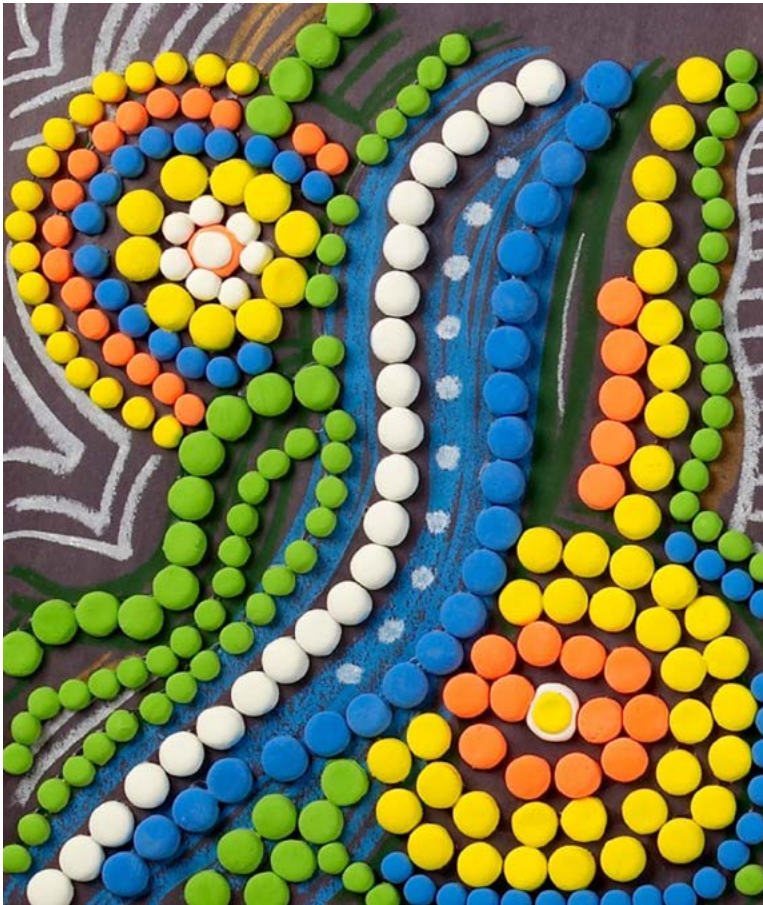




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Aboriginal Art

Look deep into an Ancient culture, and decode a visual language of simple dots and lines! Use these symbols to create a meaningful unique design.



SUPPLIES NEEDED

Apron/Smock
Construction Paper
Model Magic
Pointed Tip Scissors
Recycled Newspaper
Twistables Slick Stix
Washable Markers
Washable No-Run School Glue



Grade 3
Grade 4
Grade 5
Grade 6



Multiple Lesson Periods

Directions

1. Traditional Aboriginal artwork is most known for its distinctive use of dots and lines. Ask students to find examples of Aboriginal artwork and research the symbolism of the dots and lines in each piece. What can they tell about their daily lives from these simple depictions?
2. Students use the Aboriginal symbols found to create their own original work of art! On black construction paper, draw an Aboriginal design with Crayola Slick Stix™. Slick Stix contain pigments that may stain clothing, fabrics and other household surfaces. Have students wear a smock to protect their clothing and cover their work surface with recycled newspaper. Experiment with the Slick Stix to make interesting lines, swirls, and dots of various weights and textures!
3. Encourage students to enhance their drawings with a 3D effect! Flatten a small amount of Crayola Model Magic® on a hard surface such as a table. Firmly press a Crayola Marker cap into the flattened modeling compound. Remove the Model Magic from the cap and shape it into a small ball. Model Magic that is fresh from the pack will stick to itself. Dried pieces can be glued together. Attached dots to the drawing with Crayola No-Run School Glue.

Standards

Language Arts: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners and texts, building on others' ideas and expressing their own clearly.

Language Arts: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Language Arts: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Language Arts: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Mathematics: Compose two-dimensional shapes or three-dimensional shapes. Science, Ecology & Technology: Ask questions about the natural and human-built worlds.

