

Lesson Title: Integrating with Ipcar
Grade Level(s): Kindergarten – Grade 2
Duration: Multi-day (multi-week) Unit/ 2-3 class periods



Big Idea/Unit Overview:

This unit spans grades K-2 combining Visual Art & Art History content with Core concepts beginning with a biographical artist study of Maine artist/author/illustrator Dahlov Ipcar. Students become the artist through lessons which scaffold grade level art, math, science and ELA standards, resulting in a comprehensive visual work via concepts of symmetry, geometry, perimeter, area, pattern, sequencing, counting, animal classification by species and habitat, research based in informational texts, interpreting and inference-based analysis of visual and written works.

Essential Questions:

- *Why do artists follow or break from established traditions?*
- *How is art used to impact the views of a society?*
- *How do scientists classify animals? How do artists represent science-based or factual characteristics and habits of animals, in particular, through varied media, approaches and genres? How can I glean insight and opportunity or inspiration from such approaches and methods to create my own original work?*

Objectives/Outcomes:

- Retell facts about the life and work of artist/author Dahlov Ipcar.
- Identify the elements of Realism (animals & habitats based in scientific classification) which form the basis for Ipcar's work.
- Combine personal preferences to develop a visual piece representative of a species from the animal kingdom utilizing mathematical characteristics of geometry, symmetry and pattern.
- Verbally and visually demonstrate an understanding of cross-curricular connections (ELA, Math and Science) and the design process.

Vocabulary:

1. Realism: art resembling objects as they appear in real life, through color shape, texture, pattern, etc
2. Habitat: a home for a plant, animal or person.
3. Species: in reference to living things, a category or type, kind of animals with similar characteristics: ie. a tiger is a species (or kind) of cat.
4. Texture: the way something feels to the sense of touch-rough, smooth, soft, etc
5. Pattern: repetition of shapes, colors, lines, symbols - such as the stripes of a tiger.
6. Mandala: a design that takes the shape of a circle, or concentric circles, literally means *circle* in Sanskrit.
7. Symmetry: having matching, same, or mirror image parts, details or characteristics.
8. Classification: sorting or grouping objects, people or animals based on similarities, shared qualities.

Materials:

animal classification planning sheet 12 x 18" 60 lb. white drawing paper (grade K & 1), 9x9" square drawing paper (grade 2), pencils, erasers, colored pencils, crayons, markers (thin and wide), watercolor, oaktag 8" diameter circle template, rulers, shape tracers and templates, shape charts, student iPads

Resources (websites, videos, images, books, etc.):

- *Animal Classification chart: <http://www.onbeyondz.net/biology-animals.html>*
- *Vertebrates and invertebrates: <https://www.theschoolrun.com/learning-about-animals-in-primary-school>*
- *Dahlov Ipcar books, prints, survey of work, biographical photos and history*
- *Animal picture collection, Library books that support the 5 vertebrate categories*

Procedure:

This lesson will require 3-4 class periods. Each lesson begins at the rug with a Morning Meeting-style message.

Class #1 - First and Second grade students are prompted to come up with a solution to the problem of talking about all of the animals in the animal kingdom-how can we/scientists divide the whole animal kingdom into two smaller categories? Students will offer many relevant ideas such as land/water, fly/walk, big/small, etc. Introduce them to the concept of (back) bones and no (back) bones, or *vertebrates* and *invertebrates*. Inform students of their own backbones and ask them to feel the bones in their own back and neck. Give them plenty of examples of invertebrates: lobster, snail, insects, clams, squid, octopus, etc. Next, try to elicit the 5 classes of vertebrate, their characteristics, species from the group. Give them a hint of the bird group based on prior lessons, as applicable. Once you have completed a class anchor chart defining the classification information discussed, explain student responsibility in regards to the Planning sheet. Students will choose one class (reptiles, birds, amphibians, mammals, fish) to complete the page, listing 8-12 chosen species, writing and/or drawing and listing the habitat as well. Students may help each other within their teacher-chosen work groups of 2-3 students.

