

Desert Critters Grades K-3



Lesson Overview

This lesson is designed for grades kindergarten to third. The subject is Art. The anticipated class length is a normal class period, about 35-40 minutes.

In this lesson, students will acquire and integrate, extend and refine and complete a meaningful use task.

Essential Question(s)

Comparing and contrasting two paintings, these questions will be asked about each one:

Where is this scene taking place?

What colors do you see in this painting?

What do these colors make you feel inside?

Do the colors the artist used give you any clues about what the temperature might be?

What kinds of animals live in a place that is hot and dry?

Objectives

By the end of this lesson, the students will be able to:

- Relate specific colors to hot and cold temperature
- Recite colors that evoke feelings of warmth and coolness
- Name at least one animal that lives in a desert climate



NY Curriculum Standards

- NY.ART.K-12.1 Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts
- NY.ART.K-12.3 Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Anticipatory Set- Description of the Lesson Launch activity

For the lesson launch, two Remington reproduction images will be shown to the class. A brief outline of Remington's life and work will be narrated:

- Frederic Remington was born in Canton NY in 1861, he worked as an artist and travelled out west, painting scenes of cowboys and Native Americans.

Description of how objectives will be communicated to students

- The students will be told that for this lesson, they will be looking at two Remington works and asked some questions about them, and then they will complete a related art activity.

The essential questions will be asked

- Where is this scene taking place?
- What colors do you see in this painting?
- What do these colors make you feel inside?
- Do the colors the artist used give you any clues about what the temperature might be?
- What kind of animals live in a place that is hot and dry?

Description of the relevance of the learning

This lesson is relevant because students will start thinking about how color can relate to feeling and temperature in an art work. Beyond this concept, students will learn to interpret visual clues in this lesson, which will aid in future art critiquing.

Connection to standards

Students will actively engage in the processes that constitute creation in the arts through their Meaningful Use Task, which is to choose between three desert animals to cut out and decorate and then explain what they've chosen and where it lives, and what the atmosphere is like there. Students will participate in various roles in the arts when they examine and interpret the color schemes of Remington paintings, (critique), when they create their project, (M.U.T.), and when they explain their project, (public speaking).

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought- This standard is met through the comparing and contrasting activity between Remington works and relating color schemes to physical feelings like hot and cold, (temperature).

Introduce New Information & New Concepts

Declarative Knowledge:

- Frederic Remington was born in Canton NY in 1861.
- Remington enjoyed travelling out west and worked as an artist.
- Remington liked to paint pictures of western scenes.
- Reds, yellows and oranges are warm colors and can evoke emotions.
- Blues and purples are cold colors and can evoke emotions.
- Deserts are hot.
- Animals live in certain climates and have adapted to that climate.
- Vocab- climate, color scheme, evoke, adaptation

Procedural Knowledge:

- Students will be shown examples of the three desert critters they will chose from for their Meaningful Use Task. We will talk about how the animals have adapted to their climates by looking at their physical characteristics, (color, body shape). The teacher will explain that the students next will decorate and design their desert critter using markers with the examples displayed for references.

Guided Practice

The art project is made from a paper plate.

1. The students will watch the teacher cut around the pre-traced design on one of the paper plate
2. The students will cut out their paper plate design, (either a snake, a hedgehog, or a turtle)
3. The teacher will begin coloring the paper plate template and let the students know they also can color when they're finished cutting
4. The students will begin to color
5. After 15 minutes, call cleanup

Assessments

The finished critter will be the students' assessment of learning.

Closure

The closure activity will be to:

1. Tell the teacher what colors make them feel warm
2. Tell the teacher what colors make them feel cold
3. Have students explain how their animal's physical characteristics help them stay cool in a desert

Materials Needed

- Remington reproductions
- Examples of each a turtle, a hedgehog, and a snake
- Paper plates with pre drawn critter details
- Scissors
- Markers