

Arts Integrated Lesson Plan



ART FORM:
Visual Art



SUBJECT AREAS:
Science, Reading/English
Language Arts

Lesson Title: The life cycle of the butterfly: through the eyes of a scientist and the hand of an artist	Grade: 2
Contributor, School: Hollie Edwards, Potomac Elementary School	Time Frame: Approximately 7–10 days (the life cycle of a butterfly)

State Curriculum Content Standards, Indicators, Objectives

<p>Visual Art Content Standard(s) 1.0 Perceiving and Responding: Aesthetic Education Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art. 3.0 Creative Expression and Production Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.</p>	<p>Science Content Standard(s) Skills and Processes 1.0 Students will demonstrate the thinking and acting inherent in the practice of science. Life Science 3.0 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>Writing Content Standard(s) 4.0 Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.</p>
<p>Visual Art Content Indicator(s) 1.1 Identify, describe, and interpret observed form. 3.1 Create images and forms from observation, memory, imagination, and feelings.</p>	<p>Science Content Indicator(s) Constructing Knowledge 1.A.1 Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out. Communicating Scientific Information 1.C.1 Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question. Genetics 3.C.1 Explain that there are identifiable stages in the life cycles (growth, reproduction, and death) of plants and animals.</p> <p>Writing Content Indicator(s) 4.5 Use effective details, words, and figurative language in the student's own composing.</p>

Visual Art Content Objective(s)

1.1.b Represent observed physical qualities of people, animals, and objects in the environment using color, line, shape, texture, form, and space.

Science Content Objective(s)

1.A.1.a Describe what can be learned about things by just observing those things carefully and adding information by sometimes doing something to the things and noting what happens.

1.A.1.b Seek information through reading, observation, exploration, and investigations.

1.C.1.a Describe things as accurately as possible and compare observations with those of others.

1.C.1.b Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.

1.C.1.c Draw pictures that correctly portray at least some features of the thing being described and sequence events (seasons, seed growth).

3.C.1 Given pictures of stages in the life cycle of a plant or an animal, determine the sequence of the stages in the life cycle.

Writing Content Objective(s)

4.5.a. Use descriptive words and other details to expand and improve student's own writing.

Objective(s) (Connecting the content areas)

- Students discover how honing their observational skills interchangeably serve both art and science.
- Students discover that drawing and illustrating serve both art and science.
- Students discover the relationships and distinction between observation and written interpretation.

Key Arts Vocabulary

line, texture, movement, sketch, shape, scale, composition, view

Key Science and Writing Vocabulary

diagram, label, detail, cycle, metamorphosis, larvae, pupa, chrysalis, caterpillar, transformation, life cycle

Prior Knowledge Students Need for This Lesson**Arts**

Drawing from observation

Science and Writing

Handling of science materials thoughtfully and carefully

Materials and Resources**Materials and Resources for the Class**

- Larvae of painted lady or monarch butterfly in covered container with food
- A handmade book of about 10 pages
- Pencil
- Black illustrating pen (.5 to .7 mm roller ball or felt tip pen)
- Colored pencils
- Hand lens for magnified observation

Materials and Resources for the Teacher

- Chart of metamorphosis
- Large netted butterfly cage
- Sugar water in shallow container

Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)

- At the onset of this lesson, the teacher reads aloud a book about the life cycle of the butterfly.
- Students each receive a small, transparent, covered container containing the larvae of a butterfly.
- Students organize their journals so that each page has a date, a space for an illustration, and a few lines for a journal entry.
- Each day the teacher models, discusses, writes, and illustrates a journal entry.
- The teacher helps students develop language to describe what they see.
- The teacher charts applicable vocabulary words.
- Applying the elements of line, shape, and texture to illustration, the teacher helps students draw what they see.
- This journal entry pattern repeats itself until the chrysalises hatch into butterflies.

Closure/Summary

Students have had the rich experience of bearing witness to the life cycle of the butterfly. They have learned how to observe, record, and care for each stage. This wondrous process culminates with the hatching and freeing of the butterflies.

Assessment (Description/Tools)

- Student journals reflect an understanding of each stage of the life cycle of the butterfly.
- Students use appropriate vocabulary to describe and label entries in their journals.

Lesson Extensions

- Students write letters to the unborn butterflies (using friendly letter format).
- Students photograph each stage of the cycle (class digital point-and-shoot camera is used by students).
- Students write a poem to be recited as part of the send-off ceremony for freeing the butterflies.
- Students in small groups create simple choreographed movement that takes us through the cycle from larvae to butterfly. The choreography will appropriately demonstrate combined patterns of locomotor and non-locomotor movements. Each dance group presents its choreographed dance.