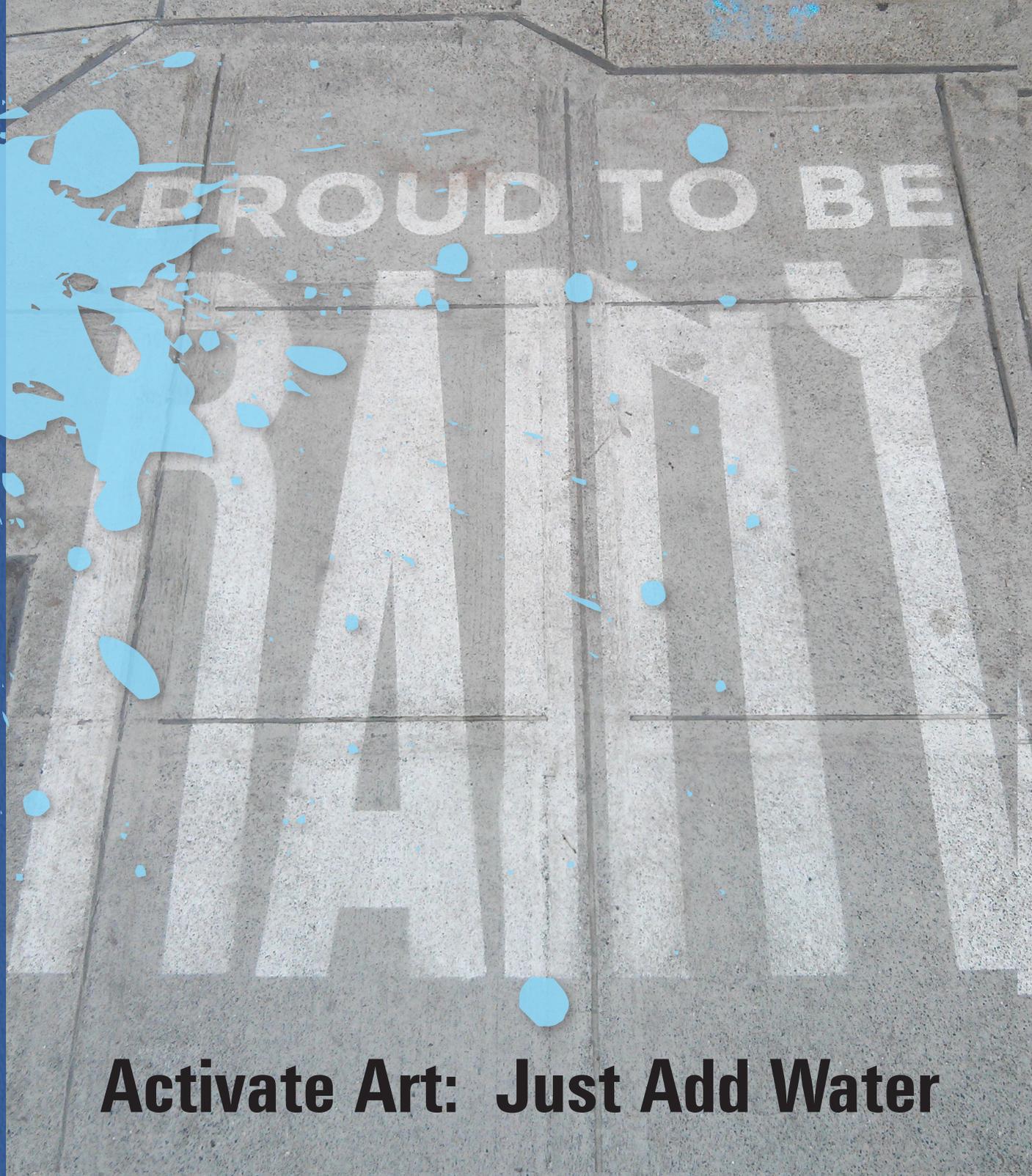




Academic Resources for Teachers & Students

Rainworks:
Outdoor Exhibit
09.13.15 – 10.23.15

Lesson Plan
Grades K-5



Activate Art: Just Add Water

TABLE OF CONTENTS

Lesson Overview	1
Supplies	1
Core Curriculum Tie - Ins	2 - 3
Introduction to Rainworks and the Rainworks Exhibit	4
Lesson Plan	5-6
Vocabulary	7
Supplemental Resources	8

Lesson Overview

Lesson Plans

Designed to extend and enhance the learning experience of our exhibits while linking to core curriculum subject matter.

