

Living and Nonliving • Compare and Contrast



Unit Essential Questions

- How can I tell the difference between living and nonliving things?
- How can I use the arts to show that I know the difference between living and nonliving things?

UNIT DESCRIPTION

Combining the arts to learn about living and nonliving things will create memorable experiences. In this unit, students will experience music, movement, visual arts, and drama as they explore and discover the differences between living and nonliving things. Some of the activities the students will be participating in will include music, movement, a collage, a self-portrait and a tableau. At the conclusion of this unit, students will be scientific experts at comparing living and nonliving things!

PROJECTS

- Classifying Living and Nonliving Things
- Eric Carle Inspired Art
- Natural Self-Portrait
- Tableaus Come to Life

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Units provide differentiated ideas and activities aligned to a sampling of standards. The units do not necessarily imply mastery of standards, but are intended to inspire and equip educators.

Produced through the U.S. Department of Education: Arts in Education—Model Development and Dissemination Grants Program
Cherokee County (GA) School District and ArtsNow, Inc.

Unit Description	Table of Contents
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UNIT ESSENTIAL QUESTION

How can I tell the difference between living and nonliving things?
How can I use the arts to show that I know the difference between living and nonliving things?

CROSS-CUTTING INTERDISCIPLINARY CONCEPT

Living and Nonliving, Compare/Contrast

REAL WORLD CONTEXT

As students discover the differences between living and nonliving things, they will find that different living organisms have varying needs. The students should then realize that we, as humans need to take care of the world in which we live, so that all living things can continue to exist.

STANDARDS

Curriculum Standards	Arts Standards
<p>SKL1 Students will sort living organisms and nonliving materials into groups by observable physical attributes. a. Recognize the difference between living organisms and nonliving materials. b. Group animals according to their observable features such as appearance, size, motion, where it lives, etc. (Example: A green frog has four legs and hops. A rabbit also hops.) c. Group plants according to their observable features such as appearance, size, etc.</p> <p>SKL2 Students will compare the similarities and differences in groups of organisms. a. Explain the similarities and differences in animals. (color, size, appearance, etc.) b. Explain the similarities and differences in plants. (color, size, appearance, etc.) c. Recognize the similarities and differences between a parent and a baby.</p>	<p>MKGM.6 Listening to, analyzing, and describing music. a. Distinguish between contrasts (pitch, dynamics, tempo, timbre) in various pieces of music. b. Describe music using appropriate vocabulary (e.g., high, low, loud, quiet, fast, slow).</p> <p>MKGM.10 Moving, alone and with others, to a varied repertoire of music. a. Respond to contrasts and events in music with gross locomotor and non-locomotor movements.</p> <p>DKFD.1 Identifies and demonstrates movement elements, skills and terminology in dance. f. Demonstrates the ability to perform simple movements in response to oral instruction.</p> <p>VAKCU.2 Views and discusses selected artworks. a. Talks about artworks of significant artists that have recognizable subjects and themes.</p>

<p>d. Match pictures of animal parents and their offspring explaining your reasoning. (Example: dog/puppy; cat/kitten; cow/calf; duck/ducklings, etc.)</p> <p>e. Recognize that you are similar and different from other students. (senses, appearance).</p>	<p>VAKPR.2 Understands and applies media, techniques, and processes of two-dimensional works of art using tools and materials in a safe and appropriate manner to develop skills.</p> <p>e. Creates paintings with a variety of media.</p> <p>TAESK.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments.</p> <p>a. Uses voice to communicate ideas and emotions.</p> <p>b. Uses body to communicate ideas and emotion.</p>
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ASSESSMENTS

<p>Summative Assessments</p>
<ul style="list-style-type: none"> ● Pre/Post Test ● Classifying Living and Nonliving Things Rubric ● Eric Carle Inspired Art Rubric ● Natural Self-Portrait Rubric ● Tableaus Come to Life Rubric

CHARACTER EDUCATION COMPONENTS

CHARACTER ATTRIBUTES

<p>In “Tableaus Come to Life,” students will become a wax museum for an older class to visit. The older students will tap the student in tableau to activate the younger student to perform. The older and younger students will then reflect about the performance.</p>	<ul style="list-style-type: none"> ● Empathy ● Cooperation/collaboration ● Inquiry/investigating ● Teaching/leadership
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PARTNERING WITH FINE ARTS TEACHERS

<p>Music Teacher:</p> <ul style="list-style-type: none"> ● Pre-teaching and/or reinforcing terms such as pitch, dynamics, and tempo in “Classifying Living and Nonliving Things” project <p>Visual Arts Teacher:</p> <ul style="list-style-type: none"> ● Pre-teaching and/or reinforcing the works of Eric Carle in “Eric Carle Inspired Art” and “Natural Self-Portrait” projects ● Teaching techniques, and processes of two-dimensional works of art using tools and materials in a safe and appropriate manner to develop skills ● Teaching how to use various tools to create texture <p>Dance Teacher:</p> <ul style="list-style-type: none"> ● Pre-teaching and/or reinforcing locomotor and non-locomotor movement in “Classifying Living and Nonliving Things” project

APPENDIX (see Downloads)

<ul style="list-style-type: none"> ● Pre/Post-Test
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ADDITIONAL RESOURCES**Books:**

- *The Tiny Seed* by Eric Carle (and other Eric Carle books)
- *Gertrude and Reginald* by Eric Braun

Websites:

- http://pbskids.org/rogers/videos/index.html?pid=2DSAGhehLBrC7aU7WSwvnbU0NwY_CfMA

Virtual Fieldtrips:

- Eric Carle Museum

CREDITS

U.S. Department of Education

Arts in Education--Model Development and Dissemination Grants Program

Cherokee County (GA) School District and ArtsNow, Inc.

Ideas contributed and edited by:

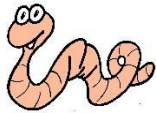
Paige Butler, Heather Burgess, Silka Simmons, Cathy Roberts, Shannon Green, Jessica Espinoza

Living & Nonliving Things Pre/Post-Test

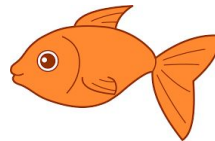
Name: _____

PART 1: *Teacher reads aloud the questions as the students circle, fill in the blank, or write the correct response.*

1. Circle the things below that are living.



2. Circle the things below that are non-living.



PART 2: *Teacher reads aloud the word bank first. Then the teacher reads each sentence one by one and says “blank” in the missing word spot. Students write the correct word in the blank to complete the sentence.*

energy move grow

3. All living things _____. Some living things walk, some swim, and some fly.
4. All living things _____ and get bigger.
5. All living things need and use _____. Some use food, some use sunlight, and some use soil.

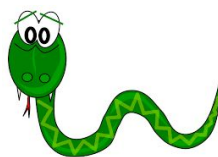
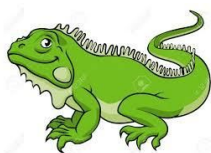
PART 3: Read the questions aloud to students. Students circle the correct answer.

6. Can non-living things breathe or move on their own?

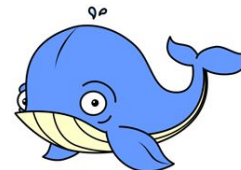
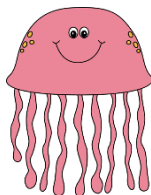
Yes

No

7. Which animal does not belong in this group?



8. Which animal does not live in the ocean habitat?



Constructed Response: *Read the prompts aloud and give ample time for students to draw and write their response.*

9. Draw a picture of a living thing. Write a sentence explaining why it is a living thing.



10. Draw a picture of a non-living thing. Write a sentence explaining why it is non-living.





Project Essential Questions

- How do I identify living and nonliving things?
- How can I represent living and nonliving things using musical instruments?
- How can I represent living and nonliving things using movements?

