



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

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.

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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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?
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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

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.

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Eric Carle Inspired Art Rubric

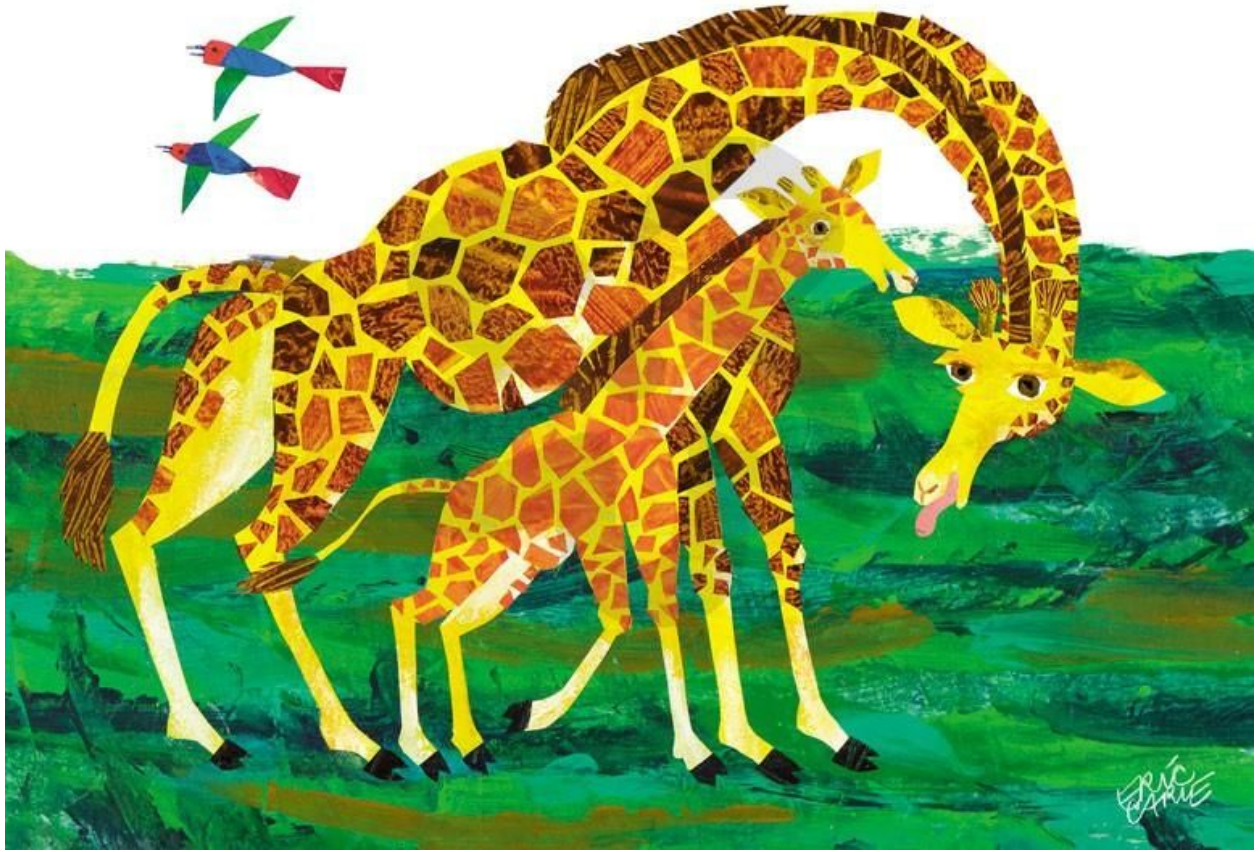
CHECKLIST			
I created a collage that represented my individual living and nonliving things using Eric Carle's texturing technique.	I used appropriate technique.	I used appropriate technique with assistance.	I did not use appropriate technique.
I can bring my image to life using my voice and body.	I 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.

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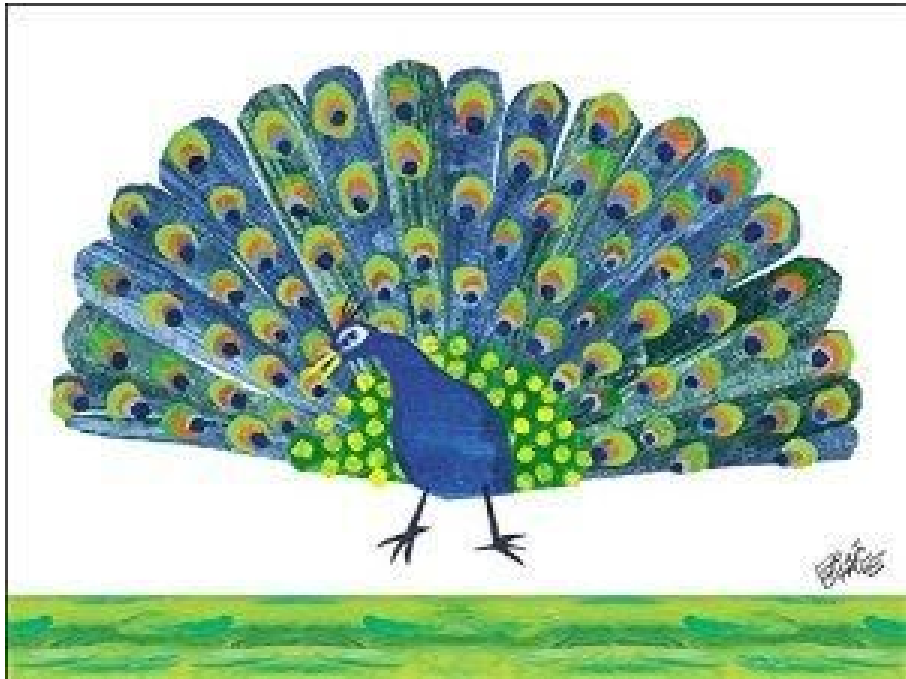
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Early in February, Hermit Crab found just the house he was looking for. It was a big shell, and strong. He moved right in, wiggling and wagging about inside it to see how it felt. It felt just right.

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

