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Integrated learning solutions

UNIT: ECO-EXPRESSIONS
MONET MASTERPIECES
Grade Band: 4-5
Content Focus: Visual Arts & Science



LEARNING DESCRIPTION

Students will analyze the *Water Lilies* series by Claude Monet inspired by his garden in Giverny, France. Students will then create their own paintings that depict the ecosystem. Students will be asked to visually represent the roles of consumers, producers, and decomposers, as well as their energy sources, through their artwork. Students will be asked to reflect on how they synthesized their knowledge of the ecosystem in their impressionistic paintings.

LEARNING TARGETS

Essential Questions	"I Can" Statements
How can I demonstrate my understanding of the interworking of an ecosystem through visual arts?	I can identify consumers, producers, decomposers and their energy sources. I can apply impressionistic techniques while painting an ecosystem landscape.

What are consumers, producers, and decomposers, and what are their energy sources?	I can analyze the relationships of the different roles in the ecosystem.

STANDARDS

Curriculum Standards	Arts Standards
Grade 4: S4L1. Obtain, evaluate, and communicate information about the roles of organisms and the flow of energy within an ecosystem. a. Develop a model to describe the roles of producers, consumers, and decomposers in a community. b. Develop simple models to illustrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers. c. Design a scenario to demonstrate the effect of a change on an ecosystem. d. Use printed and digital data to develop a model illustrating and describing changes to the flow of energy in an ecosystem when plants or animals become scarce, extinct or overabundant.	**Grade 4:** VA4.CR.2 Create works of art based on selected themes. VA4.CR.3 Understand and apply media, techniques, processes, and concepts of two-dimensional art. VA4.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.

SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
Grade 5: 5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	**Anchor Standard 1:** I can use the elements and principles of art to create artwork. **Anchor Standard 2:** I can use different materials, techniques, and processes to make art. **Anchor Standard 5:** I can interpret and evaluate the meaning of an artwork.

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
• Bacteria - Microorganisms that can make you sick, but also can help you	• Landscape - A type of art that shows a wide expanse of land and shows depth

digest food; found everywhere in nature

- Carnivore - An animal that eats only other animals
- Camouflage - Process of animals changing their colors, patterns, and shapes to disguise themselves from predators or prey
- Community - All the organisms in an ecosystem
- Consumer - An animal that gets its energy by eating plants or other animals
- Decay - To break down into simpler materials
- Decomposers - A living thing that breaks down the remains of dead organisms
- Ecology - The study of how living and nonliving factors interact
- Ecosystem - A system made up of an ecological community of living things interacting with their environment especially under natural conditions
- Energy source - A source from which useful energy can be extracted or recovered either directly or by means of a conversion or transformation process (e.g. solid fuels, liquid fuels, solar energy, biomass, etc.)
- Extinct - A species that is gone forever because all of its kind have died
- Food chain/web - The path of energy in an ecosystem from plants to animals (from producers to consumers)

through a background, middle ground, and foreground

- Background - The area of the artwork that appears furthest away and is smallest
- Middle ground - The area of the artwork that appears in the middle of the picture plane between the background and middle ground
- Foreground - The area of the artwork that appears closest and is largest
- Color - An element of art with three properties: 1. Hue, or 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 a color
- Emphasis - In a composition, this refers to developing points of interest to pull the viewer's eye to important parts of the body of the work. A focal point is an example of showing emphasis.
- Subject matter - Refers to the things that are represented in a work of art such as people, buildings, and trees
- Texture - 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.
- Impressionism - A painting style originating in France in the 1860s that depicts the visual impression of the moment, especially in terms of the shifting effect of light and color

- Habitat - The place where an animal or plant lives
- Herbivore - An animal that eats plants
- Hibernate - When animals go into a deep sleep
- Interdependence - When living things in an ecosystem need each other to meet their needs
- Microorganisms - Very small living things
- Omnivore - An animal that eats both plants and animals
- Organism - A living thing
- Photosynthesis - Process through which plants make food
- Plankton - Small organisms in water that are producers and give off oxygen
- Producer - A living thing (such as a green plant) that makes its food from simple inorganic substances (such as carbon dioxide and nitrogen) and many of which are food sources for other organisms