Social Studies: Describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture.

Social Studies: Describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like.

VA: Use different media, techniques, and processes to communicate ideas, experiences, and stories.

VA: Select and use subject matter, symbols, and ideas to communicate meaning.

VA: Know that the visual arts have both a history and specific relationship to various cultures.

VA: Identify connections between the visual arts and other disciplines in the curriculum.

Adaptations

Student groups can research similarities and differences in the way the Aboriginal people and Native Americans were treated by European immigrants. Student groups will write a collaborative, compare/contrast essay describing their findings.

With in-depth research, students may choose to write and present a play or presentation (in person or video) of their findings of a civilization other than the Aborigines. Students should expect to develop their play or presentation in written format before transferring it to a performance.

Students may research a well-known artist from earlier times and prepare an electronic presentation for classmates which summarizes this research. This presentation, in the format of a PowerPoint or Glogster, can be uploaded to the classroom computer for viewing.

Student groups can research similarities and differences in the way the Aboriginal people and Native Americans were treated by European immigrants. Student groups will write a collaborative, compare/contrast essay describing their findings.

Look for text resources to recommend.

Beasty Books

Students go wild filling Beasty Books and their brains with fun facts and figures about their favorite creatures.



SUPPLIES NEEDED

Construction Paper
Construction Paper Crayons
Glue Sticks
Pointed Tip Scissors
Stapler And Staples



Grade 1
Grade 2
Kindergarten



Multiple Lesson Periods

Directions

1. Ask students which animal makes them curious. Have students look up facts about their animal. Where does it live? What does it eat? How big do these animals grow? Have them find a picture of their animal.
2. Students draw their animal on construction paper with Crayola® Construction Paper Crayons. This is be their Beasty Book cover. Cut out the cover with Crayola Scissors.
3. Students trace the cover several times. These pages will make the inside of the book and the back cover. Cut out all the animal-shaped pages.
4. Decorate the Beasty Book's front cover with crayon drawings. Students give the book a title and include their name as the author.
5. Organize and write the information on the animal-shaped pages. Illustrate the facts whenever possible.
6. Staple all the pages together to create a Beasty Book.

Standards

Language Arts: Know and apply grade-level phonics and word analysis skills in decoding words. LA: Read with sufficient accuracy and fluency to support comprehension.

Language Arts: Write information/explanatory texts in which they introduce a topic, using facts and definitions to develop points.

Language Arts: Participate in collaborative conversations with diverse partners about grade level topics and texts with peers and adults in small and large groups.

Science, Ecology & Technology: Ask questions about the natural an human-built worlds.

Science, Ecology & Technology: Construct explanations of phenomena using knowledge of accepted scientific theory and linking it to models and evidence.

Visual Arts: Use art materials and tools in a safe and responsible manner.

Visual Arts: Use different media, techniques, and processes to communicate ideas, experiences, and stories.

Visual Arts: Select and use subject matter, symbols, and ideas to communicate meaning.

Adaptations

Students may choose to create dioramas for their animal, including appropriate scenery from habitats studied.

Students investigate specific animals using Internet sites, as well as library books. With assistance from adults, students organize their research into sentences for presentation to classmates.

Two to three students combine their efforts to write an original story about their animals. Encourage students to be true to their research and reading in constructing this original story. Encourage the group to illustrate significant scenes in their writing using Crayola Crayons or Crayola Colored Pencils. Have the group present their original story to classmates.

Ecosystem in Danger: Brazilian Rainforest

Protection of the world's tropical rainforests is a key environmental strategy for keeping the Earth healthy. Demonstrate the delicate balance of life in a Brazilian rainforest with a 3-D triarama.



