

Treasures Second Grade Art Integrated Projects

Theme 3 – Let's Create

Dancing as a Team

Name of Activity: The Water Dance

Purpose of Activity: To teach the students about the changes in the four seasons by moving like water in each season. i.e. in the summer it is hot, so it moves fast and in the winter it is frozen, so it does not move.

Prerequisites: In the introduction to the lesson, the students should have a review of the different levels, pathways, and directions. They should also be aware of MO (momentum). The students will be told that big MO is when something is moving fast and little MO when something is moving slow. i.e. The students will move like the molecules of water. When it is cold outside water turns into ice and the water moves really slow and does not have very much MO, but when it gets hot, like bath water or hotter the molecules are moving really fast and have big MO.

Suggested Grade Level: K-2

Materials Needed: In the intro it helps to have flash cards with the seasons depicted on them. Use them to ask the students about the different seasonal temperatures.

Recommended music: Music that changes pace from fast to slow, or relaxing river/brook sounds.

Beginning dance formation: The dance can be contained in a circle in the gym, or by cones. I usually tell my students to pretend like they are in a big pond.

Description of Idea

The dance begins by having the students pretend like they are frozen like ice in the winter time. Then you would have them melt and move into the spring, summer, and then slow down for the fall. Tell the students to move at different levels and pathways (this should be discussed in the intro)

Variations:

Throughout the dance, the teacher can change the seasons and the levels. It helps to reinforce the seasonal changes in order, but the time in the seasons can change.

Assessment Ideas:

Have the students draw a picture of their favorite season and write if it has big or little MO.

Adaptations for Students with Disabilities:

All of the students can move at their own pace and in their own way.

Abuelo and the Three Bears

Make puppets and retell the story.

Cut Paper - Paper Bag Puppets



The children use paper and glue to turn ordinary paper bags into charming puppets. For Ages 3 to 6.

Plan 1 session.



KEY IDEAS

- Cutting with scissors
- Using glue
- Learning to contrast colors

LANGUAGE

puppet, contrast

YOU WILL NEED

- Brown paper bags (small lunch-size bags)
- Colored construction paper
- Glue sticks
- Slightly dampened sponges to wipe sticky fingers
- Scissors

THE PROJECT

Preparation

- Set out paper bags and colored construction paper.
- Set out scissors, glue, and slightly dampened sponges.

How to Begin

- In this session the children will be making paper bag puppets. Explain that a *puppet* is a toy person or animal that is controlled by a person's hand. Place an undecorated paper bag on your hand with four fingers in the folded section. Animate the bag, making it "talk" by opening and closing the folded area.
- With the bag unopened, show the children that the face of the puppet should be glued to the bottom panel of the bag and that the folded area will be the mouth where a tongue or teeth can be glued.
- Tell the children that they will be sharing the colored paper on their tables to make their puppets. Each child should start by choosing one color of paper. When finished cutting from it, he or she should return the paper to the middle of the table for someone else to use, and then choose another color. Assure the children that there is more of each color if needed. (A bin of left-over papers is fun to search through for special and unusual colors.)
- Demonstrate the proper way to hold and use scissors. The thumb goes in the small hole and two or three fingers go in the larger hole. With the blade of the scissors opened wide, place the paper deep into the opening, taking advantage of the whole blade while cutting.
- When decorating the puppets, explain that colors that are different, or *contrast*, will be easier to see. Demonstrate this by placing a piece of paper on top of another that is the same color, such as red on red. Then place the same piece of paper on a different color of paper, such as red on yellow. Ask which is easier to see.
- Explain that glue should be applied to the smaller piece of paper that is then pressed onto the paper bag. Caution the children about using too much glue. Sticky fingers can be wiped on the dampened sponges.
- Have the children cut and glue paper to their bags to create their puppets.