PROJECT DESCRIPTION

In this project, students will correlate musical instruments with living and nonliving things. They will classify the sounds of various instruments and then connect this concept to classifying living and nonliving things. At the end students will create a musical composition by sorting their living and nonliving things.

LEARNING TARGETS

“I Can...”

- Demonstrate how to characterize living and nonliving
- Explain contrasts in musical instruments.
- Describe music using appropriate vocabulary
- Use locomotor and non-locomotor movement to classify living and nonliving things

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ESSENTIAL QUESTIONS

- How do I identify living and nonliving things?
- How can I represent living and nonliving things using musical instruments?
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Curriculum Standards	Arts Standards
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KEY VOCABULARY

Content Vocabulary
<ul style="list-style-type: none"> ● Living ● Nonliving ● Breath ● Eat ● Reproduce ● Classify ● Sort ● Alike/Different ● Compare/Contrast

Art Vocabulary

- Pitch: refers to the highness or lowness of a sound
- Locomotor: refers to a movement that travels through space
- Non-locomotor: refers to a movement that does not travel through space

TECHNOLOGY INTEGRATION

- Students could record their musical compositions in audio files using various apps or PC programs such as Garage Band, Voice Memos, etc...

ASSESSMENTS

Formative	Summative
<ul style="list-style-type: none"> ● Observation of matching movement for living and nonliving sounds ● Choice of instrument 	<ul style="list-style-type: none"> ● Rubric for Musical Composition (See Downloads)

MATERIALS

- Shakers/drums, or
- Wood instruments/metal instruments, or
- Pitched instruments/non-pitched instruments, or
- Instruments you can tap/instruments you shake
- Picture cards for living and nonliving things

Activating Strategy (5-10 min)

- Introduce or review non-locomotor movements (swaying, bending, twisting, stretching, turning, swinging) by following the leader. You can have students or teacher lead this activity. Discuss how your feet never moved during each movement. Remind or tell students these are called non-locomotor movements.
 - *Optional: Use the **Movement Spinners** to make this vocabulary review engaging (See Downloads).*
- Introduce or review locomotor movements (skipping, running, hopping, galloping, leaping, walking, jumping) by following the leader. You can have students or teacher lead this activity. Discuss how your feet moved around the room during each movement. Remind or tell students these are called locomotor movements.
- Read book *Gertrude and Reginald* by Eric Braun and Cristian Bernardini

Main Activity**PART 1**

- Teacher will review living organisms and nonliving materials.
- Teacher will lay out instruments and play each, one at a time, to model the sound and correct way to play.
- Discuss with students the sound it makes and review classification of instrument (pitched/non-pitched, wood/metal, tap/shake).
- Ask students which category of instruments would better represent living organisms and which would better represent nonliving materials.

PART 2

- Teacher will divide students into small groups and distribute one card per student from the **Living and Nonliving Sort Cards (See Downloads)**
- Students will experiment with instruments to choose one that matches their card.
- The group will decide the order of the cards and lay them out from left to right.
- The group will practice their composition by playing each part for four counts/beats.
- When ready, each group will perform their composition for the class.

PART 3

- Each small group will perform their composition three times for the class.
- The first two times, the audience will listen to the performance and determine whether the sound represents a living or nonliving thing.
- The third time, the audience will be asked to participate in the performance by representing living sounds with locomotor movements and nonliving sounds with non-locomotor movements. (Teacher can specify set movements.)
- Teacher will observe movements to assess students understanding of living and nonliving.

Classroom Tips: Allow enough room for students to move around using locomotor movements. Review how to treat instruments. Remind students of how to be a respectful audience member.

REFLECTION**Reflection Questions**

- *How did you choose the instrument that went with your card?*
- *Did you change the dynamics (fast or slow) or pitch (loud or soft) of your sound to match your card?*
- *Why did we use locomotor movements for living organisms and non-locomotor movements for nonliving materials?*

DIFFERENTIATION**Accelerated:**

Advanced students could create a song using percussive instruments: tambourines, cow bells, bongo drums, etc. that depict living vs. nonliving organisms, being sure to include a pattern in their song.

Remedial/EL Students:

- Part 1: Group activity; no modifications
- Part 2: Review vocabulary cards
- Part 3: Small group activity; no modifications
- Reflection: Small group discussion; modeled writing with sentence frame
 - Ex. I chose my instrument because it _____.
- Have students to demonstrate the dynamics and pitch they used.
 - Ex. The dynamics were (fast/slow). (*students will circle answer*) / The pitch was (high/low). (*students will circle answer*)
- **Listening/Speaking:** Responding with gestures to the composition while practicing/Following peer-modeled oral commands while practicing composition

ADDITIONAL RESOURCES**Books:**

- *Gertrude and Reginald* by Eric Braun, Cristian Bernardini




APPENDIX (See Downloads)

- **Musical Composition Rubric**
- **Living and NonLiving Sort Cards**
- **Movement Spinners**

CREDITS




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Living and Nonliving Things: Rubric for Musical Composition

CHECKLIST			
I chose an instrument that correctly represented the living or nonliving picture on my card.	I chose an instrument from the correct group.	I chose an instrument from the incorrect group.	I did not choose an instrument.
I worked with my classmates to organize a composition using our instruments and cards.	I worked collaboratively.	I worked somewhat collaboratively.	I did not work collaboratively.
I performed my part of the composition using my instrument with appropriate technique.	I played my part with no mistakes.	I played my part with some mistakes.	I did not play my part.
I recognized and represented living sounds with locomotor movements and nonliving sounds with non-locomotor movements.	I used correct movements for all parts.	I used correct movements for some parts.	I did not use correct movements.

