



**Theme: Landscapes**  
*American Flamingo, 1838*  
 John James Audubon 1785-1851

# Picturing America

## Lesson Plan Seed: Visual Arts and Science Kindergarten



### Scientific Illustration Through Careful Observation

<p><b><u>Fine Arts Content Standard: Visual Art</u></b></p> <p><b>1.0 Perceiving and Responding: Aesthetic Education</b>        Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.</p> <p><b>3.0 Creative Expression and Production</b>        Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.</p>	<p><b><u>Content Standard: Science</u></b></p> <p><b>Standard 3.0 Life Science</b></p> <p>The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.</p>
<p><b><u>Visual Art Indicator(s):</u></b></p> <p><b>1.1</b> Identify and describe observed form.</p> <p><b>1.2</b> Identify and compare ways in which selected artworks represent what people see, feel, know, and imagine.</p> <p><b>3.1</b> Create images and forms from observation, memory, and imagination.</p>	<p><b><u>Science Indicator:</u></b></p> <p><b>3.1 Topic A. Diversity of Life</b>  <i>Observe</i> a variety of familiar animals and plants (perhaps on the school grounds, in the neighborhood, and at home) to discover <i>patterns</i> of similarity and difference among them.</p>
<p><b><u>Visual Art Objective(s):</u></b></p> <p><b>1.1.b</b> Represent observed form by combining colors, lines, shapes, and textures.</p> <p><b>1.2.b</b> Use color, line, shape, and texture to represent ideas visually from</p>	<p><b><u>Science Objective(s):</u></b></p> <p><b>3.1.a</b> Identify and describe features (observable parts) of animals and plants that make some of them alike in the way they look and the things they do.</p>

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<p>observation, memory, and imagination.</p> <p><b><u>Visual Art Objective(s) (continued):</u></b></p> <p><b>3.1.a</b> Identify ways that artists develop ideas.</p>	<p><b><u>Science Objective(s) (continued):</u></b></p> <p><b>3.1.b</b> Compare descriptions of the features that make some animals and some plants very different from one another.</p> <p><b>3.1.c</b> Identify a feature that distinguishes animals that fly (as an example) from animals that cannot and examine a variety of animals that can fly to discover other similar features they might share.</p>
<p><b><u>Objective(s) (Connecting the content areas)</u></b></p> <p>Students will carefully observe animal features, draw the animal with detail using appropriate color, line, shapes, and texture and provide labels to identify the animal and its unique features.</p>	

**Description of Lesson/Activities**

**To build background knowledge and understanding:**

- Teacher will provide a variety of resources and/or experiences for students to observe animals.
- Ideas might include
  - **Field trips** to a local zoo or the Smithsonian Natural History Museum
  - **Animals in the classroom** such as frogs, fish, birds etc, sharing a family pet (if appropriate) and/or a visit to the school yard
  - **Photographs** for use with magnifying glasses and close observation
  - **Informational text** appropriate for kindergarten level
  - **Videos**, United Streaming

**Prior to lesson:**

- Students will
  - **Be able to identify simple text features**, such as labels
  - **Demonstrate ability to create texture** by using a pen, crayon, or paint in a variety of ways to simulate fur, feathers, scales, skin, and patterns by stippling, cross hatching, and dry brush
  - **Identify basic shapes** (circles, rectangles, ovals, squares)
  - **Identify colors**
  - **Identify lines**

**Procedure:**

- **Students will work in small groups** to identify similarities and differences in animals groups (fish, birds, and mammals).
- **Students will observe** John James Audubon’s, *American Flamingo* from the *Picturing America* resource kit, Texas Hare, and Nine Banded Armadillo as well as an image of a fish such as Jeff Falstad, Cutbow Trout <http://www.fishpaintings.com/>.
- **Students will identify** the parts of the animals such as head, tail, legs, fins, gills and body. They will also identify colors, texture and shapes that they see in the animals. They will contribute their findings to a class chart. Students may use

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words or use appropriate colors and textures.

See below:

<b>Animal</b>	<b>Color</b>	<b>Patterns</b>	<b>Shapes</b>	<b>Texture</b>
American Flamingo	Pink	stripes	Ovals, circles	Smooth

- **Students will**
  - **Select at least three animals** to draw over a period of time (2-3 weeks)
  - **Draw an animal** and use color, line, shape and texture to illustrate the characteristics of the animal
  - **Label** each of their three drawings
  - **Place their drawings** into either a personal book or a class book of animals
  - **Share** their books with another Kindergarten class
- **Students will participate in a “gallery walk”** around the classroom and put a smiley face by a drawing they like and share a reason for their selection (ex: “I like the flamingo because *Joe* mixed white and red to get the pink feathers”).

**Possible Assessment Strategies:**

- **Checklist**

With Kindergarten students, the teacher may want to use symbols such as happy faces to identify the completion of the assignment. Possible checklist items:

  - I used **texture** to show the fur, scales or skin of my animals
  - I used **color** to identify the animal
  - I used **shapes** to draw my animal accurately
  - I used **lines** to create texture or add detail to my drawing
  - I used **labels** on my drawings to identify the parts of my animals