Class #2 - Review the previous week's lesson prompting children to name the 5 classes of vertebrates. Next, begin the artist study part of the lesson. Read the message which introduces the artist by name and discipline: The fact-based "story" of the artist's life is told using maps to locate her hometown, photos of the artist's family, and prints of the artist's work. An artifact basket with paintbrushes, a toy cat, barn, a postcard from Maine, and Ipcar's picture books is shared. Students convene at tables set with Memory Pages and pictures of the artist and her work. Students write and illustrate facts they remember, even connected with, during the discussion. The artist's website (www.dahlovipcar.com) is projected onto the Whiteboard, playing an interview clip. Students share their impressions to conclude the class. A selection of these memory pages are added to the interactive bulletin board. (If this aspect is condensed to omit memory pages, students may proceed right to developing their shape grids in pencil on 12x18" drawing paper).

Class #3 - begin, verbally review at the rug-using only students' new knowledge and memory of the artist as talking points. This is a great opportunity to facilitate a Q & A or "finish my sentence" round robin game to get kids involved, thinking and sharing. It helps to have hung some of their memory pages and keep the artifact basket, anchor charts, visuals and prints nearby. Students become the artist by incorporating clear connections between their work and Ipcars. Here it is both the subject of animal classification and habitat and the underlying shape grid which defines and dictates the space and incorporation of animals. First Grade focus is on Ipcar's paintings *Blue Savannah* and *Masai Mara*, exploring underlying grids, shapes, patterns, habitats and recognizable animals. Students read copies of Ipcar's *Wild Animal Alphabet* and *Stripes and Spots*, among others. Students either chose from a brainstormed list of habitats to begin: ocean, jungle, desert, woodland, etc. or use their Animal Classification Planning sheet to proceed. This aspect aligns nicely with Grade One Science curriculum concepts. Students use rulers and geometric shape tracers to develop their own "grid" on 12 x 18" drawing paper, including 7-10 overall shapes. Next, they draw their chosen class/species of animals within the created grid, working to adjust and fit the animal into each shape. Students add realistic patterns to

either the animal or background habitat. Students use books and photos to help them draw, and colored pencil to complete the piece, being mindful to preserve the carefully drawn patterns and details. Students write their own non-fiction captions to complete their pieces, further connecting with CCSS ELA standards. Following the Gallery Walk, students complete written peer and/or self-assessments based on the lesson rubric.

Differentiation -

Second Graders base their studio lesson on Ipcar's inspirational mandala paintings, especially *African Circle*. Students began by folding 12" x 18" paper to create 12" squares. Folding both corners to create an X and center point of the square, students should use a circle template to begin their mandala. Next, use rulers to divide the circle to create symmetrical sections like Ipcar. Students may access the habitats list to determine their focus. Using non-fiction books and visual references, each student works to draw characteristic animals into each section of the circle, adding realistic details and patterns to the animals and habitats. Following the sketch phase, students use colored pencils and watercolor to complete the piece. Students use the non-fiction books to incorporate their own non-fiction writing, further connecting with Common Core Language Arts standards. After editing their writing, students may "publish" their work using computers and attach these selections to their visual work. Students complete a written self-assessment individually. Following a partner edit share, where students give each other positive input to improve their work, students participate in a whole group share to conclude the lesson.

For *Kindergarten*: Explore animals and habitats through Ipcar's picture book *Calico Jungle* as a starting point to inspire work. Students connect with one of their favorite subjects and share their interest in the illustrations which depict animals with all sorts of new and unconventional patterns. To make the most of those math connections, students fold their 12" x 18" paper twice to create 4 rectangles. Students trace over the fold lines to delineate the 4 sections with pencil. Using many visual references (books, magazines, ipads . . .) students draw four different animals, one in each section of their folded paper. After outlining the animals, students look at fabric wallpaper samples, their clothes and their imaginations to fill each animal with a different non-traditional pattern. Students choose to draw the pattern with pencil first or move right to colored markers. Some students labeled each animal by writing the name of the animal in the corresponding box. Upon completion, students take a Gallery Walk to view and comment on classmates' work. As always, individuality is encouraged and celebrated.

Demonstration: The only demonstration I offer is to show students how to use rulers, templates or tracers to set up the grids on their papers to start, or, in the case of Kindergarten to fold their paper to create four rectangles, and trace the fold lines with pencil. In my classes, the less I demonstrate the more original student responses are.

Assessment:

Teacher observation during discussion and studio work, anecdotal notes, daily progress and running records, Process evaluation based on lesson rubric, class gallery walk and written and/or verbal self and peer assessment. End of unit exhibit, real and digital.