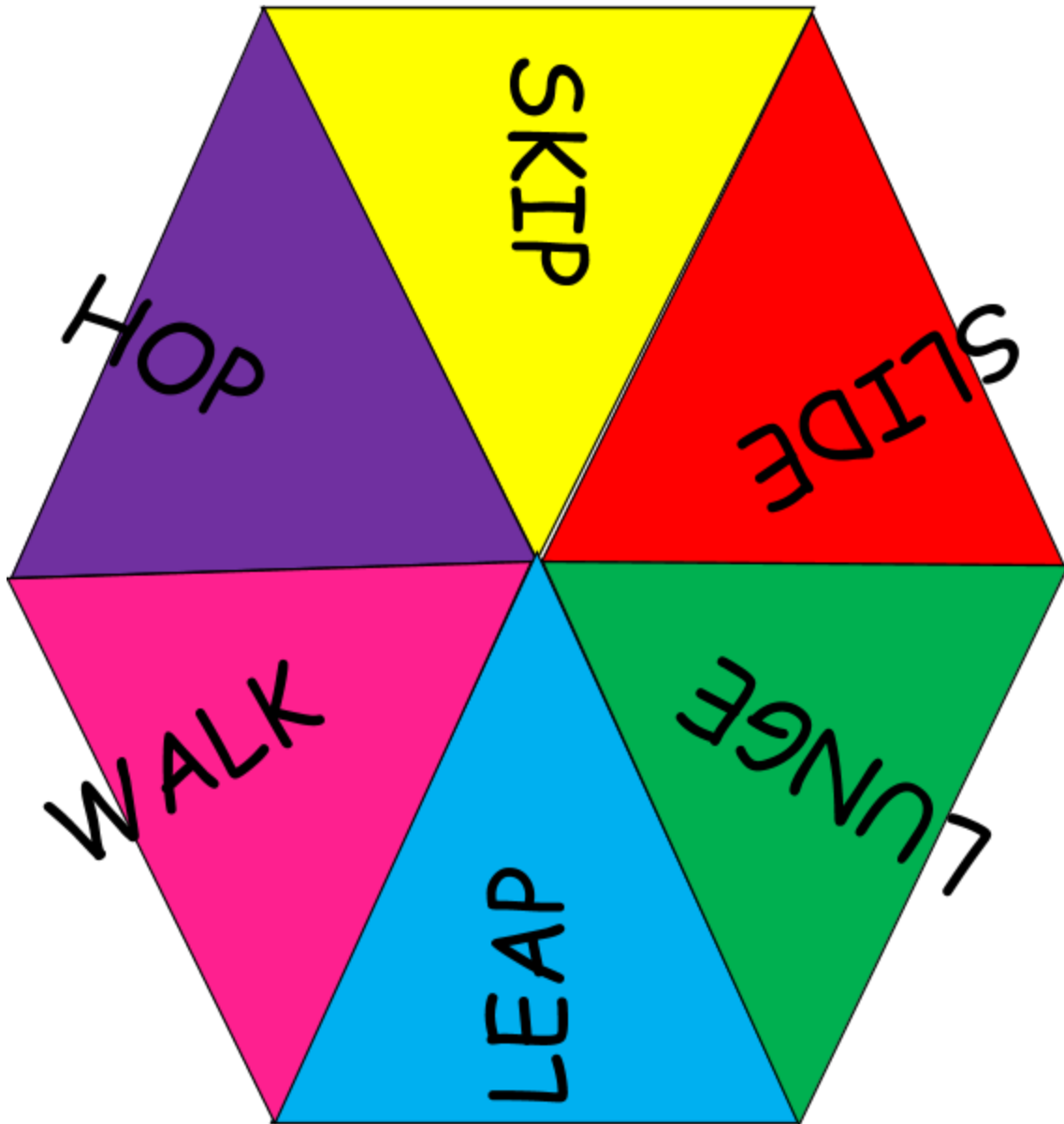
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LOCOMOTOR MOVEMENTS SPINNER:



NONLOCOMOTOR MOVEMENTS SPINNER:



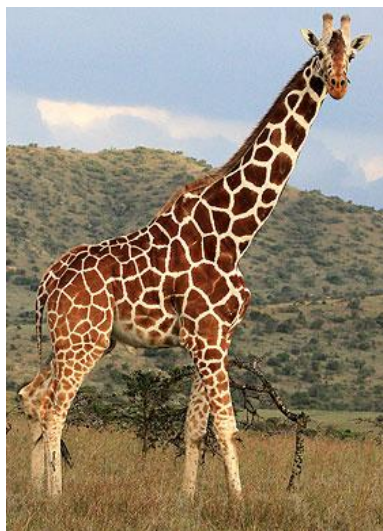
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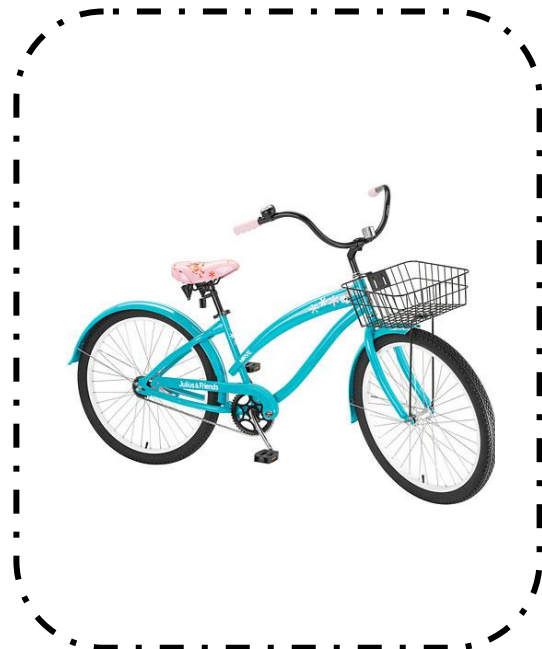
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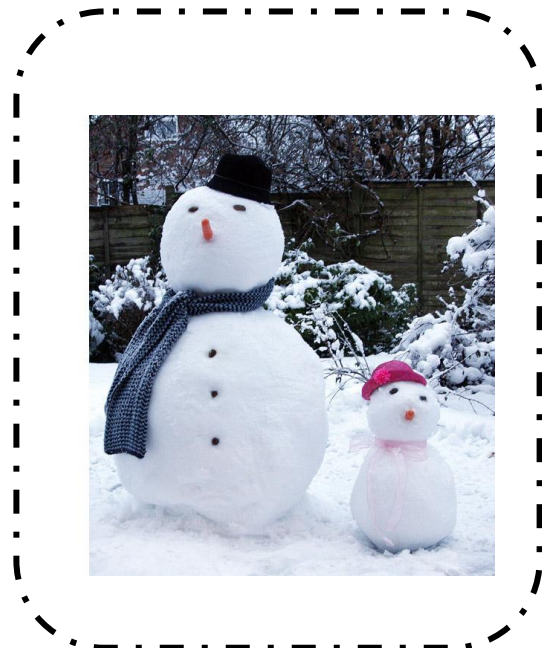
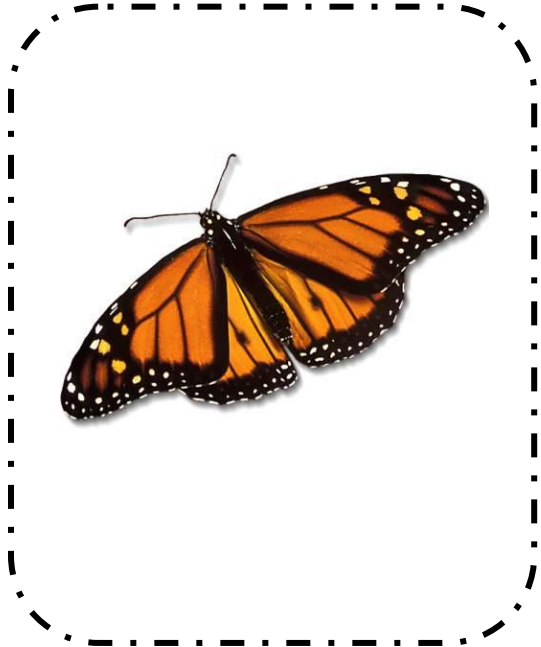
Living and Non-Living Sort

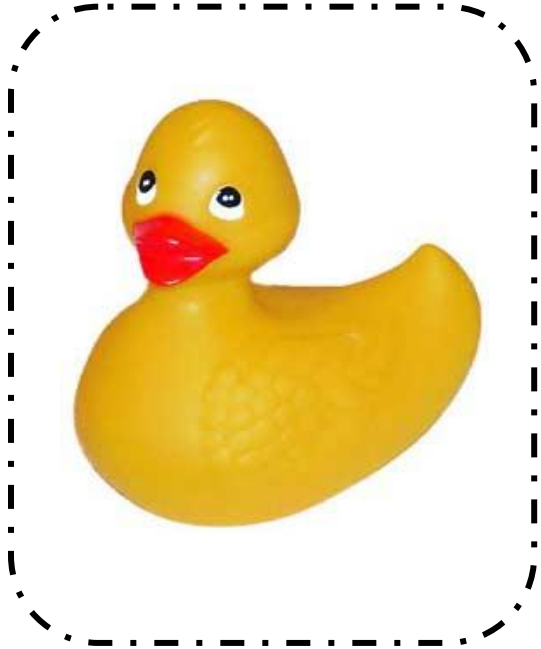
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Project Essential Questions

- How were you inspired by Eric Carle to create your picture?
- How did you use Eric Carle's artistic practices to create your living or nonliving composition?

