

Notes/Comments:

Form/Structure/Organization • Observation •
Measurement • Color Value • Organisms



2012 - 2013 © ArtsNOW
100 Edgewood Ave, Suite 100
Atlanta, GA 30303
Phone: 404.688.2480
Fax: 404.688.2424
www.artsnowlearning.org

Idea Contributed by Debi West, Ed.S, NBCT

Students will learn to draw from an actual skeleton, working on direct observational skills, measuring skills and value study. Students will add collaged elements into their negative space, based on science and math fact reference materials. Students will create a collaborative paper quilt mural showcasing their creative art.

Essential Question: How can a visual art lesson become a teaching tool for science?

Process:

- Introduce the lesson by discussing the importance of direct observation, the art of seeing.
- Have students look closely at areas of an actual skeleton model, sketching specific areas.
- Students will learn about the importance of value in an art work.
- Students will draw a 7 toned value scale.
- Students will then draw their final piece onto their 6" x 6" square, utilizing line, shape and value.
- Students will then color in their negative space area with crayons and markers.
- Students will then add mixed media collage using copies of science and math fact reference materials.
- Final works will be hung together in a class display creating a collaborative paper quilt.

Assessment

I use a project evaluation form for each lesson I teach. This allows my students to appropriately reflect on the learning at hand and leaves room for them to comment on the process and how they feel the final piece turned out. It also allows me to comment and give them a grade based on their learning AND their final work. We also do in process critiques using my "2 Glows and a Grow" model.

Materials

- 6" x 6" white drawing paper
- graphite
- sharpies
- markers
- crayons
- collage materials
- mixed media
- reference materials

Vocabulary

Positive Space

The area or part of a painting's composition that the subject occupies

Negative Space

The space around and between the subject(s) of an image

Value

The lightness or darkness of a color

Georgia Performance Standards

SCIENCE

GRADE 5

S5CS2: Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

S5CS3: Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.

S5CS5: Students will communicate scientific ideas and activities clearly.

S5L1: Students will classify organisms into groups and relate how they determined the groups with how and why scientists use classification.

a. Demonstrate how animals are sorted into groups (vertebrate and invertebrate) and how vertebrates are sorted into groups (fish, amphibian, reptile, bird, and mammal).

VISUAL ARTS

GRADE 5

VA5PR.1: Creates artworks based on personal experience and selected themes.

VA5PR.2: Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

VA5PR.4: Plans and participates in appropriate exhibition(s) of artworks.

VA5C.1: Applies information and processes from other disciplines to enhance the understanding and production of artworks.

National Standards

SCIENCE

NS.5-8.3: As a result of their activities in grades 5-8, all students should develop and understanding of:

- Structure and function in living systems
- Reproduction and heredity
- Regulation and behavior
- Populations and ecosystems
- Diversity and adaptations of organisms

VISUAL ARTS

Standard 1: Understanding and applying media, techniques, and processes

Standard 2: Using knowledge of structures and functions

Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Standard 6: Making connections between visual arts and other disciplines