SUPPLIES NEEDED

Colored Pencils
Construction Paper
Cotton Balls
Model Magic
Paper Towels
Pointed Tip Scissors
Recycled File Folders
Recycled Material
Twistables Slick Stix
Washable No-Run School Glue



Grade 2
Grade 3
Grade 4



Multiple Lesson Periods

Directions

1. Read *The Great Kapok Tree* by Lynn Cherry. Students research information about the rapid destruction of rainforests and the impact this is having on the planet. What plants and animals live in tropical rainforests? Why are they important? This project is one way for students to show what they learned about the fragile rainforest ecosystem.
2. Cut a file folder into a large square. Fold the square diagonally in both directions, from corner to corner, and crease, creating an X in the center. Cut along a fold line from one corner to the center, making two triangle flaps.
3. The two upper triangles are the background for the rainforest setting. With Crayola Twistables™ Slick Stix™ Crayons, fill them with leaves, branches, vines, and flowers. Blend the rich, bright colors with a cotton swab to look realistic. Design one small flap to look like the rainforest floor. The other flap will be tucked underneath it.
4. Using Crayola Colored Pencils, draw a large tree trunk on the remaining file folder pieces and cut it out. Slightly mix two or more Crayola Model Magic® colors to make a realistic hue. Cover the tree trunk with Model Magic compound, using your fingers to give it a textured look. Glue it in the center of triorama.
5. On Crayola Construction Paper, draw and color rainforest plants and creatures. Cut them out. Glue them into the triorama to create a 3-D effect. To complete the triorama as a science project, label the wildlife and write a report to describe the issues with regard to climate change.

Standards

Language Arts: Read with sufficient accuracy and fluency to support comprehension.

Language Arts: Engage effectively in a range of collaborative discussions with diverse partners on grade level topics and texts, building on others' ideas and expressing their own clearly.

Language Arts: Conduct short research projects that build knowledge through investigation of aspects of a topic.

Language Arts: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Language Arts: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Science, Ecology & Technology: Ask questions about the natural and human-built worlds.

Science, Ecology & Technology: Construct drawings or diagrams as representations of events or systems.

Science, Ecology & Technology: Construct original explanations of phenomena using knowledge of accepted scientific theory and linking it to models and evidence.

Social Studies: Give examples of conflict, cooperation, and interdependence among individuals, groups, and nations.

Social Studies: Explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species.

Visual Arts: Use different media, techniques, and processes to communicate ideas, experiences, and stories.

Visual Arts: Use visual structures of art to communicate ideas.

Adaptations

Possible classroom resources: *The Great Kapok Tree* by Lynn Cherry; *Over in the Jungle: A Rainforest Rhyme* by Marianne Berkes; *A River Ran Wild: An Environmental History* by Lynne Cherry; *Nature's Green Umbrella* by Gail Gibbons

Students investigate a selected rainforest, documenting its original wealth of plants and animals and looking with a critical eye at how the same rainforest looks today. In their research, students will look for reasons for the decline of the rainforest and theorize how people can stop or slow down this decline. Students organize their research into an electronic presentation and upload it to a class computer.

Using their research, student groups create posters and flyers to convey the rainforest conservation message and its urgency. Included in the posters and flyers is an outline of steps people can take to make a difference!

Have students organize a debate about the Amazon rainforest and changes that have been documented there in the past 20 years. Prior to the debate, have students research how a debate is run.

Students draw the outline of a world map, including the borders of each country. Locate tropical and temperate rainforest locations on the map. Identify the differences in each ecosystem.

My Own Oval Office

What would it be like to be a U.S. President? Design your own Oval Office in the White House, decorated with your favorite things!



SUPPLIES NEEDED

Brushes
Cardboard Or Foam Core
Construction Paper
Cup Or Bottle
Dry Erase Markers
Erasable Colored Pencils
Model Magic
Paper Towels
Pointed Tip Scissors
Recycled Material
Tempera Paint
Washable Fine Line Markers
Washable No-Run School Glue