PROJECT DESCRIPTION

In this project, students will create a collage when assigned a living or nonliving object. They will explore the style of the illustrator Eric Carle and then work towards creating their living or nonliving thing using the same Carle stylistic artistic process. Students will add their thing to a class mural. Then opportunities will present to analyze the mural and classify living and nonliving things as parts of a whole.

LEARNING TARGETS

"I Can..."

- Distinguish between living and nonliving things
- Create a collage using multiple types of media
- Construct a mural in the style of Eric Carle with my classmates

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ESSENTIAL QUESTIONS

<ul style="list-style-type: none"> ● How were you inspired by Eric Carle to create your picture? ● How did you use Eric Carle’s artistic practices to create your living or nonliving composition?
--

STANDARDS

Curriculum Standards	Arts Standards
<p>SKL1 Students will sort living organisms and nonliving materials into groups by observable physical attributes.</p> <p>a. Recognize the difference between living organisms and nonliving materials.</p> <p>c. Group plants according to their observable features such as appearance, size, etc.</p> <p>SKL2 Students will compare the similarities and differences in groups of organisms.</p> <p>b. Explain the similarities and differences in plants.</p>	<p>VAKCU.2 Views and discusses selected artworks.</p> <p>a. Talks about artworks of significant artists that have recognizable subjects and themes.</p> <p>VAKPR.2 Understands and applies media, techniques, and processes of two-dimensional works of art using tools and materials in a safe and appropriate manner to develop skills.</p> <p>e. Creates paintings with a variety of media.</p> <p>TAESK.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments.</p> <p>a. Uses voice to communicate ideas and emotions.</p> <p>b. Uses body to communicate ideas and emotion.</p>

KEY VOCABULARY

Content Vocabulary
<ul style="list-style-type: none"> ● Living ● Nonliving ● Alike/ Different ● Compare/ Contrast ● Breathe ● Eat/ Drink ● Reproduce
Art Vocabulary

- Color: An element of art with three properties 1) hue, the name of the color, e.g. red, yellow, etc. 2) intensity or the purity and strength of the color such as brightness or dullness and 3) value, or the lightness or darkness of the color.
- Shape: An enclosed space defined by other elements of art. (Shapes may take on the appearance 2 or 3 objects.)
- Texture: This refers to the surface quality or "feel" of an object, such as roughness, smoothness, or softness. Actual texture can be felt while simulated textures are implied by the way the artist renders areas of the picture.
- Collage: A collage is a composition developed by gluing colored paper, photographs, magazine pictures, fabric, and other two-dimensional materials onto a flat surface
- Composition: The placement or arrangement of visual elements in a work of art.
- Storytelling: Using an actor's body, voice, mind, face and heart to express a story.
- Diction: Using a "crisp & clear" actor voice that can be understood by everyone watching and listening.
- Projection: Using a "big" actor voice so that you can be heard in the very back row of a space (classroom, auditorium, theatre).
- Tempo: Speaking with a slow or fast rhythm.

TECHNOLOGY INTEGRATION

- Virtual tour of Eric Carle Museum
- "Mr. Rogers visits Eric Carle" video
http://pbskids.org/rogers/videos/index.html?pid=2DSAGhehLBrC7aU7WSwvnbU0NwY_CfMA

ASSESSMENTS

Formative	Summative
<ul style="list-style-type: none"> ● Observation: Did student use correct materials? Did student create correct living and nonliving things in their compositions? Did student place objects in correct position on mural? 	<ul style="list-style-type: none"> ● Eric Carle Inspired Art Rubric (See Downloads)

MATERIALS

- Butcher paper
- Texture paper
- Paint
- Index cards
- Found materials to paint with (carpet samples, bubble wrap)
- Paint brushes
- Popsicle sticks (to draw in the paint)
- Glue sticks
- Cardstock
- Crayons

Activating Strategy (5-10 min)
<ul style="list-style-type: none"> ● Read the <i>The Tiny Seed</i> by Eric Carle ● Direct students to act out certain parts using their bodies and voices as they are seated on the rug

Main Activity**PROCESS:**

Before starting this project, do an author study on Eric Carle using the Whole Book Approach and read a variety of books while discussing his techniques for using a variety of mediums and textures. Refer to **Eric Carle Illustrations** (see Downloads) to show and discuss as a class.

PART 1

- Teacher will display various pictures by Eric Carle.
- Teacher will use questioning to identify living and nonliving parts of the pictures.
- Teacher will show video: "Mr. Rogers visits Eric Carle".
http://pbskids.org/rogers/video_readingTogether.html
- Teacher will take students on a virtual field trip to the Eric Carle Museum.

PART 2

- Teacher will explain we are creating Eric Carle inspired images and model appropriate techniques using different mediums. Use this site to learn Carle's illustration technique:
http://www.eric-carle.com/slideshow_collage.html
- Teacher will assign each student to create a living and a nonliving object for their class collage.
- Students will gather materials (paint, recycled materials, comb, paper, etc.) needed for their images. Students will paint their paper to create texture.
- Allow time to dry before cutting and shaping to create image.
- Add details using crayons, markers, colored pencils, oil/chalk pastels.

Part 3

- Teacher will pair students to practice acting out their image.
- Model how to become your image using your voice and body.
- Ground students into their character (sun, tree, etc.).
- Ask them to sit or stand as that character and introduce themselves using a different voice.
- Students can complete the following sentences to present their image:
 1. I am _____ (object).
 2. I am living/nonliving.
 3. I am _____ (color).
 4. My texture was created using _____.
- Have each student come up and share their above "story" using body and voice and then place their collage onto the class mural.

Classroom Tips:

Review how to properly use art materials. Model how to use each tool and what texture it will create. If students choose the same textures and tools, you can assign groups to use each one.

REFLECTION**Reflection Questions**

- *How could we protect and take care of the environment we created in our mural?*
- *What was your favorite tool or texture created in the mural?*
- *Why is it important to know what is living and what is nonliving?*

DIFFERENTIATION**Accelerated:**

- Listen to a reading of *The Great Kapok Tree* by Lynn Cherry. This book describes animals and plants on different levels of the rain forest.
- The students could use this information to write an essay to compare and contrast the vegetation in Georgia to the ones depicted in the book.
- Advanced students could also create a tableau for the different living or nonliving characters depicted in *The Great Kapok Tree*.
- The level of the rainforest where the character lives should be reflected in the different levels in the tableau.

Remedial/EL Students:

- Part 1: Preview vocabulary terms in small group using picture cards on living/nonliving things.
- Part 2: Small group collaboration on how they are going to create living/nonliving things.
- Part 3: Pair accelerated and remedial peers together; provide a word bank.

