

Unit Title: Artsy Insects

Length of Unit: 5 days (This unit is intended to correlate with a classroom teacher who is doing a science unit over insects at the same time.)

Essential Questions:

- What are primary and secondary colors?
- What are shapes?
- What is texture?
- What is a pattern?
- What is symmetry?

Connections:

Core Content: Students will identify or describe elements of art and principles of design.

Program of Studies: Students will begin to recognize and identify elements of art and principles of design.

KERA Goals: 1.13 – Students make sense of ideas and communicate ideas with the visual arts.

Culminating Activity:

The finished products at the end of each lesson will be bound together to create an art vocabulary book.

Trisha Hall
Arts & Humanities Teacher
Greensburg elementary School
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Artsy Insects: **An Arts and Humanities Unit**

Created by:
Trisha Hall

Name: Trisha Hall
School: Greensburg Elementary
Subject: Arts & Humanities

Date: 9/23/06
Grade: 1st
Topic: Color

Lesson Length: 45 minutes
of Students: 24
of IEP Students: 2

Objectives:

Global: Students will learn primary and secondary colors.

Specific: Students will learn how to mix primary colors to create secondary colors.

Connections:

KERA Goals: 1.13 – Students make sense of ideas and communicate ideas with the visual arts.

Program of Studies: Students will begin to recognize and identify elements of art.

Core Content: Students will identify or describe elements of art.

Context:

This is the first lesson on the topic of color. Students will learn what the primary and secondary colors are and how to mix two primary colors to make a secondary color.

Materials:

- Tempera paint (red, yellow, blue)
- scissors
- glue
- black markers
- crayons
- 5x5 white construction paper
- 12x18 colored construction paper

Technology:

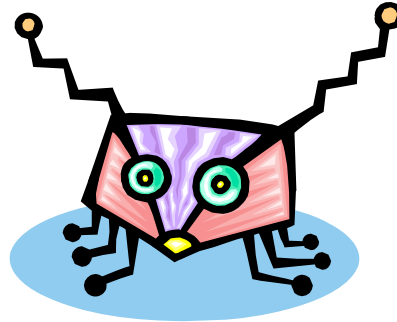
- Handout from internet site: www.kinderart.com/artbook/blotter.shtml

Procedures:

1. The teacher will begin class with review questions over color to test student prior knowledge. Talk about primary and secondary colors and explain how you can make the secondary colors by mixing two primary colors.
2. Hand out white paper. Have students choose two primary colors.
3. Have students put two drops of each color they chose on the white paper.
4. Students then fold the white paper in half and rub the paint around.
5. Open the paper to discover what colors they made.
6. Repeat with other colors and allow to dry.
7. Have students cut out the shapes that were created by the paint mixing.
8. Have them glue all three bugs on a large sheet of colored construction paper.
9. Then have students fill in the “Blotter Bug” page with crayons.
10. Once the handout is done, the students may then begin to decorate their bugs with black markers to look like bugs.

Student Assessment:

Assessment will be made using the Blotter Bug page that students fill out at the end of the lesson.



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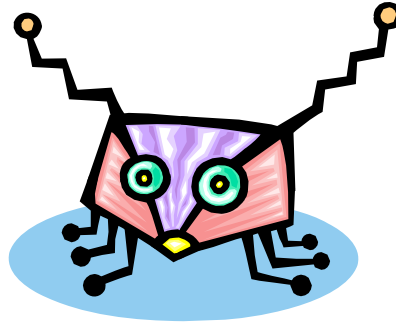
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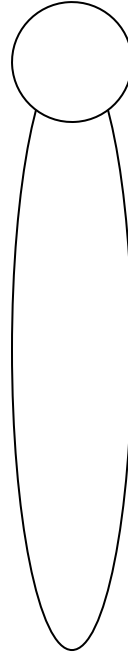
Procedures:

11. The teacher will begin class with review questions over color to test student prior knowledge. Talk about primary and secondary colors and explain how you can make the secondary colors by mixing two primary colors.
12. Hand out white paper. Have students choose two primary colors.
13. Have students put two drops of each color they chose on the white paper.
14. Students then fold the white paper in half and rub the paint around.
15. Open the paper to discover what colors they made.
16. Repeat with other colors and allow to dry.
17. Have students cut out the shapes that were created by the paint mixing.
18. Have them glue all three bugs on a large sheet of colored construction paper.
19. Then have students fill in the “Blotter Bug” page with crayons.
20. Once the handout is done, the students may then begin to decorate their bugs with black markers to look like bugs.

Student Assessment:

Assessment will be made using the Blotter Bug page that students fill out at the end of the lesson.





My butterfly is symmetrical. If I split it down the middle, it is exactly the same on both sides.

Name: Trisha Hall
School: Greensburg Elementary
Subject: Arts & Humanities

Date: 9/23/06
Grade: 1st
Topic: Shape

Lesson Length: 45 minutes
of Students: 24
of IEP Students: 2

Objectives:

Global: Students will learn what a shape is.

Specific: Students will learn different kinds of shapes.

Connections:

KERA Goals: 1.13 – Students make sense of ideas and communicate ideas with the visual arts.

Core Content: Students will begin to recognize and identify elements of art.

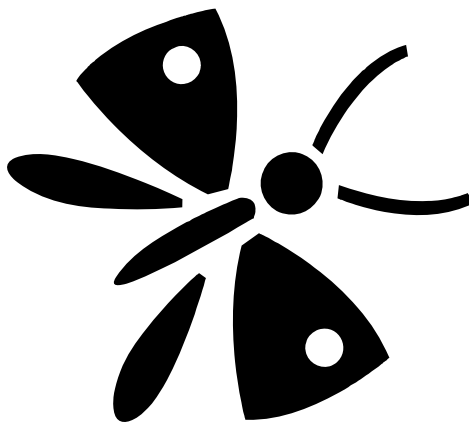
Program of Studies: Students will identify or describe elements of art.

