



Project Essential Questions

- How can I design a 3-D model that reveals the various life cycles of an animal?
- How can I compose an opinion writing piece that expresses my favorite stage of the life cycle and give reasons and examples to support my claim?

PROJECT DESCRIPTION

In this project, students will enjoy being immersed in the visual arts through the design process. Students will create a three dimensional cyclorama using a variety of visual art materials to make a realistic model of the life cycle of a particular animal. Each distinct stage in the life cycle will be conveyed through the different physical parts in the cyclorama. This will support students' understanding of the broader concept of parts of a whole which is used across the elementary curriculum and beyond.

LEARNING TARGETS

"I Can..."

- Create a visual representation (cyclorama) of the different stages of an animal life cycle using a variety of found objects and supplied art material
- Partition a circle the various life stages of the animal being studied
- Select a favorite quadrant and write an opinion piece giving reasons and examples to support why I like this particular life stage best

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

DURATION: 2-3 days

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ESSENTIAL QUESTIONS

- How can I design a 3-D model that reveals the various life cycles of an animal?
- How can I compose an opinion writing piece that expresses my favorite stage of the life cycle and give reasons and examples to support my claim?

STANDARDS

Curriculum Standards	Arts Standards
<p>S2L1 Students will investigate the life cycles of different living organisms.</p> <p>a. Determine the sequence of the life cycle of common animals in your area: a mammal such as a cat or dog or classroom pet, a bird such as a chicken, an amphibian such as a frog, and an insect such as a butterfly.</p> <p>MGSE2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p> <p>ELAGSE2W1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>VA2PR.3 Understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills.</p> <p>b. Creates sculpture using a variety of materials and methods (e.g., papier-mâché, paper sculpture, assemblage, found objects).</p>

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
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KEY VOCABULARY

Content Vocabulary
<ul style="list-style-type: none"> • Partition • Quadrant • Opinion • Fact • Life Cycle • Stage • Combining
Arts Vocabulary
<ul style="list-style-type: none"> • Assemblage: artistic process in which 3-dimensional artistic composition is made from putting together found objects • Background: the area of the artwork that appears furthest away and smallest • Foreground: the area of the artwork that appears closest to the viewer and largest • Media: refers to the tools and materials an artist uses • Sculpture in the round: a three-dimensional art piece that is freestanding and meant to be viewed from all sides

TECHNOLOGY INTEGRATION

Smithsonian Article:

<http://www.smithsonianmag.com/science-nature/ten-species-are-evolving-due-changing-climate-180953133/>

ASSESSMENTS

Formative	Summative
<ul style="list-style-type: none"> • Teacher will check for understanding by how the student organizes the sequence of their cyclorama. • Teacher will check opinion writing piece for evidence that supports why the chosen quadrant is their favorite. 	<ul style="list-style-type: none"> • Finished Group Cyclorama • Cycling Cyclorama Rubric (See Downloads)

MATERIALS

<ul style="list-style-type: none"> • Pipe Cleaners • Straws • Construction paper • Cardboard dividers • Rotating visual • Cotton balls • Materials found in nature

- Tissue paper
- Coffee filters
- Glue dots
- Scissors
- Glue

Activating Strategy (5-10 min)

- Smithsonian article:
<http://www.smithsonianmag.com/science-nature/ten-species-are-evolving-due-changing-climate-180953133/>
 - This is a real word connection to show students how a species changes. Discuss how this can impact the life cycle of an animal.

Main Activity

PROCESS: In this project, students will create a 4-part visual model of the animal life cycle. After creating the visual they will then select their favorite quadrant and write an opinion writing piece using reasons and examples to support why it is their favorite quadrant.

PART 1: Brainstorming

- Teacher will show students an online article as an activating activity. See Smithsonian article.
- Teacher will show students a rotating visual and explain that they will be creating a visual representation of an animal life cycle.
- Assign animals and groups.
- Direct students to conduct shared research on their particular animal and to consider the animal's habitat.
- Teacher will direct students to take some time outside in nature, at home, etc. to gather elements in nature and materials that could be used to create the habitat of the animal in its various four life stages.
- Modeling clay can be used to create the animal in its environment.

PART 2: Creating

- Students will work in small groups to create their assemblage of their animal life cycle.
- Teacher can facilitate group work as needed, as well as formatively assess learning while they are working and creating.

PART 3: Reflecting

- Remind students of expectations by reviewing writing portion of rubric.
- Students will begin writing an opinion piece from the point of view of their animal. They will state their favorite life stage in their cycle. They will provide reasons and examples as to why this particular life stage is their favorite.

REFLECTION

Reflection Questions

- *What skills were required with your group to collaborate and create your model?*
- *How did you determine your favorite life stage?*
- *If you were to do this project again, what would you do differently?*

DIFFERENTIATION**Accelerated:**

- Advanced students could write and illustrate a children's book that shows the progression of their animal through the stages of the life cycle.
- This should be told in a narrative style from the point of view of the animal.

Remedial/EL Students:

- Smaller group if needed
- Writing Modifications:
 - Small group
 - Guided writing
 - Sentence starters
 - Graphic organizers
 - Word bank based on vocabulary
 - Paragraph frame
 - Modify length/writing assignment based on needs

ADDITIONAL RESOURCES

- <http://www.smithsonianmag.com/science-nature/ten-species-are-evolving-due-changing-climate-180953133/>

APPENDIX (see Downloads

- **Cycling Cyclorama Rubric**

CREDITS

U.S. Department of Education




Arts in Education--Model Development and Dissemination Grants Program

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Cycling Cyclorama Rubric

CHECKLIST			
My three-dimensional assemblage clearly represents the four main stages of my animal's life cycle.	All four stages are adequately and visually represented.	Some stages are adequately or visually represented.	Little or no stages are represented.
I collaborated with my group and effectively worked as a team to execute our task.	I actively participated and fulfilled the given responsibility with no redirection needed.	I mostly actively participated and fulfilled the given responsibility with little redirection.	I required significant redirection in order to complete task, or task was not completed.
My opinion writing was written from the point of view of my animal.	I consistently wrote from the point of view of my animal including key details about his/her favorite life stage.	I mostly wrote from the point of view of my animal including some key details about his/her favorite life stage.	I did not write from the point of view of my animal and had difficulty including any key details.
My opinion writing piece showed evidence of supporting my opinion.	My writing piece cited 3-4 different types of evidence to support my opinion.	My writing piece cited 1-2 types of evidence to support my opinion.	My writing piece did not support my opinion.