





**Art Education Standard** (should include at least one, see

<https://www.arteducators.org/learn-tools/national-visual-arts-standards>)

- 3rd grade VA:Cr2.1.3a Create personally satisfying artwork using a variety of artistic processes and materials.

**Science Education Standard** (should include at least one, see

<https://www.doe.in.gov/standards/science-computer-science>, NGSS also great)

- 4.ESS.1 Investigate how the moon appears to move through the sky and it changes day to day, emphasizing the importance of how the moon impacts the Earth, the rising and setting times, and solar and lunar eclipses

**Timeline**

- 5 min
- 6 min
- 15-20 min
- 5 min
- 40 min
- 5 min
- 10 min

**Lesson Description**

- Opening questions
  - o What do we know about the moon?
  - o How does the moon affect the earth?
- [Phases of the moon video](#)
- Phases of the moon group activity
  - o Q: What causes seasons?
  - o Temperature and Daylight variation demonstration with globe or foam balls
  - o Q: Are seasons the same all over the planet? Why or why not
- Art setup and activity description
- Oil pastel painting activity
- Art discussion
- Wrap up and clean up

**Materials List** (please be detailed; include exact quantities)

- 15 black and 15 blue pieces of construction paper
- 11 Oil pastels
- Pencils, scissors, gluesticks
- 3 flashlights
- 3 foam balls (bigger is better)
- Globe (if possible)

**Lesson Title:** Crafting with color

**Grade:** 3<sup>rd</sup>/4<sup>th</sup> grade

**Week:** 3

**Topic:** Color in nature

**Lesson Objectives:**

- Students can understand how our sense of vision functions.
- Students can explain why plants and animals have such diversity of color.
- Students will find examples of colors in nature and use those ingredients to dye homemade playdough.

**Art/Science Inclusion** (brief description of how your lesson presents an integration of art and science concepts.)

- Examining how color is perceived and seen in nature, using natural ingredients to create playdough, and dyeing it using dandelions.

**Art Open-Ended Question** (what problem, task, or exploration will students be dealing with (should have multiple ways to complete it))

- How do we create colors using natural ingredients?

**Art Education Standard** (should include at least one, see <https://www.arteducators.org/learn-tools/national-visual-arts-standards>)

- Individually or Collaboratively construct representations, diagrams, or maps of places that are part of everyday life.

**Science Education Standard** (should include at least one, see <https://www.doe.in.gov/standards/science-computer-science>, NGSS also great)

3.LS.3 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction

4.LS.3 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction in a different ecosystems.

**Timeline**

- 15 Min
- 30 Min
- 45 Min

**Lesson Description**

- How vision works and color in nature intro
- Color wheel scavenger hunt
- Homemade playdough and natural dye activity

**Materials List** (please be detailed; include exact quantities)

- Rainbow pack of construction paper (at least just 1 of every color)
- 12 ziploc bags
- 1 Prism (if available)
  
- **The following materials if available, please let me know**
  - o 10 cups flour
  - o 2 cups salt
  - o 1 cup vegetable oil
  - o Cream of tartar

Week 4: Building with Mother Nature

**Lesson Title:** Fortnite but in nature

**Grade:** 3<sup>rd</sup>/4<sup>th</sup>

**Week:** 4

**Topic:** Building in nature

**Lesson Objectives:**

- Students can explain why animals build various structures and how they build these structures
- Students can create a natural bird nest using principals of building in nature
- Students can create land art structures and explain how these are considered sustainable art

**Art/Science Inclusion** (brief description of how your lesson presents an integration of art and science concepts.)

- Students will be integrating scientific concepts along with artistic skills to create nests that is biodegradable.

**Art Open-Ended Question** (what problem, task, or exploration will students be dealing with (should have multiple ways to complete it))

- How can we create habitats in nature?
- What are key features of land art?

**Art Education Standard** (should include at least one, see <https://www.arteducators.org/learn-tools/national-visual-arts-standards>)

- Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.

**Science Education Standard** (should include at least one, see <https://www.doe.in.gov/standards/science-computer-science>, NGSS also great)

- Construct an argument that some animals form groups that help members survive.
- Use evidence to support the explanation that a change in the environment may result in a plant or animal will survive and reproduce, move to a new location, or die.
- Construct and compare multiple plausible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Timeline	Lesson Description
- 10 min	<ul style="list-style-type: none"> <li>- YouTube video about natural architects               <ul style="list-style-type: none"> <li>o <a href="https://youtu.be/7Sc2sOIXhOc">https://youtu.be/7Sc2sOIXhOc</a></li> </ul> </li> </ul>
- 10 min	<ul style="list-style-type: none"> <li>- PowerPoint about natural structures used in architecture.</li> </ul>
- 10 min	<ul style="list-style-type: none"> <li>- Honeycomb demo</li> </ul>
- 30 min	<ul style="list-style-type: none"> <li>- Building a bird's nest</li> </ul>
- 30 min	<ul style="list-style-type: none"> <li>- Land art build</li> </ul>

**Materials List** (please be detailed; include exact quantities)

- Popsicle sticks (30 count)
- Thick paper (any color) (15 Pieces)
- Elmer's white glue (10 ct)