Context:

This is the first lesson on the topic of shapes. Students will learn what shapes are and use them in their artwork.

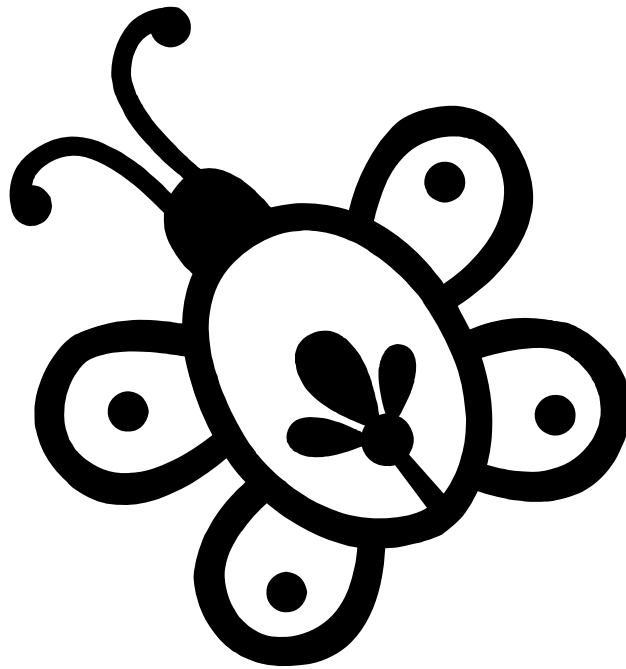
Materials:

- Assorted construction paper shapes.
- glue
- pencils
- crayons
- markers
- white construction paper



Procedures:

1. The teacher will begin class with review questions over shapes to test student prior knowledge. Talk about what a shape is and have students name different kinds of shapes. They can also draw examples on the board or in the air with their “magic” finger.
2. Pass out white construction paper.
3. Give each student a different construction paper shape.
4. Have them glue the shape anywhere they want on the white paper.
5. Then instruct students to use their pencils to turn their shape into an insect.
6. Once the insects are completed, have students draw the insect’s habitat on the paper surrounding their insect.
7. Finally have students use markers and crayons to color their picture.



Name: Trisha Hall
School: Greensburg Elementary
Subject: Arts & Humanities

Date: 9/23/06
Grade: 1st
Topic: Symmetry

Lesson Length: 45 minutes
of Students: 24
of IEP Students: 2

Objectives:

Global: Students will learn what symmetry is.

Specific: Students will learn how to create symmetry in their artwork.

Connections:

KERA Goals: 1.13 – Students make sense of ideas and communicate ideas with the visual arts.

Program of Studies: Students will begin to recognize and identify principles of design.

Core Content: Students will identify or describe principles of design.

Context:

This is the first lesson on the topic of symmetry. Students will learn what symmetry is and how to create symmetry using construction paper..

Materials:

- colored construction paper in assorted sizes
- scissors
- glue
- Butterfly template handout



Procedures:

8. The teacher will begin class with review questions over symmetry to test student prior knowledge. Talk about how an object has symmetry is you split it in the middle and it is the same on each side. Have students think of things that have symmetry.
9. Give students the butterfly template.
10. Pass out construction paper. Use large pieces for the wings. Show students how to fold the paper in half and cut through both sides at once to create wings that are exactly the same.
11. Glue the wings onto their template.
12. Then have students cut out smaller shapes to add to their butterfly wings. Remind them that they must be the same on each side in order to have symmetry.
13. Continue cutting and gluing until they are happy with their butterfly.

Student Assessment:

Assessment of understanding will be demonstrated in finished projects.



Name: Trisha Hall
School: Greensburg Elementary
Subject: Arts & Humanities

Date: 9/23/06
Grade: 1st
Topic: Texture

Lesson Length: 45 minutes
of Students: 24
of IEP Students: 2

Objectives:

Global: Students will learn what texture is.
Specific: Students will learn how to create texture.

Connections:

KERA Goals: 1.13 – Students make sense of ideas and communicate ideas with the visual arts.

Program of Studies: Students will begin to recognize and identify elements of art.

Core Content: Students will identify or describe elements of art.

Context:

This is the first lesson on the topic of texture. Students will learn what texture is and how to create different textures using different types of media.

Materials:

- Texture bug handouts
- scissors
- glue
- markers
- crayons
- fun fur
- sand
- glitter
- sponges
- carpet pieces
- 12x18 red construction paper

Technology:

-Handout from internet site: www.kinderart.com/artbook/texture.shtml

Procedures:

21. The teacher will begin class with review questions over texture to test student prior knowledge. Talk about different types of texture. Have students find different textures in the classroom.
22. Hand out the texture bug page and have students color the bugs and cut them out.
23. After they are colored and cut, have students glue the bugs anywhere on the red paper.
24. Set up small stations around the room with glue and materials for each texture.
25. Divide students up among the stations. Explain that each bug needs a different texture. Once they complete one bug at the first station, they will move to the next station and complete the second bug. Continue until they are finished with all stations.
26. When they are finished with the textures, have students label each bug with the correct texture. (Furry bug next to the bug that has fur on it, etc.)
27. Have students cut out the shapes that were created by the paint mixing.

Student Assessment:

Assessment will be made by checking to see if the student labels each bug correctly.