Lesson Objectives

- Installation Art
- Environmental Art
- The work and process of Rainworks
- Describe the characteristics of the sea turtle and its environment
- Water Use - Implications and Discussions
- Construct a drawing/painting of a sea turtle using the principles of texture, color, balance and pattern.

Core Curriculum Tie-Ins

Kindergarten through Fifth Grades: Visual Art and Science

Lesson Overview

Students will learn about installation and environmental art by studying the work of Rainworks. Students will explore the characteristics of the sea turtle and its environment. Utilizing a similar approach to that of the Rainworks group, students will realize their study of art, sea turtles and their environment in an artistic and expressive format. Texture, color, balance and pattern are emphasized in their art.

Length Of Lesson: Two, One Hour Class Sessions

Supplies

- 12" x 18", 11" x 14" or 8.5" x 11" white Construction Paper (thicker paper is best).
- Oil Pastel Crayons.
- Kneaded Rubber Erasers.
- A Variety of Drawing Pencils.
- Watercolor Paint: blues
- Water Cups
- Paint Brushes
- Newspaper
- Salt

Core Curriculum Tie-Ins

Visual Art Core Curriculum

Standard 1 (3rd Grade) (Making): The student will explore and refine the application of media, techniques, and artistic processes

Objective 1: Explore a variety of art materials while learning new techniques and processes.

- b. Use simplified forms, such as cones, spheres, and cubes, to begin drawing more complex forms.
- c. Paint with complementary color schemes.
- d. Make one color dominant in a painting.
- f. Establish more natural size relationships among objects in drawing.

Objective 3: Handle art materials in a safe and responsible manner.

- a. Ventilate the room to avoid inhaling fumes from art materials.
- b. Dispose and/or recycle waste art materials properly.
- c. Clean and put back to order art making areas after projects.
- d. Respect other students' artworks as well as one's own.

Standard 2 (3rd Grade).(Perceiving): The student will analyze, reflect on, and apply the structures of art.

Objective 2: Create works of art using the elements and principles.

- d. Create a work of art that uses all of the space on the paper.
- e. Create a work of art that uses contrast to create a focal point. Use that to convey the most important idea or part of the work

Standard 4: Contextualizing: The student will interpret and apply visual arts in relation to cultures, history, and all learning.

Objective 3: Recognize the connection of visual arts to all learning.

- a. Use a visual arts form as a help in expressing an idea in a non-art subject; e.g., a science project, the writing of a poem, a social studies project.

Core Curriculum Tie-Ins cont.

Science Core Curriculum

Standard 2: Students will understand that organisms depend on living and nonliving things within their environment.

Objective 1: Classify living and nonliving things in an environment.

- a. Identify characteristics of living things (i.e., growth, movement, reproduction).
- c. Classify living and nonliving things in an environment

Objective 2: Describe the interactions between living and nonliving things in a small environment.

- a. Identify living and nonliving things in a small environment (e.g., terrarium, aquarium, flowerbed) composed of living and nonliving things.
- b. Predict the effects of changes in the environment (e.g., temperature, light, moisture) on a living organism.
- d. Compare a small-scale environment to a larger environment (e.g., aquarium to a pond, terrarium to a forest).

Introduction to Rainworks and the Rainworks Exhibit

As the Kimball Art Center gets ready to move to our new location, we are inviting the Rainworks team from Seattle for a public installation in order to continue our arts and education outreach. The Rainworks team creates art that appears when it rains in order to turn rainy days into something to look forward to. When dry, a Rainwork looks like a completely normal sidewalk, but when wet or in the rain, a hydrophobic material repels water to create an image or message. On Sunday, September 13th, the Rainworks team will install several works around our current Main Street location as well as our future Kearns Boulevard home. Through positive messaging, the Rainworks team will invite Park City to contemplate water as it is used and perceived in our mountain community. Everyone is invited to join us at 1 PM September 13th, on our back patio at Heber Ave and Main Street for an artist reception and Rainworks reveal. From September 13th to October 23rd, the public is invited to visit both our current and new location, where they can find and reveal other Rainworks."

Lesson Plan

Preparation:

- Prepare a class example
- Have photos of sea turtles as well as sea turtle books
- Have books, posters, and /or images of Finding Nemo. ©PIXAR/Disney.

