pencils, paint brushes, watercolor pallets, bowls for water to rinse brushes, paper towels. Students will use computers to find pictures of the animals they would like to use for this project.

Vocabulary: wet-on wet, wash with salt, lift technique

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Use proper techniques with given art medium

Use art tools in a variety of ways.

Know how to use and maintain art tools

**Lesson**

DAY ONE: Students will take out information from their research. They will decide what continent they would like to focus on for this art project. They will then decide which animal they will use for this project as well as the landform/natural habitat in which the animal lives. Students will then learn how to use watercolor pencils, watercolor techniques, and how to use a variety of brushes. They will then be given a smaller piece of water color paper to experiment with the different techniques, watercolor pencils, and brushes they have been introduced to. Students will also find pictures of the animals that they would like to depict for this project. Students will then complete a rough draft picture of the animal they choose in its natural habitat.

* Also, do a quick review to see what students may remember from previous lessons and connect them again to the process of watercolor painting:
	+ Who remembers what to do first when we get the watercolor sets? (put water in them to loosen them up)
	+ What are the names of these brushes?
	+ What is the technique called when you wet the paper before painting on it?
* Share with students that they will be practicing different painting techniques
	+ sweeping with flat brush,
	+ wet-on-wet,
	+ watercolor wash,
	+ making lines and taps with the round brush-heavy to light,
	+ tapping and sweeping with fan brush,
	+ layering with flat or round brush
	+ proper use of watercolor pencils

DAY TWO: Students will do a quick recap of different techniques they have been introduced to. They will then be given a piece of watercolor paper that will be taped to their desk. They will also receive all supplies needed. Students will use their rough draft drawing to help with their final piece of art.

Lesson description: To learn and use watercolor techniques as well as watercolor pencils to visually represent animals in their natural habitat.

Teacher Background Knowledge

Know the following techniques:

* Sweeping with flat brush
* Wet-on wet
* Watercolor wash
* Making lines and taps with the round brush-heavy to light
* Tapping and sweeping with fan brush
* Layering with flat or round brush
* Using watercolor pencils to create fine lines

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

*Assessment*

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| **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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