Informal Product Project or Performance with a Rubric

Observations 1:1 & small group discussions

1. Students will participate in mid and closing discussion about the life and work of Dahlov Ipcar.

Discussion points will be based on factual information, as well as students' interpretive analysis.
(Formative)

2. Individual approaches to both parts of the lesson will be noted and encouraged during the studio inquiry of the lesson-verbal conferencing and running records. (Formative)
3. Student visual response and materials use will be assessed in relation to application, technique, individual ability, comprehension and rubric-based expectations. (Summative)
4. Students will self and peer assess completed work, verbally and through exit ticket written responses.(Summative) 5. Student work will be displayed via digital and traditional platforms and exhibit venues. (Summative)

Standards:

	Grade Level 1	Grade Level 1	Grade Level 2	Grade Level 2
<p>NATIONAL CORE ARTS STANDARDS (NCAS): <i>(identify which art form/s)</i></p>	<p>VA:Cr1.2.1a - Use observation and investigation in preparation for making a work of art.</p> <p>VA:Cr2.1.1a - Explore uses of materials and tools to create works of art or design.</p> <p>VA:Cr2.2.1a - Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.</p> <p>VA:Cr2.3.1a - Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.</p>	<p>VA:Pr6.1.1a - Identify the roles and responsibilities of people who work in and visit museums and other art venues.</p> <p>VA:Re.7.2.1a - Compare images that represent the same subject.</p> <p>VA:Re8.1.1a - Interpret art by categorizing subject matter and identifying the characteristics of form.</p> <p>VA:Re9.1.1a - Classify artwork based on different reasons for preferences.</p> <p>VA:Cn11.1.1a - Understand that people from different places and times have made art for a variety of reasons.</p>	<p>Creating: Generate and conceptualize artistic ideas and work. Make art or design with various materials and tools to explore personal interests, questions, and curiosity. (VA:Cr1.2.2a)</p> <p>Responding: Perceive and analyze artistic work. Use Learned art vocabulary to express preferences about artwork. (VA:Re9.1.2a)</p>	<p>Connecting: Synthesize and relate knowledge and personal experiences to make art. Create works of art about events in home, school, or community life. (VA:Cn10 .1.2a)</p> <p>Connecting: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. Compare and contrast cultural uses of artwork from different times and places (VA:Cn11.1.2a)</p>

<p>ENGLISH LANGUAGE ARTS COMMON CORE STANDARDS (CCSS): <i>(list specifics - Listening, Speaking, Reading, Writing)</i></p>	<p>Listening: CCSS.ELA-LITERACY.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>Reading R.1.8.2 ~ Identifying the topic of the text or explaining the title</p> <p>Writing W.1.2.1 ~ Representing understanding of text through pictures, "words," "sentences," or some combination W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (2-LS2-2)</p>	<p>CCSS.ELA-LITERACY.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. CCSS.ELA-LITERACY.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>CCSS.ELA-LITERACY.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>Speaking & Listening: CCSS.ELA-LITERACY.SL.2.1.A Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)</p>	<p>CCSS.ELA-LITERACY.SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others. CCSS.ELA-LITERACY.SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion. CCSS.ELA-LITERACY.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. CCSS.ELA-LITERACY.SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
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<p>NEXTGEN SCIENCE STANDARDS (NGSS): <i>(list crosscutting concept)</i></p>	<p>LS2.1.1 ~ ENVIRONMENT- Recognize that living things can be found almost anyplace in the world, and that specific types of environments are required to support the many different species of plant and animal life.</p> <p>LS3.3.2~Recognize there are different species of living things in various places around the world.</p> <p>PS3.2.3~Describe the position of an object by referencing its location in relation to another object or background.</p> <p>LS4.D: Biodiversity an . (2-PS1- different places on land and in water.</p>			
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<p>OTHER CONTENT STANDARDS: <i>(list specifics)</i></p>	<p>Math: CCSS.MATH.CONTE NT.2.OA.B.2 Fluently add and subtract within 2 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers. CCSS.MATH.CONTE NT.2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p>	<p>ISTE Technology ISTE NETS Standards Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. b. Create original works as a means of personal or group expression</p>	<p>C3 Social Studies Social Studies SS:GE:2:2.3: Observe the ways in which different people perceive places, e.g., personal drawings or book illustrations. (Themes: G: Science, Technology, and Society, J: Human Expression and Communication)) SS:HI:2:3.2: Explore art, music and literature of various time periods, e.g., spirituals or Native American Art. (Themes: J: Human Expression and Communication)</p>	
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