Music of the Stone Age

- **This MacMillan McGraw Hill Video talks about art and encourages children to share their thoughts with their partner.**

<http://activities.macmillanmh.com/OralLanguageActivities/main1.php?selectionID=173>

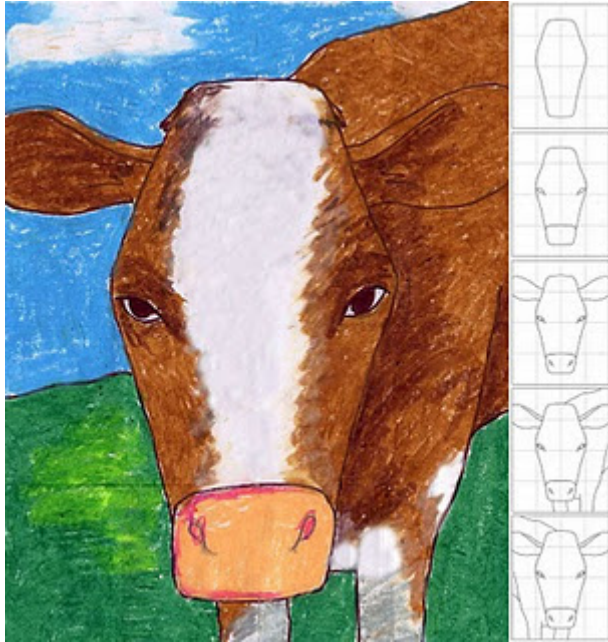
- **Listen to music played on ancient flutes:**

<http://homepage.tinet.ie/~bronzagehorns/sounds.html> - Scroll to bottom of page and select:

[Track 12 sample of 'The Butterfly' traditional Irish flute and Bronze Age Irish horn.](#)

Click, Clack, Moo Cows That Type

In Your Face Cow Drawing



This idea comes from a funny painting I found in a home

decor catalog. I love how it exaggerates the proportions of the cow.

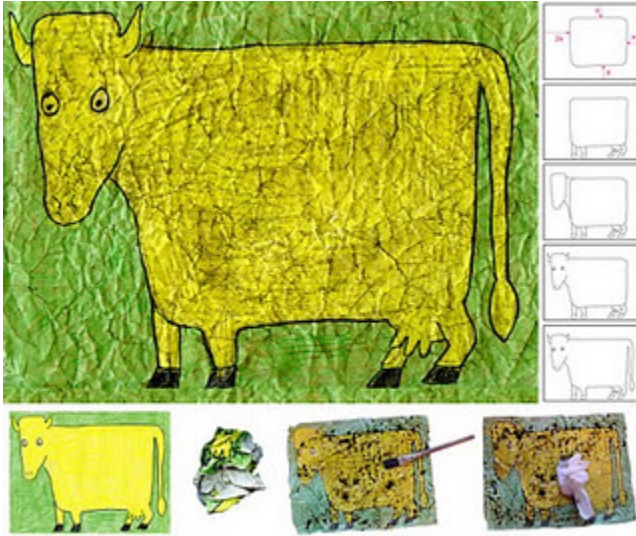
1. I started with a 11" x 14" drawing paper, and folded it in half four times to get a grid of guidelines like those shown on my diagram. Have the students start by drawing half of the head as shown on my diagram, and then adding the opposite side with as much symmetry as possible.
2. Tilted eyes are added at the widest part of the head. The top of the nose is added to make a nose that looks like a square with rounded corners.
3. Ears are drawn extending out of the top of the head, and as they are really large, going off the paper.
4. The body of the cow is added with legs below and the back above. You can give the students the option of drawing the body to the right or the left.
5. When the drawing is complete, the students trace the art with a black Sharpie and then color in with oil pastels. Encourage overlapping the edges of different pastel colors so they get a fuzzy look instead of any hard line.



Labels: [5th grade](#), [drawing](#), [oil pastel](#), [perspective](#)

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Dubuffet Cow Drawing



Jean Dubuffet painted "[The Cow with a Subtle](#)

[Nose](#)" in 1954, and I've always wanted to see how close I could get to the look with a good old crayon and watercolor resist. I do recommend that you have your students use a light color for the cow, and a dark watercolor to get the most contrast for their wrinkles.

