



artsNOW

Integrated learning solutions

EXPLORING ORGANISMS WITH CRAYON-RESIST PAINTING

Grade Band: Grade K-1

Content Focus: Visual Arts & Science



LEARNING DESCRIPTION

Discover the world of organisms as students explore an art-making technique known as crayon-resist painting. Students will demonstrate their understanding of organisms, their structures and their needs through this unique style of painting.

LEARNING TARGETS

Essential Questions	"I Can" Statements
What are the types of organisms?	I can sort organisms into groups.
How are organisms visually similar and different?	I can identify similarities and differences between different types of organisms.
	I can create a watercolor-resist painting that visually demonstrates an organism of my choice.



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GEORGIA STANDARDS

Curriculum Standards	Arts Standards
<p>Kindergarten: 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.)</p> <p>Grade 1: S1L1: Obtain, evaluate, and communicate information about the basic needs of plants and animals. a. Develop models to identify the parts of a plant—root, stem, leaf, and flower. b. Ask questions to compare and contrast the basic needs of plants (air, water, light, and nutrients) and animals (air, water, food, and shelter).</p>	<p>Kindergarten: VAK.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. VAK.CR.2 Create works of art based on selected themes. VAK.CR.3 Understand and apply media, techniques, and processes of two-dimensional art.</p> <p>Grade 1: VA1.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. VA1.CR.2 Create works of art based on selected themes. VA1.CR.3 Understand and apply media, techniques, and processes of two-dimensional art.</p>

SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
<p>Kindergarten: Standard K.L.2: The student will demonstrate an understanding of organisms found in the environment and how these organisms depend on the environment to meet those needs.</p> <p>Grade 1: Standard 1.L.5: The student will demonstrate an understanding of how the structures of plants help them survive and grow in their environments.</p>	<p>Anchor Standard 1: I can use the elements and principles of art to create artwork.</p> <p>Anchor Standard 2: I can use different materials, techniques, and processes to make art.</p> <p>Anchor Standard 7: I can relate visual arts ideas to other arts disciplines, content areas, and careers.</p>

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"> <u>Plant</u> - Any member of the kingdom Plantae, comprising multicellular organisms that typically produce their own food from inorganic matter by the process of photosynthesis 	<ul style="list-style-type: none"> <u>Crayon-resist</u> - The process of using an oil-based crayon or pastel as a drawing tool prior to covering with watercolor paint



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<ul style="list-style-type: none"> ● <u>Animal</u> - Any member of the kingdom Animalia, comprising multicellular organisms that have a well-defined shape and usually limited growth, can move voluntarily, actively acquire food and digest it internally, and have sensory and nervous systems that allow them to respond rapidly to stimuli ● <u>Organism</u> - Any individual living entity that can carry out life processes independently 	<ul style="list-style-type: none"> ● <u>Watercolor wash</u> - A layer of watercolor that completely covers a surface and is translucent ● <u>Line</u> - One of the seven Elements of Art; it is a mark made by a pointed tool such as a brush, pen or stick; a moving point ● <u>Shape</u> - One of the seven Elements of Art; it is a flat, enclosed area that has two dimensions, length and width; artists use both geometric and organic shapes ● <u>Space</u> - How the Elements of Art are organized in an artwork; it is used to create the illusion of depth; space can be two-dimensional, three-dimensional, negative and/or positive ● <u>Contrast</u> - An arrangement of opposite elements in a composition to create visual interest
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MATERIALS

- Crayons (or oil pastels)
- Watercolor paints
- Soft paint brushes
- Water cups
- Paper towels
- Images of plants and animals
- Bristol board paper or watercolor paper
- Digital [artwork of Henri Rousseau](#)
- Index card or small piece of blank paper
- Pencils

INSTRUCTIONAL DESIGN

<p>Opening/Activating Strategy</p>
<ul style="list-style-type: none"> ● Students will draw their favorite type of animal on an index card. This should be a quick drawing. Ask a few students to share what their favorite animal is and why. ● Ask a student to remind the class what an organism is. Explain that the animal that students drew is a type of organism.
<p>Work Session</p>



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PRE-WORK:

- Have pictures of a plant and tree and two different types of animals for students to compare and contrast.
- Create labels for types of organisms and post them on the walls.
- Have pictures of the [artwork of Henri Rousseau](#) ready to show students.

WORK SESSION:

- Begin by asking students to identify groups of organisms.
 - Write them on the board. Under each type, ask students to list types of organisms that one could find in these groups.
 - Facilitate a discussion by asking students to discuss similarities and differences that may be found within these groups.
- Display a visual of a plant and a tree.
 - Ask students to make the shape of a plant or tree with their arms.
 - Then ask students to identify how the two organisms are similar and different.
 - Next, display visuals of two animals and ask the same question.
 - Discuss lines, shape and color of the different organisms.
 - Tell students that they are going to create a painting of an organism.
- Introduce the [artwork of Henri Rousseau](#), folk artist, to students.
 - Ask students to identify the organisms they recognize in the paintings.
 - Discuss similarities and differences between the organisms.
- Leaving the visuals projected for students to see, have students make a sketch of one of the organisms on a sheet of tag board or watercolor paper.

Grade 1: *Students should select a plant and focus on portraying how the structures of plants help them survive and grow in their environments and the needs of a plant.*

 - Encourage students to use the whole page.
 - Using crayons, have students color in their picture going over all pencil lines.
- Introduce the process of crayon-resist painting and demonstrate the technique by drawing with crayons before applying wet watercolor wash on top.
 - Students will follow the teacher's example by painting on top of their crayon drawings using a "wash" technique with watercolor paints. The crayon will "resist" the watercolor.
 - Encourage students to use a contrasting color to the ones they used in their crayon drawing so that their artwork will stand out. This will create contrast and emphasis.

Closing/Reflection

- Ask students to sort their artwork into categories of organisms by taping their artwork under the label of their group of organisms posted around the room.
- Finally, students will discuss similarities and differences that can be observed between the groups of organisms depicted.

ASSESSMENTS

Formative



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Teachers will assess students' understanding by observing the discussion of the characteristics of groups and types of organisms and students' ability to compare and contrast groups and types of organisms.

Summative

CHECKLIST:

- Students can sort organisms into groups.
- Students can identify similarities and differences between different types of organisms.
- Students can create a watercolor-resist painting that visually demonstrates an organism.

DIFFERENTIATION

Acceleration:

- Students will create a crayon-resist painting showing the needs of their chosen organism (water, light, etc.).
- Students can write a description of their organism to accompany their artwork.

Remediation:

- Reduce the number of images of Rousseau's artwork. Help the student label at least three organisms they can see in the painting. Ask the student to select one of the three organisms to draw.

ADDITIONAL RESOURCES

- [Images of Henri Rousseau's artwork from the National Gallery of Art](#)

**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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