

For the Birds

ART AND SCIENCE/TECHNOLOGY

GRADE: 5th

BASED ON



Vase, 1880s
The Kinkozan Pottery
Kyoto/Japan
17 1/4 x 5 1/4 in. (43.8 x 13.3 cm)
porcelain
Museum Purchase; 1887.68



Doves And Pear Blossoms After Rain, late 13th century
Qian Xuan (Chinese)
China, Yuan Dynasty
12 x 38 1/2 " (30.5 x 97.8 cm)
handscroll; ink and colors on powdered paper
John J. Emery Endowment; 1948.80

OBJECTIVES

- Students will observe and discuss their observations of the two art works.
- Students will research birds native to Ohio using books, direct observation and internet resources.
- Students will create a work of art with the subject matter of a native Ohio bird and a reflection of its environment.
- Students will create a work of art using one of the mediums: watercolor, colored pencil or clay slab.
- Students will write an artist's statement reflecting on their work and research.

CONCEPT

The purpose of the lesson is for students to research a bird native to Ohio, study their habitats, record their research via a work of art.

MATERIALS

Students can choose: colored pencils and 12 x 18 or 9 x 12 white paper
Watercolors, brushes and 12 x 18 or 9 x 12 white paper. Clay, clay tools, slip

VOCABULARY

Intricate – (District Vocab Word) having many interrelated parts or facets; entangled or involved

Slip – Liquid clay used for decoration

Wash - a flat layer of highly diluted color laid across the paper. It can either be an even layer of color or a graded layer which gets lighter.

PROCEDURE

- Display and discuss the artworks mentioned above. Discuss how in the Japanese culture and Chinese culture nature was a very important theme in their culture which is reflected in their artwork.
- Students research native birds of Ohio. They select a bird which inspired them for their artwork.
- Students then choose the medium in which they'd like to work.
- Students create their artwork and compose an artist's statement reflecting on their work.

ASSESSMENT

	Creating	Reflecting	Science/Research
3	Students demonstrate a well thought-out design and execution using materials and tools to their best advantage	Students demonstrate a thorough writing reflecting on their work and research	Students demonstrate a thorough research process via internet, books, first hand observation
2	Students demonstrate a good design and execution using materials and tools but perhaps not to their best advantage	Students demonstrate a good writing reflecting on their work and research but is incomplete or lacking	Students demonstrate research techniques but limit their resources and information.
1	Students demonstrate a weak design and execution using materials and tools perhaps not to their best advantage	Students demonstrates a weak writing with little indepth reflection on their work i.e. stating the obvious if looking at the work.	Students demonstrate little research techniques and have limited or no information

NATIONAL STANDARDS

VA. Cr1.2.4a - Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

VA:Cr2.1.5a Experiment and develop skills in multiple art-making techniques and approaches through practice.

VA:Cr2.2.5a Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

VA:Cr3.1.5a Create artist statements using art vocabulary to describe personal choices in artmaking

VA:Re.7.2.5a Identify and analyze cultural associations suggested by visual imagery

5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

LS2.A: Interdependent Relationships in Ecosystems

The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as "decomposers." Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem. (5-LS2-1)

CURRICULUM CONNECTIONS

Language Arts: Writing their artist's statements.

RESOURCES

http://jrscience.wcp.muohio.edu/birds/ohio_birds/toc.html

<http://www.whatbird.com/birdexpert/statecolorsize/2/6418/birdexpert.aspx>

<http://wildlife.ohiodnr.gov/portals/wildlife/pdfs/publications/id%20guides/pub414.pdf>

<http://www.birds.cornell.edu/>

www.cincinnatiartmuseum.org

Identify and Draw North American Birds – A field Guide for the Artists and Naturalist Written by Amy Root,
Illustrated by Michael Canas ISBN 13: 978-0-7858-2799-3

The Arts of China by Michael Sullivan ISBN 978-0-520-25569-2

History of Japanese Art 2nd edition by Penelope Mason revised by Donald Dinwiddle ISBN 0-13-117602-1



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