MATERIALS

- Mixed media paper or canvas board
- Tempera paints in various colors
- One paintbrush per student
- Water cups
- Paper towels
- Paper plates to use a paint palettes
- *Alternative material to tempera paint: Oil pastels*
- Monet Style Ecosystem Painting Rubric
- Image of the real water lilies in Giverny and Monet's painted version
- https://www.youtube.com/watch?v=Jdj84IVwv7w (This Youtube video takes you on a tour of many of Claude Monet's Water Lily paintings. 6 minutes, 55 seconds)
- https://www.youtube.com/watch?v=BJE4QUNgaeg (This Youtube video is a real film of Claude Monet painting in his Garden in Giverny in France in 1915. 2 minutes, 45 seconds)

- https://www.youtube.com/watch?v=O2KGkK2wcbk (This Youtube video takes you on a tour of Monet's gardens in Giverny, France. 4 minutes, 3 seconds)

INSTRUCTIONAL DESIGN

Opening/Activating Strategy

- The students will view the following video clip of Claude Monet painting in his flower garden: https://www.youtube.com/watch?v=BJE4QUNgaeg.
- Share the following information with the class: "Water Lilies" is a series of approximately 250 oil paintings by French Impressionist painter Claude Monet. The paintings depict Monet's flower garden at Giverny and were the main focus of Monet's artistic production during the last thirty years of his life.

Work Session

- As a whole group, view "Claude Monet's Garden" (4 minutes 3 seconds) https://www.youtube.com/watch?v=O2KGkK2wcbk. In order to cut down on time, you could view the clip from the 1 minute 55 second mark till the 3 minute 6 second, as this part of the video focuses on the ponds and water lily plants.
- Pause the video clip every once in a while to ask the class what types of ecosystems they see. Create a list of the producers, consumers, and decomposers that inhabit these gardens.
- Once the list is complete, ask the students where the producers, consumers, and decomposers received their energy from. What is their energy source?
- Project an image of the real water lilies in Giverny and Monet's painted version.
    - Ask students what colors and textures they see.
    - Ask students how the painting is different from the photograph.
    - Discuss with the class the artistic methods Monet used in his paintings, such as big brush strokes, heavy use of oil based paint, etc.
    - *This would be a good opportunity to collaborate with the visual arts teacher at your school.*
- Distribute mixed media paper and pencils.
- Have students sketch out their own version of Monet's water lilies on their paper.
    - They will include a water source, plants, as well as animals that may live in this type of habitat. In essence they will be creating an ecosystem with consumers, producers, and decomposers. The students must also include the energy sources as well in their painting.
    - Pass out water cups, paint brushes, and tempera paint pre-poured on paper plates.
    - Students will then use their tempera paint to paint in the style of Monet (broad brush strokes).
        - *Alternative: Students can use oil pastels to create large "brush strokes" by making short, dashed lines with their oil pastels.*
- Students will write an "Artist Statement" paragraph about the piece they created. The statement should describe how the artist integrated science vocabulary and concepts into the painting.

- Once the paintings have dried, host a “Gallery Walk” with the class. The students will take a tour of each painting. As they view the paintings they will discuss and identify the consumers, producers, and decomposers, as well as energy sources.

Closing/Reflection

- Facilitate a discussion around the following questions:
  - How did painting a Monet style painting help you better understand the roles/responsibilities of producers, consumers, and decomposers in an ecosystem?
  - Why is the energy source for producers, consumers, and decomposers an important part of an ecosystem?

ASSESSMENTS

Formative

- Class discussion, group discussions, and reflection questions
- Anecdotal notes when observing students working in small groups

Summative

- Monet style ecosystem painting (Monet Style Ecosystem Painting Rubric)
- Students can accurately identify producers, consumers, and decomposers.
- Students can properly order producers, consumers, and decomposers in the food chain/web.

DIFFERENTIATION

Accelerated: After discussing the ecosystem shown in Monet’s “Water Lilies”, allow students to choose their own ecosystem to paint.

Remedial:

- Provide students with a graphic organizer to identify the various parts of the ecosystem. Have students draw an image to represent each part.
- Allow students to use alternative materials to paint in which they can achieve the same Impressionistic effect, such as oil pastels.

ADDITIONAL RESOURCES

- *The Magical Garden of Claude Monet* by Laurence Anholt
- *Who Was Claude Monet?* by Ann Waldron
- *Linnea in Monet’s Garden* by Cristina Bjork
- *Monet Paints a Day* by Julie Danneberg

CREDITS

**This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.*

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