1. To draw the cow, first start with a large square with rounded corners. Older students may be able to follow the placement on the paper.
2. The feet and udder are added below.
3. A neck is extended from the body and a long head is added. Ears are drawn on the side.
4. Eyes and nose are added to the face.
5. The tail is drawn on the back. Lastly parts of the rectangle are erased so it looks more like a cow body.
6. The drawing is traced with a black Sharpie, and colored very heavily with crayon.
7. The paper is crumpled up, opened up and smoothed. Repeat 3 or 4 times.
8. Dark watercolor paint is generously spread over the entire painting.
9. Rub a paper towel over the entire picture to smooth. Mooove to a drying rack and enjoy!

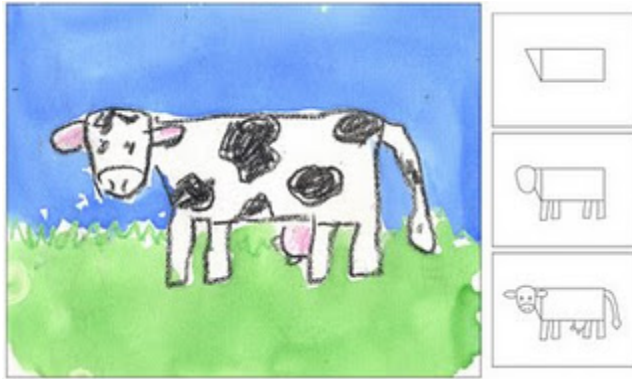


Labels: [2nd grade](#), [3rd grade](#), [4th grade](#), [5th grade](#), [artist Dubuffet](#)

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JUL 20, 2009

[How to Draw a Cow](#)



Last spring my school had a special assembly that

featured a cow and her calf. I decided to take advantage of the fact that everyone was seeing this really cute animal at the same time, and did a cow lesson for that week's art class.

1. For really young students like kinder and 1st grade, cut cardboard rectangle templates for them to trace. The size can vary according to the size the of the paper, it just should be the proportion of the example shown in the diagram to the right.
2. On watercolor paper (if you can) have the students trace the rectangle in pencil in the middle of the paper. They need to add a triangle to the left, and four legs below.
3. Next they should draw an oval that overlaps the triangle. Because this is the head and it is in front, they need to erase any of the triangle that is in the inside. The head may be finished with a nose, eyes and ears that stick out to the left and right. They also need to draw an udder and tail. At this point I stressed for the students to erase any lines that separate the legs from the body.
4. Give each student a black crayon to trace all the of cow. Spots are drawn and colored in. A pink crayon may be used to color in the nose and ears.
5. Distribute green and blue watercolors and brushes. I like to make liquid watercolors by taking the cheap watercolor tablets and dissolve them in water. I helps a lot when painting large areas.



Labels: [0 grade](#), [1st grade](#), [2nd grade](#), [artist Andy Warhol](#), [drawing](#)

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Stirring up Memories

[Accordian Book of Memories](#)



This can be a fun journal project for your child to record some of their favorite memories from last year, or write hopes and wishes for the new one.

1. Start with large watercolor paper, the 22" x 30" size sheets, and cut into panels of 6" x 24". Fold the panels back and forth every 4" to make an accordion book that has six panels measuring 6" tall by 4" wide.
2. I had some stencils on hand for making the numbers, which really helped the younger students. The year's numbers were traced and then colored heavily with crayon.
3. The students were given ink pens to write four of their favorite memories from the year, one in the background of each panel. I had some prompt questions already printed on a handout, asking "What was your favorite day in 2010?", and "What did you do in 2010 that you were proud of?" and so on. Perfect writing was not the goal, just capturing memories. The writing could go in any direction. I think that cursive would be nice if you had older students.
4. The four panels were painted with watercolor, each in a different color.
5. The covers were separate pieces of heavier stock that measured 6" tall by 4" wide. While the accordion book is drying, the covers were painted with tempera paint, and then a title written on top in oil pastel. When complete, the covers were glued to the accordion end panels with white glue.



Labels: [2nd grade](#), [3rd grade](#), [4th grade](#), [5th grade](#), [watercolor](#)