Grade 3
Grade 4
Grade 5



60 to 90 Minutes

Directions

1. Research the White House and determine the importance of the Oval Office to the history and government of the United States. Encourage students to find pictures of the Oval Office (in current or past administrations) and the Presidential seal. Gather information about the architecture and living and working areas of the building. Find out about security measures to protect the president. What famous events in history have taken place inside the Oval Office? Students work in small groups during this investigation and be provided various text and electronic resources to view.
2. Ask each group to brainstorm what it would be like to be the U.S. President and work in the White House. Use a classroom white board and Crayola Dry-Erase Markers to document student ideas. In preparation for making a replica of the Oval Office, groups locate a recycled box with high sides. Cut out the front and half of the side panels with Crayola® Scissors in order to make a diorama.
3. Cut poster board to fit inside the box. With Crayola Colored Pencils, sketch in three large windows with long drapes and a valance.
4. Students cover their work area with recycled newspaper. Paint the windows, walls, and drapes with Crayola Tempera Paint. Paint a sheet of construction paper royal blue for the rug. Dry.
5. Add molding or other decorative elements to the poster board with Crayola Fine Tip Markers.
6. On white construction paper, draw, color with markers, and cut out a fireplace with a mantle. Create a picture of a favorite president or painting, bookshelves, or any other items the team would like to include in the office. Draw and cut out the U.S. and Presidential flags. Attach them, using Crayola School Glue, to the poster board. Glue the poster board around the inside of the box, curving it slightly.
7. On white construction paper, sketch the round Presidential Seal of office with colored pencils. Fill it in with Crayola Washable Markers and cut it out. Glue it to the middle of the painted blue paper to form the Oval Office Presidential rug. Add authentic red and yellow details if so desired.
8. Use recycled boxes and cardboard to create the desk, sofa, and chairs. Cut and glue pieces as necessary. Paint the furniture, dry, and place it in the office.
9. With Crayola Model Magic, create a globe, phone, and other office equipment. Place them in the office. As a team, discuss what your first presidential act be.

Standards

Language Arts: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in a text.

Language Arts: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Language Arts: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Language Arts: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Social Studies: Explain the purpose of government.

Social Studies: Give examples of how government does or does not provide for the needs and wants of people, establish order and security, and manage conflict.

Social Studies: Identify key ideals of the United States' democratic republican form of government, such as individual human dignity, liberty, justices, equality, and the rule of law, and discuss their application in specific situations.

Visual Arts: Intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of experiences and ideas.

Visual Arts: Select and use the qualities of structures and functions of art to improve communication of ideas.

Visual Arts: Use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks.

Adaptations

Possible classroom resources include: Basher History: US Presidents: Oval Office All-Stars by Simon Basher & Dan Greene; I Wish I Knew That: U.S. Presidents: Cool Stuff You Need To Know by Reader's Digest

Working in small groups, students research the history of the structure known as The White House. Who were the architects that designed the building? How has it been remodeled and updated over the years of the country's history?

Students investigate the purpose of the oval office. Find well-known photographs of the room during various presidential administrations. How has the room changed? Investigate leader's homes and offices in other countries. How do they compare to The White House?

Slick Scratch

Try this slick technique to create wild lines and reveal hidden colors! Explore the art of Albrecht Dürer and use lines and shapes to etch your favorite animal.



SUPPLIES NEEDED

Construction Paper
Construction Paper Crayons
Twistables Slick Stix



Grade 1
Grade 2
Grade 3



60 to 90 Minutes

Directions

1. Albrecht Dürer is widely known as the greatest artist of the Northern Renaissance largely due to the success of his etchings. Provide students with an opportunity to look carefully at Dürer's print called "Rhinoceros." How does he use lines in an interesting way to create this drawing? What shapes do you see? Why do some line overlap others?
2. The children should wear a smock to protect their clothing the creation of their artwork and cover their work surfaces with recycled newspaper. Students cover a sheet of white paper entirely with large areas of bright colors using Crayola Slick Stix™. Remind students to be sure to color right to the edge of the paper. With a black Slick Stix, conceal the areas of color completely.
3. Choose an animal to etch onto your paper. Use Dürer's "Rhinoceros" for inspiration! What kind of lines can you etch to make your animal more interesting? What shapes will create exciting patterns and textures in your drawing?
4. Suggest students use a solid, somewhat pointy object to etch into the black layer on paper and reveal the colors underneath. Try several objects, like a paintbrush handle, toothpick, or even a comb, to create a variety of lines and thicknesses. Fill the drawing with lots of shapes and patterns to expose the bright colors!

