**BPS Elementary Art Curriculum**

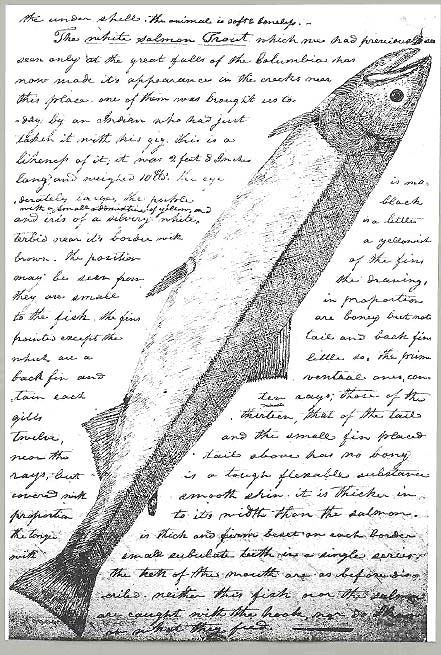
Animal Journal Entry

Content Connections:

Lewis and Clark Journals

North Dakota Animals

Informative Writing

Art Standards:

4.1.1-4.1.6

Alignment Standards:

4.W.2, 4.2.8

Materials:

Pictures of ND animals, pencils, paper, black ink pens.

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

Grade: 4th Grade

Time: 2-3 Sessions

Preparation:

* Find resources on North Dakota animals.
* Have examples of Lewis and Clark journal entries.
* Pictures of North Dakota animals.

Vocabulary: Observe, Value, Shading

I Cans

I can draw a realistic picture of an animal.

I can write an informative piece about the animal I chose.

Lesson

First Session:

* Each student chooses an animal from ND to research and draw.
* Students will read a variety of journal entries about new animals.
* Students research facts about their animal and start writing their journal entry.

Second Session:

* Students can peer edit and revise their writing.
* Show examples of observing a picture and drawing what you see. Also explain how to shade with a pencil.
* Have students experiment using these techniques.
* Students will start sketching their animal.

Third Session:

* Students finish their writing and drawing.
* Students will copy their journal writing around their animal drawing so it looks similar to the journals.

Teacher Background Knowledge

**Observe-** noticing shapes and patterns in a picture.

**Value-** relative lightness and darkness. Value is perceived in terms of varying levels of contrast.

**Shading-** the representation of the different values of color or light and dark in a painting or drawing.

Lewis and Clark sketched animals in their journals and wrote descriptions around them.

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? |
|  |  |  | Does your writing accurately describe the animal? |
|  |  |  | Does your animal look realistic? |
|  |  |  |  |