ADDITIONAL RESOURCES

- Video: "Mr. Rogers Visits Eric Carle" http://pbskids.org/rogers/video_readingTogether.html
- Eric Carle's website: How I Create My Pictures:
http://www.eric-carle.com/slideshow_collage.html

APPENDIX

- **Eric Carle Inspired Art Rubric**
- **Eric Carle Illustrations**

CREDITS

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Eric Carle Inspired Art Rubric

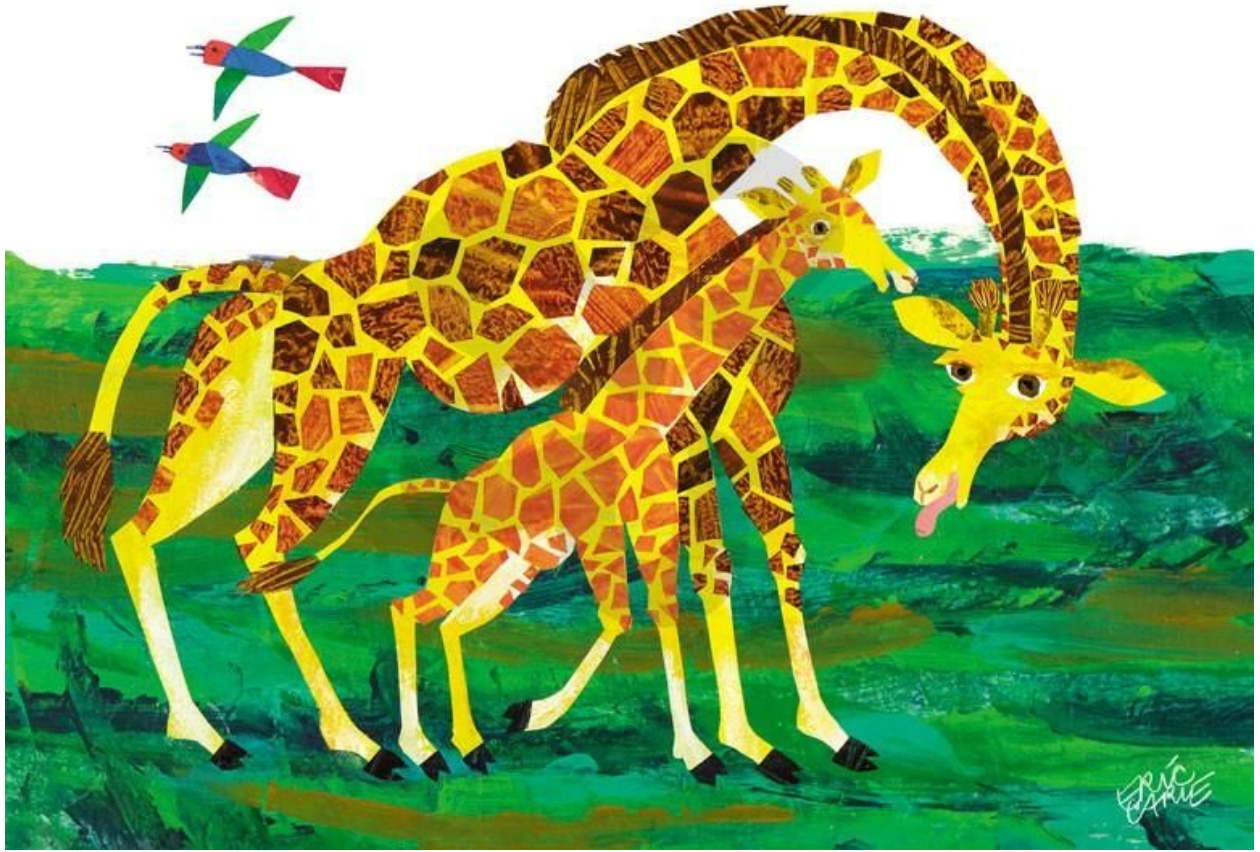
CHECKLIST			
I created a collage that represented my individual living and nonliving things using Eric Carle's texturing technique.	I used appropriate technique.	I used appropriate technique with assistance.	I did not use appropriate technique.
I can bring my image to life using my voice and body.	I used my voice and body.	I used my voice or body.	I did not act out my image.
I compared and contrasted animals in the mural.	I compared and contrasted.	I compared or contrasted.	I did not compare or contrast.
I compared and contrasted plants in the mural.	I compared and contrasted.	I compared or contrasted.	I did not compare or contrast.

Produced through the U.S. Department of Education: Arts in Education—Model Development and Dissemination Grants Program
Cherokee County (GA) School District and ArtsNow, Inc

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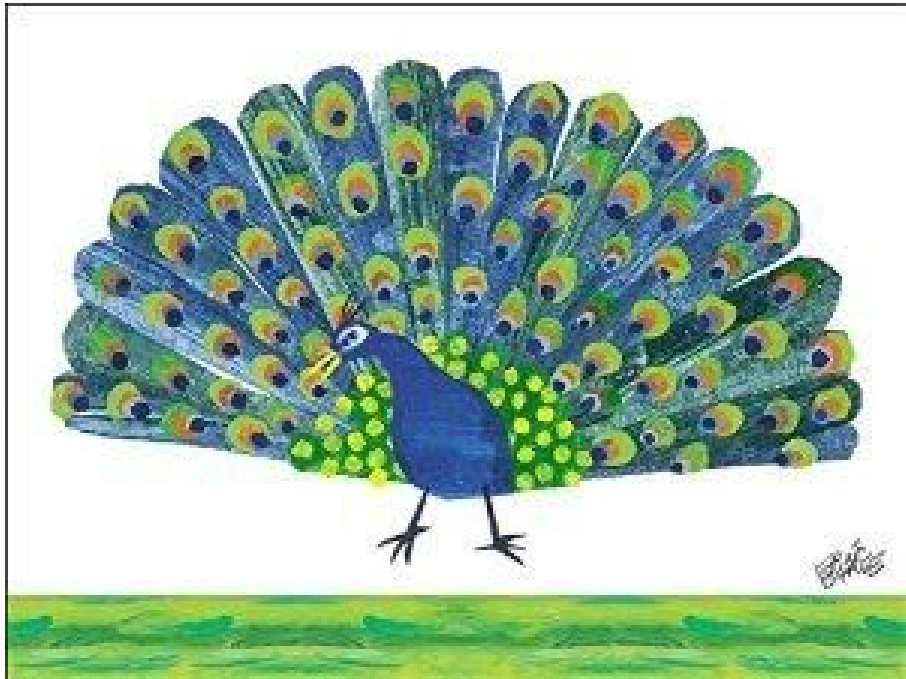
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Early in February, Hermit Crab found just the house he was looking for. It was a big shell, and strong. He moved right in, wiggling and wagging about inside it to see how it felt. It felt just right.

"But it looks so—well, so *plain*," thought Hermit Crab.





Project Essential Questions

- What makes me the same and different from my classmates?
- Why is it important to be able to classify living and nonliving things?

PROJECT DESCRIPTION

In this project, students will use living and nonliving items to create a special self-portrait using found objects. They will analyze the parts of the portrait by discussing what makes something living and later take a gallery walk to observe others' portraits. Students will analyze and discuss the similarities and differences in students in their class. This is building upon a foundational skill of comparing and contrasting things which is key in both science and writing.

