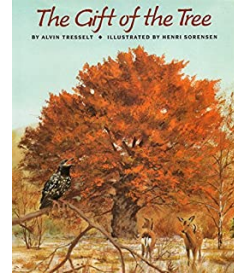


Unit 4: Our Earth

WEEK 2 Day 3



**Art Table and Easel: Creating Realistic Trees**

Children create realistic trees based on their observations.

<b>Big Idea</b>	The natural world can improve people’s quality of life and inspire artistic expression.
<b>Guiding Question</b>	How can the earth inspire artistic expression?
<b>Vocabulary</b>	<b>parts:</b> pieces <b>bark:</b> the protective outer layer of a tree <b>trunk:</b> the main part of a tree <b>branch:</b> woody part of a tree that grows from the trunk <b>roots:</b> part of the plant that grows underground

<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● <i>The Gift of the Tree</i>, Alvin Tresselt</li> <li>● tree images</li> <li>● A Walk in the Woods slides, optional Use these slides if a tree walk does not occur. See note below.</li> <li>● tree artifacts such as bark, leaves, branches, acorns These can be brought in by adults and children.</li> <li>● a variety of Beautiful Stuff that will support children’s creation of real trees such as rocks, sticks, acorns, leaves, corks, etc.</li> <li>● adhesives for Beautiful Stuff such as liquid glue and/or tape If a glue gun is desired, adults should use this tool.</li> <li>● cardboard of different sizes, to be used as a base</li> <li>● paper of various sizes, colors, and textures</li> <li>● a variety of art materials such as paint, pastels, colored pencils, markers, and crayons</li> <li>● paint brushes of various sizes</li> <li>● scissors</li> </ul> <p>It would be helpful to take a class “Tree Walk.” The class might go and visit the class tree that has been revisited all year long in the Science and Engineering Center. In addition, stop at other trees that interest the children; observe, examine, and discuss the tree. Photograph the tree(s) and it’s parts. Gather artifacts from the trees such as branches, leaves, or bark that have already fallen. If a Tree Walk is not possible, utilize A Walk in the Woods slides.</p> <p>While some images of trees are provided, many are trees familiar to Boston/Massachusetts. It will also be helpful to include additional images that are familiar to your children (e.g., images of the tree that has been revisited, from the local park, or a small tree that the school has planted).</p> <p>Organize and display the materials so that children can access them as needed. If possible set up a mixing table near the easel so that children can create the colors they need to represent their trees. Post, project or show on a laptop/ipad some of the tree images.</p> <p>Bring to Intro to Centers: a few tree artifacts, some Beautiful Stuff, a cardboard base, A Walk in the Woods slides (optional)</p>
<p><b>Intro to Centers</b></p>	<p><i>We are reading The Gift of the Tree where we learned about how a tree grows and changes over time. We have lots of trees around us! We saw this when we went on a tree walk. What did we find?</i></p>

	<p>Reference the class tree walk. If a tree walk was not possible, reference the A Walk in the Woods slides.</p> <p><i>We found some of these parts of trees on our walk. What do you notice?</i></p> <p>Show the artifacts. Provide time for children to smell and touch the tree artifacts. Invite children to describe what they are feeling.</p> <p><i>This bark feels rough and bumpy to me.</i></p> <p><i>I will leave these items on the Art Studio table. When you visit the Art Studio this week, you can create realistic trees. When you arrive at the Center, you will notice a few items that can inspire you. You can take some time to look more closely at these tree parts, you can look at the photos of trees, or you can look at the illustrations from The Gift of the Tree.</i></p> <p><i>When you are ready you may use the available materials to construct a realistic tree. Your tree might be a 2-dimensional tree, or a flat tree on paper. At the art table, you might use markers, pastels, Beautiful Stuff, or paint. At the easel, there are brushes and containers to mix the colors you need for your trees.</i></p> <p><i>Or you can construct a 3-dimensional tree. For this, you will need a base, Beautiful Stuff, and adhesive.</i></p> <p>Show the cardboard base. Model putting a few Beautiful Stuff pieces on the cardboard.</p> <p><i>Turn and talk to a friend about your tree ideas. What might you construct?</i></p> <p><i>I cannot wait to see all of the different trees. Think about working together with your peers.</i></p>
<p><b>During centers</b></p>	<p>Children look at the tree parts, images, and texts. Support children as they decide what kind of trees to represent what materials to use. They might choose to create 2-dimensional or 3 dimensional pieces.</p> <p>If using Beautiful Stuff, children may need support with how to glue their pieces together.</p> <p>If painting, children may need support with mixing colors.</p> <p>Remind children to use the resources as a source of inspiration and also to include details about trees.</p> <p>Encourage children to work together and share ideas.</p>

<b>Facilitation</b>	<ul style="list-style-type: none"><li>● What do you notice about these parts of trees?</li><li>● How does this picture/video inspire your work?</li><li>● What different colors or shapes do you see?</li><li>● What part of the tree do you want to be sure to include?</li><li>● What materials will you choose?</li><li>● How will you make your work look like a real tree?</li><li>● How will you make the colors you need?</li><li>● How can you work together to represent a tree?</li></ul>
<b>Standards</b>	<p><b>SL.1.K</b> Prepare for and participate in conversations across a range of topics. Types, and forums, building on others' ideas and expressing their own.</p> <p><b>VA.K.V.Cr.01 _ BOSTON</b> Generate and conceptualize artistic ideas and work. Experiment with a wide variety of both two- and three-dimensional materials, including recycled/repurposed ones after looking at images from several artists who use those materials.</p>

**Notes**