Procedure:

- Begin by discussing the different types of sea turtles using many visual references. (An excerpt from Finding Nemo that features the sea turtles would also grab attention.)
- Discuss the different characteristics of the sea turtles anatomy, head, flippers, tail, and shell.
- We are going to pretend that we are looking over the edge of a boat in the ocean, looking down through the clear water to view a swimming sea turtle. Using the paper vertically, students begin by drawing an outline of a large oval shell in pencil. Then create an oval head at the top of the paper, two large front flippers, two small rear flippers and a tail. (Teacher may complete each step along with students on the chalkboard).
- Next, students create the pattern on their turtle shell by creating contour lines both vertically and horizontally. Discuss how artist use contour lines to make flat shapes on their paper appear to be three-dimensional. The vertical contour lines can be described to the students as making the number “11” that bend outward in the middle. The horizontal contour lines can be described to the students as two frowns on top, and two smiles on the bottom. This creates the shell design. See example
- Students then take their white paper and crumple it into a ball, being careful not to force or hit the paper ball, which would cause the paper to rip. (Wrinkling the paper creates creases that will accept more pigment of the watercolor step, gives the illusion that light is refracting through the ocean water.)

Lesson Plan Continued

- Using photo references, students will use oil crayons or oil pastels to color their turtles. Students will be guided to make the turtles large to fill the space. NO BLUE is the only color limitation. (Blue color will get “lost” when turtles are painted with blue watercolor, students will need more than one reminder). Emphasize the importance of pattern and variety. White oil crayons will work well if they press very hard. Students may mix colors on their papers. Color the head, flipper and tail using shades of green, white and brown. if you want to stick to traditional colors. Otherwise allow more imaginative colors or a complimentary color palette.
- Use the blue watercolor paints to paint over their entire paper...turtle and all. Explain that we have drawn our turtles under water; this means we have to paint them under water, starting at the top and working our way down the paper. (Basic watercolor resist idea).
- Discuss how water looks under the ocean or in a pool with sunlight passing through the water. The light reflects and refracts into these geometric stylized shapes of dancing light. The crumpling of the students paper, combined with the watercolor painting technique, will give the sea turtles the appearance that they are swimming under the sea. As students are painting in their turtles, let them experiment with sprinkling salt upon their wet works of art to create a salt resist.

Inspired by and see more at <http://www.incredibleart.org/lessons/elem/>



Vocabulary

Sea Turtle

1. A slow-moving reptile, enclosed in a scaly or leathery domed shell into which it can retract its head and thick legs.
2. A large marine reptile with a bony or leathery shell and flippers, coming ashore annually on sandy beaches to lay eggs.

Ocean

A very large expanse of sea, in particular, each of the main areas into which the sea is divided geographically.

Australia

Officially the Commonwealth of Australia, is an Oceanian country comprising the mainland of the Australian continent, the island of Tasmania, and numerous smaller islands. It is the world's sixth-largest country by total area.

Texture

Is the perceived surface quality of a work of art. It is an element of two-dimensional and three-dimensional designs and is distinguished by its perceived visual and physical properties.

Resist

Resist techniques in art use the incompatibility of two mediums to create layered effects with color and texture. Children often discover resist techniques by experimenting with watercolor paints and crayons on paper.

Balance

Balance is arranging elements so that no one part of a work overpowers, or seems heavier than any other part. The three different kinds of balance are symmetrical, asymmetrical, and radial.

Pattern

Is a combination of elements or shapes repeated in a recurring and regular arrangement.

Contour Lines

A contour is the line which defines a form or edge.

Supplemental Resources

References:

Sea turtle, nature, National Geographic Society publications/posters

Posters

- Green Sea Turtle Poster.
- Sea Turtle Poster.

Books

- Sea Turtles: A Complete Guide. - An evocative portrait of the seven sea turtle species and their valiant fight for survival.
- Into the Sea. - Grade 1-4: Experience the life of a female sea turtle as she breaks from her shell, splashes into the sea, and navigates for survival, eventually returning to the place of her birth to lay eggs.

Ron G Steven- paintings of the underwater critters from the thousands of exceptional dives he has experienced world wide, but primarily on the Great Barrier Reef, Coral Sea, Papua New Guinea, Caribbean, Tahiti, Mexico and the colder waters of the west coast of Canada. -