LEARNING TARGETS

"I Can..."

- Classify living organisms and nonliving materials
- Compare and contrast myself with my classmates
- Create a self-portrait that includes all of my features that make me special

www.artsnowlearning.org

Units provide differentiated ideas and activities aligned to a sampling of standards.

The units do not necessarily imply mastery of standards, but are intended to inspire and equip educators.

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ESSENTIAL QUESTIONS

<ul style="list-style-type: none"> ● What makes me the same and different from my classmates? ● Why is it important to be able to classify living and nonliving things?

STANDARDS

Curriculum Standards	Arts Standards
<p>SKL1 Students will sort living organisms and nonliving materials into groups by observable physical attributes. a. Recognize the difference between living organisms and nonliving materials.</p> <p>SKL2 Students will compare the similarities and differences in groups of organisms. e. Recognize that you are similar and different from other students.</p> <p>CCSS.Math.Content.K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</p> <p>CCSS.Math.Content.K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> <p>CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>VAKPR.1 Creates artworks based on personal experience and selected themes a. Combines materials in new and inventive ways to make a finished work of art.</p>

KEY VOCABULARY

Content Vocabulary
<ul style="list-style-type: none"> • Living • Nonliving • Sort/Classify • Compare/Contrast
Art Vocabulary
<ul style="list-style-type: none"> • Self Portrait: a picture or photograph that you make of or about yourself. • Shape: an enclosed space defined by other elements of art • Facial Features: distinguishing elements of a face, such as an eye, nose, or lips

TECHNOLOGY INTEGRATION

- <http://www.giuseppe-arcimboldo.org/>

ASSESSMENTS

Formative	Summative
<ul style="list-style-type: none"> • Teacher observation • Questioning 	<ul style="list-style-type: none"> • Create a self-portrait and artist statement • Count, tally, and compare objects

MATERIALS

- Found materials, living and nonliving (beads, small pieces of tissue paper, colored paper clips, etc.)
- Blocks
- Foam shapes
- Natural materials (leaves, sticks, acorns, flowers, berries, etc.)
- Manipulatives (any additional small items that could be used as found objects for the project)

Activating Strategy (5-10 min)

- Introduction to self-portraits: Teacher will show or model creating a simple self-portrait drawn of themselves.
- Students will identify the features that make up their face/the picture.
- Discuss the relationship between features using positional words. "My mouth is below my nose." "My eyebrows are above my eyes." Discuss the shapes of your features.
- Question students on what materials were used to create the picture and if they can think of other materials that could be used.

Main Activity

PART 1: Examples of Self Portraits

- Teacher will introduce artists who use other materials to create self-portraits.
- Show **Portrait Gallery Walk** (See Downloads) for a variety of images from Vik Muniz, Arcimboldo and Vicki Rawlins.
- Ask students what materials were used to create each image.
- Question students on whether the materials are living or nonliving.
- Direct students to sketch a self-portrait using pencil and paper.

PART 2: Self Portrait and Artist Statement

- Place a variety of living and nonliving materials within reach of each student. (Students could also go on a nature walk to collect natural materials they would like to use for their portrait.) Encourage students to look at the materials and identify items that are similar in shape to the features that they are representing in their portrait. They may need to use several items to create each feature.
- Send students back to their seat to create their portrait. Direct them to refer to their sketch if they get stuck.
- Use sentence a starter to create an artist statement: In my composition, I used _____.

Part 3: Gallery Walk

- Photograph each student's portrait and display it around the room. Artist statements can be attached underneath or on the back.
- Allow enough time for students to view all portraits.
- As a group, ask students what was the same in all or some of the portraits. Follow up with what was different. Have students turn and talk to a partner about their compositions.
- Task students with picking two portraits and tallying the number of living and nonliving components in the portrait. Use a **T-Chart** (see Downloads) to take notes on the different living and nonliving features. Identify which was used more.

Classroom Tips:

- Hang a mirror somewhere in the classroom for students to observe their features before creating their portrait. Allow students to create their portrait at their seat and clean up their own materials after having their portrait photographed.

REFLECTION**Reflection Questions**

- *How can I use materials in new and different ways?*
- *Why did you choose the materials that you did?*
- *How were the living materials different/similar to the nonliving materials?*
- *How would the portraits change over time, based on the materials that were used? (Lead to a discussion about how the living materials would die, change color, etc., over time and the nonliving materials would stay the same)*

DIFFERENTIATION**Accelerated:**

- Advanced students could write a narrative based on the point of view of both/either a living or nonliving organism. The student could read it to another student and the partner could guess if it was living or nonliving.
- Advanced students could view self-portraits of Eric Carle, and base their self-portraits on the techniques of the artist.



Remedial/EL Students:

- Part 1: Illustrate animal only (no writing)
- Part 3: Verbal reminders for their animal
- Reflection:
 - Verbal responses
 - Allow gestures

ADDITIONAL RESOURCES

Portrait Artist Examples:

- <https://sistergolden.com/pages/vicki-rawlins-flower-art-statement>
- <http://www.smithsonianmag.com/arts-culture/arciboldos-feast-for-the-eyes-74732989/#odPy5XUYy7t3E0CC.99>
- https://www.ted.com/talks/vik_muniz_makes_art_with_wire_sugar

APPENDIX

- **Natural Self Portrait Rubric**
- **Portrait Gallery Walk**
- **T-Chart**

CREDITS

U.S. Department of Education




Arts in Education--Model Development and Dissemination Grants Program

Cherokee County (GA) School District, Clayton County (GA) School District and ArtsNow, Inc.

Ideas contributed and edited by:




Paige Butler, Heather Burgess, Cathy Roberts, Silka Simmons, Shannon Green, Jessica Espinoza

Natural Self Portrait Rubric

CHECKLIST			
I can create a self portrait that has all the features of my face: eyes, nose, mouth, ears, eyebrows, hair.	My portrait as all features.	My portrait has some features.	My portrait has no features.
I can write or dictate the materials I used in my self portrait.	I listed all materials verbally or written.	I listed some materials verbally or written.	I did not list materials verbally or written.
I can compare and contrast my portrait with a friend's portrait.	I compared and contrasted two things.	I compared and contrasted one thing.	I did not compare or contrast.
I can count and tally the number of living and nonliving things in a portrait and tell which number is more and which is less.	I correctly tallied and compared.	I correctly tallied or compared.	I incorrectly tallied and compared.

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Name _____

Tally the living and nonliving parts of the portrait. Color the category that has **more blue**. Color the category that has **less red**.

_____ 's Portrait _____ 's Portrait

Living	Non-living		Living	Non-Living

PORTRAITS

Gallery Walk of Various Artists

Select a few images to look closely at as a class.
Ask students...

What do you LIKE?
What do you NOTICE?
What do you WONDER?