Standards

Language Arts: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Language Arts: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Language Arts: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Language Arts: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Mathematics: Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

Science, Ecology & Technology: Obtain, evaluate, and communicate information about the types of habitats in which organisms live, and ask questions based on that information.

Social Studies: Describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture.

Social Studies: Identify and describe ways family, groups, and community influence the individual's daily life and personal choices.

Social Studies: Explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions.

Visual Arts: Use art materials and tools in a safe and responsible manner.

Visual Arts: Describe how people's experiences influence the development of specific artworks.

Adaptations

Possible teacher resource: Albrecht Durer by Ernest Lloyd Raboff

Albrecht Durer is one of the first artists known to paint self-portraits. Challenge students to create a self-portrait etching using Crayola Slick Stix as described in this lesson plan.

Students investigate other artists known for their self-portraits, such as Vincent Van Gogh or Pablo Picasso. How are the artists' styles similar? Different?

Organize student work into a class display of etchings. Have students compose a 1-2 sentence description of the animals they chose to create in the etching. Pose writing along side etchings.

A Splatter, a Blob, a Swirl: The Art of Jackson Pollock

Encourage freedom of expression with this activity focused on the art of Jackson Pollock.



SUPPLIES NEEDED

Apron/Smock
Ball
Brushes
Container Of Water
Marbles
Paper Towels
Plastic Dinnerware
Recycled Cardboard Box
Recycled Plastic Containers
Tempera Paint
Washable Kids Paint
Washable Kids Paint
Washable Paint
White Paper
Wooden Paint Stirrers



Grade 2
Grade 3
Grade 4
Grade 5



30 to 60 minutes

Directions

1. Display reproductions of several Jackson Pollock paintings. Ask students to select favorites and explain what they like about them. Encourage discussion of color, movement, shapes, and feelings.
2. Read “Action Jackson” by Jan Greenberg and Sandra Jordan. Why do students think Jackson Pollock’s paintings created such a controversy when they were first exhibited? Ask them to refer to parts of the text that indicated that his works were not initially well received.
3. Invite students to use Crayola® Washable Kid’s Paint to create paintings by experimenting feely with lines, shapes, movement, and color in a style similar to Pollock’s. Remind them that they can create additional colors by mixing two or more paints. Encourage them to leave bits of white paper showing and to look for happy “accidents.”
4. One interesting technique that students may wish to try is “marble painting”. This can be done by putting a piece of white paper in the bottom of a shallow box and dropping blobs of colored paint on it with a plastic spoon. Then drop a marble or small ball into the box and roll it around. As it rolls through the puddles of paint, it will create trails of color across the paper. Follow up with a second color and a clean marble. Where the paint trails cross, the colors will mix creating new colors.
5. Once each student is satisfied with his or her Pollock-like painting, display student work where all can see. Encourage discussion and observations. Invite students to title their paintings.
6. How might the works best be displayed? Provide time for students to mount an exhibit. Invite others in to see the exhibit and encourage students to discuss the project with visitors.
7. Ask students to write about the experience. What did they think of Pollock’s paintings when they first saw them? How did they feel about trying this painting technique themselves? How did they feel about their results? What observations did they make about the class exhibit? Do different color combinations create different feelings? What do they think of the relationships between the paintings and their titles?

Standards

Language Arts: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Language Arts: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Language Arts: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Social Studies: Demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views.

Visual Arts: Know that the visual arts have both a history and specific relationships to various cultures.

Visual Arts: Understand there are different responses to specific artworks.

Visual Arts: Reflect upon and assess the characteristics and merits of their work and the work of others.

Adaptations

Play various types of music and ask students to describe how each piece makes them feel. How might these feelings be translated into art? Discuss such elements as color and motion. Provide time for students to create art in the style of Jackson Pollock while listening to music. Encourage students to share their works with the class and discuss the experience.

Share other books with the class about artists whose works created controversy when they were first displayed. Introduce them to works by Expressionists, Impressionists, Cubists, and other abstract artists. Why do things that are new or different often create controversy?