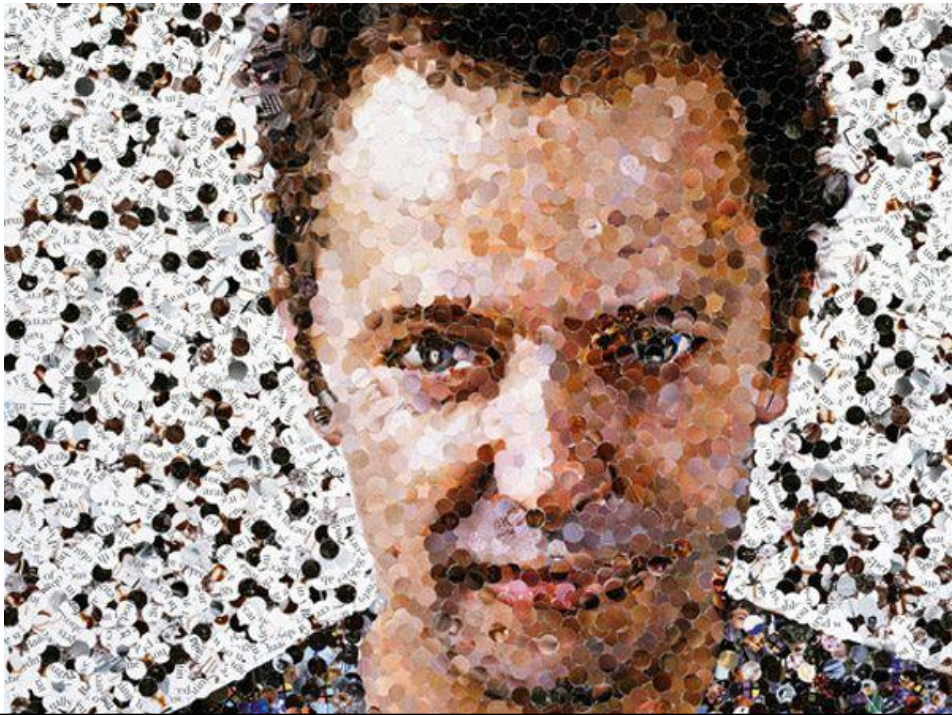
Artwork by Vik Muniz

Vik Muniz makes art from pretty much anything, be it shredded paper, wire, clouds or diamonds. Here he describes the thinking behind his work and takes us on a tour of his incredible images.

https://www.ted.com/talks/vik_muniz_makes_art_with_wire_sugar







Look very closely at this portrait. It was used collecting garbage!



Artwork by Arcimboldo

Arcimboldo painted composite portraits for his royal patrons that were both enjoyed as jokes and taken very seriously.

<http://www.smithsonianmag.com/arts-culture/arcimboldos-feast-for-the-eyes-74732989/#odPy5XUYy7t3E0CC.99>





Artwork by Vicki Rawlins

Nothing taped, nothing glued, just Mother Nature balancing delicately on itself. A fallen leaf goes into the bag, later it may become an eyebrow or dog ear. I pick up thin twigs, hoping they'll work as a cheekbone or chin. The possibilities seem endless!

<https://sistergolden.com/pages/vicki-rawlins-flower-art-statement>







Project Essential Questions

- How can I work with others to conduct research?
- Why is it important for me to identify similarities and differences among animals and their young?
- How can I use my body to bring an image to life?

PROJECT DESCRIPTION

In this project, students will use guided research to create a tableau that brings to life a scene of living organisms and nonliving things in a particular habitat. The scene will also include animals' offspring. Students will use their bodies, levels, and facial expressions to communicate their frozen tableau scene.

LEARNING TARGETS

"I Can..."

- Complete a shared research project
- Create a tableau to represent living and nonliving things
- Identify similarities and differences among animals and their babies

www.artsnowlearning.org

Units provide differentiated ideas and activities aligned to a sampling of standards.

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ESSENTIAL QUESTIONS

<ul style="list-style-type: none"> ● How can I work with others to conduct research? ● Why is it important for me to identify similarities and differences among animals and their young? ● How can I use my body to bring an image to life?

STANDARDS

Curriculum Standards	Arts Standards
<p>SKL2 Students will compare the similarities and differences in groups of organisms.</p> <p>a. Explain the similarities and differences in animals. (color, size, appearance, etc.)</p> <p>c. Recognizes the similarities and differences between a parent and a baby.</p> <p>d. Match pictures of animal parents and their offspring explaining your reasoning. (Example: dog/puppy; cat/kitten; cow/calf; duck/duckling, etc.)</p> <p>ELAGSEKW5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>ELAGSEKW6 With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools in collaboration with peers.</p> <p>ELAGSEKW7 With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>ELAGSEKW2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>TAESK.2 Developing scripts through improvisation and other theatrical methods.</p> <p>e. write/pre-play event; preparing to write/dramatize; writing/dramatizing story; evaluation, reflection, editing; rewrite/replay dramatization.</p> <p>TAESK.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments.</p> <p>a. Uses voice to communicate ideas and emotions.</p> <p>b. Uses body to communicate ideas and emotions.</p> <p>TAESK.4 Designing and executing artistic and technical elements of theatre.</p> <p>a. Identifies and uses personal and partner space; playing space and audience space.</p> <p>c. Uses sound in dramatizations.</p> <p>TAESK.5 Directing by conceptualizing, organizing, and conducting rehearsals for performance.</p> <p>c. Listens to others with respect and courtesy.</p> <p>TAESK.11 Engaging actively and appropriately as an audience member in theatre or other media experiences.</p> <p>a. Participates as audience.</p> <p>b. Identifies the basic elements of theatre etiquette.</p>

<p>ELAGSEKSL6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>ELAGSEKL1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. f. Produce and expand complete sentences in shared language activities.</p> <p>ELAGSEKL2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation.</p>	
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KEY VOCABULARY

Content Vocabulary

- Character
- Setting
- Habitat
- Living
- Nonliving
- Adult
- Baby (offspring)
- Reproduce
- Similarities
- Differences

Art Vocabulary

- Tableau: frozen, silent picture depicting a story or moment in time
- Character: an actor or actress in a specific role
- Collaboration: two or more people working together in a joint intellectual effort
- Concentration: the ability of the actor/actress to be “in” character-that is, to be like the character s/he is portraying - in dialogue, attitude, carriage, gait, etc.
- Diction: using a “crisp and clear” actor voice that can be understood by everyone watching and listening
- Gesture: expressive movement of the body or limbs
- Facial Expression: using your face to show emotion
- Projection: using a “big” actor voice so that you can be heard in the very back row of a space (classroom, auditorium, theatre)

TECHNOLOGY INTEGRATION

- www.Pebblego.com
- www.BrainPop Jr.

ASSESSMENTS

Formative	Summative
<ul style="list-style-type: none"> • Questioning students during activities • Teacher observations • Monitoring student-led research 	<ul style="list-style-type: none"> • Research paper • Tableaus Come to Life Rubric (See Downloads) • Presentation of the tableau

MATERIALS

- Access to a computer
- **Frayer Model Graphic Organizer** (See Downloads)
- **Shared Research Sheet** (See Downloads)
- Crayons and colored pencils

Activating Strategy (5-10 min)

- Explain how we create tableaus or “frozen pictures”.
- Review how to select a body level (low, mid, high) and how to express a facial expression.
- Ask students how their face and body would look if they were happy, mad, sad, scared, surprised, etc.
- After students have practiced creating emotions with their bodies and faces, give them a variety of living and nonliving items to practice acting out. Ex: tiny mouse, big bear, a flower about to grow, a sneaker.
- Direct students to freeze in the position they think best represents their item.

Main Activity**PART 1**

- Students will be divided into groups and given an animal (or allowed to choose an animal that interests them) to research on www.gopebble.com
- If you do not have access to the subscribed program gopebble.com, you could use any other kid-friendly database for your research. Ex: National Geographic Kids or Scholastic
- Groups will complete a **Frayer Model Graphic Organizer** (see Downloads) while researching their animals.
- Students will illustrate and/or write short answer responses to the provided questions on the **Frayer Model Graphic Organizer**.
- Students will take the information they have found on their animal and write a shared research paper.
 - If additional guidance is needed, use the **Shared Research Sheet** (see Downloads).

PART 2

- Teacher will help each group create a tableau from the research.
- Each student will be given a specific character or setting to act out with their bodies.
- Each student will have to create a sentence to bring their character or setting to life.
 - This should be in riddle form. For example the student would say: “I am big. I have tusks. I live in the Grasslands. What am I?”

PART 3

- After students have created and practiced their tableaus they will perform their tableaus for an older grade level.
- Students will make a wax museum for an older grade level to observe and interact with. The older grade level students will walk around the wax museum stopping at each station.

- The older student will tap each Kindergartener in the scene (one at a time). Once the Kindergartener is tapped, they will share their riddle from Part 2 (EX: "I am big. I have tusks. I live in the Grasslands. What am I?").
- While the older grade level student is observing each station they must complete following questions:
 1. I like _____.
 2. I wonder _____.
 3. I think you are a _____.
- After the Wax Museum is complete the Kindergarteners will reveal to the older grade level students what they were portraying in their tableau. The two grade levels will do partner talks to discuss the similarities between the animals and plants that portrayed in the tableaus.

Classroom Tips:

- Review what a respectful audience looks like. Review group procedures.

REFLECTION**Reflection Questions**

- *How is my living thing like your living thing and how is my living thing different from yours?*
- *How does my living thing move (fly, crawl, hop, slither, walk, etc)?*
- *Describe your body shape that you picked to portray your living thing (body level, relationship to the other).*
- *Why did you make these particular acting choices in your tableau?*

DIFFERENTIATION**Accelerated:**

- Advanced students could read the story "Are you my Mother?" by PD Eastman.
- Students could use this information to write a piece with illustrations from the point of view of non-traditional parent/child animals (such as penguins and seahorses).
<http://www.factmonster.com/ipka/A0768562.html>

Remedial Students:

- Ask students to create a drawing of their tableau.
- This can be done before they create their tableau to help with their brainstorming.
- It also could be done at the end to assess their understanding of their tableau.
- Also consider mixed levels groupings so that the accelerated students can assist the remedial students.

EL Students:

- When grouping students, do it with mixed level groupings. This will give the opportunity for a higher level student to help provide guidance and support to an EL student.
- Also, consider introducing the key vocabulary that will be included in their research before they actually are reading through the research. This pre-work can help EL students get familiar with the content vocabulary.

ADDITIONAL RESOURCES

- <http://www.factmonster.com/ipka/A0768562.html>
- www.pebblego.com
- www.brainpopjr.com

APPENDIX (See Downloads)

- **Frayer Model Graphic Organizer**
- **Shared Research Sheet (if needed)**
- **Tableaus Come to Life Rubric**

CREDITS

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1. What does it look like?

2. What does it eat?

What is my animal?

3. Where does it live?

4. What does its baby look like?

1. What does it look like?

2. What does it eat?

What is my animal?

3. Where does it live?

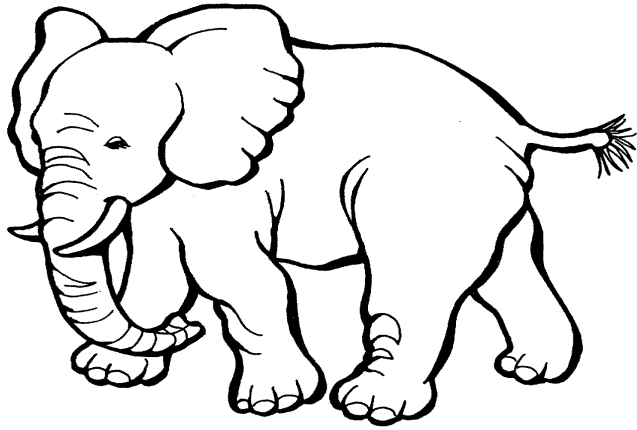
4. What is its baby called?

My Animal Research

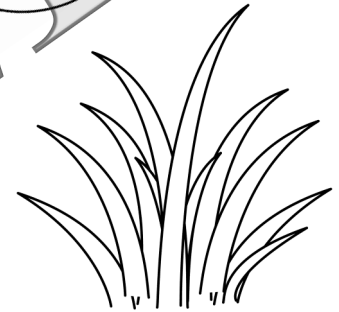
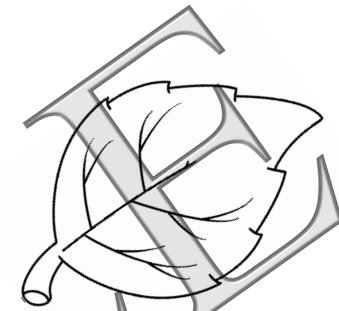
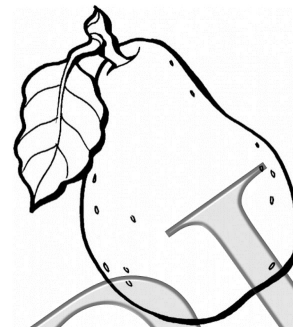
By: _____

Handwriting practice lines consisting of 10 sets of three horizontal lines (top solid, middle dashed, bottom solid).

1. What does it look like?



2. What does it



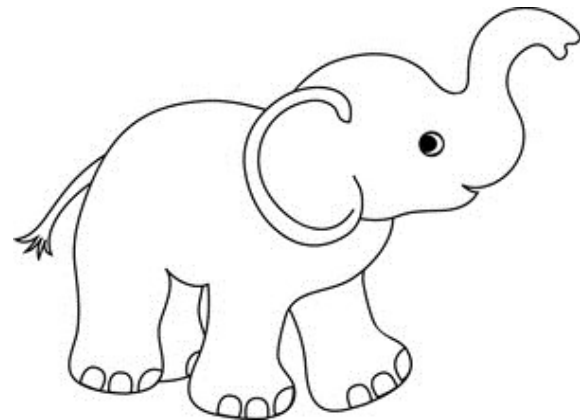
What is my animal?

Elephant

3. Where does it



4. What does its baby look like?



1. What does it look like?

gray, has
tusks, big ears

2. What does it eat?

grass, fruit,
and leaves

What is my animal?

Elephant

3. Where does it live?

grassland

4. What is its baby called?

calf

My Animal Research

By: _____

This is an elephant. It is gray.
It has tusks and big ears. It
eats fruit, grass, and leaves. It
lives in the grassland. It's babies
are called calves.

Animal Research

Name: _____

My animal is a(n) _____.

1. What does the adult animal look like?

2. What does the baby animal look like?




3. What does the animal eat?

4. Where does the animal live?

5. One interesting fact about the animal?




6. My animal is similar to a type of transportation. It is a _____.

Tableaus Come to Life Rubric

CHECKLIST			
I completed my Frayer Model Graphic Organizer based on my animal I researched.	I correctly completed the graphic organizer.	My graphic organizer is somewhat complete.	My graphic organizer is not complete.
I gathered research to accurately write about my animal.	I accurately completed my writing.	I somewhat accurately completed my writing.	I did not complete my writing.
I represented the mother and baby in my tableau.	Represented mother and baby	Represented mother or baby	Did not represent mother or baby
I brought my tableau to life using my body and voice.	I used my voice and body.	I used my voice or body.	I did not use my voice or body.

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