



Northern Migrations: Cranes, Caribou, Salmon

GRADE: 5

TIME: 1-2 sessions

Developed by: Karen Stomberg FNSBSD Art Specialist



KIT INCLUDES:

- lesson plan
- vocabulary board
- class set: animal silhouettes
- boards:
 - lesson step-by-step
 - Rie Munoz art (2)
 - Shelley Gill art (1)
 - caribou photos
 - salmon photos
 - crane photos
 - color chart
 - design boards (3 small)
- book:
 - Swimmer* by Shelley Gill

MATERIALS:

- 6" x 18" black paper
- 5" x 17" white paper
- 4 ½" x 6" dark blue paper
- 5" x 7" colored index, card stock or poster board
- scissors, glue
- watercolor set, brush
- water cup, paper towel
- white oil pastel or crayon
- animal silhouette handout (master attached to lesson plan)

LESSON DESCRIPTION:

Students discuss northern migrations and study photos and artwork showing migrations of cranes, caribou and salmon. They consider design elements that create a sense of movement before using watercolors, oil pastel and cut-paper stencils to create a mixed media artwork of cranes, salmon or caribou in motion.

VOCABULARY:

analogous color	watercolor
migration	overlapping
movement	diagonal
silhouette	resist
repetition	

ART ELEMENTS:

- Line
- Shape/Form
- Color
- Value
- Texture
- Space/Perspective

ART PRINCIPLES:

- Pattern
- Rhythm/movement
- Proportion/Scale
- Balance
- Unity
- Emphasis

CONTENT CONNECTIONS:

science:
animals
migration
Theme:
animal behavior

OBJECTIVES AND ASSESSMENT CRITERIA: Students will:

- observe photos of migrating caribou, cranes and salmon
- discuss elements that create a feeling of movement: repetition and overlapping, curves, diagonals and cropping.
- look at Alaskan artists Rie Munoz and Shelley Gill's interpretations of animals on the move, noticing their personal style and use of design elements to create movement.
- create a mixed media artwork of migrating caribou, cranes or salmon using watercolor, oil pastel and stencils.

PREPARE:

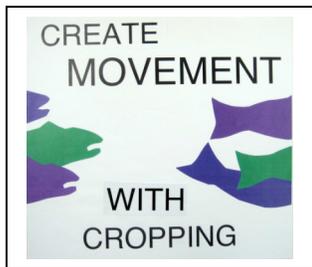
- read lesson plan, gather materials, make sample
- cut paper
- copy animal silhouette hand-outs (if you don't have the kit)

ENGAGE AND EXPLORE:

MIGRATION is movement, motion or the act of changing location from one place to another. It is the periodic passage of groups of animals (cranes, caribou, salmon) from one region to another for feeding or breeding. Animal migrations in and out of Alaska are an impressive and dynamic part of life here. This kit can be part of a science unit. The included visuals and art activity provide an opportunity to introduce or review scientific concepts about migration along with design concepts.

A. Introduce students to important design concepts and vocabulary for this lesson.

1. Display small design example boards. Read and point out design concepts artists use to show many animals and to create a sense of movement.



B. Discuss photographs and artwork.

1. Display SALMON photo boards. Ask students:

- What do you see in these photographs? Do you see curved or diagonal shapes?
- Are these salmon moving? How can you tell? Which photo shows salmon moving fast?
- Can you see all of every salmon? Why not?
- How can you tell that there are lots of salmon?

2. Display the CARIBOU photo boards. Ask students:

- What do you see in these photographs?
- How can you tell if caribou are moving?
- What clues are there that there are many caribou?

3. Display the CRANE photo boards. Ask students;

- How are these photos like the caribou and salmon photos?

4. Display Rie Munoz paintings: *The Last Caribou* and *Crane Legend*. Rie lives in Juneau, is a well-known artist, author and illustrator. See more of her work and biographical information at: www.riemunoz.com. Rie Munoz is primarily a WATERCOLOR painter.

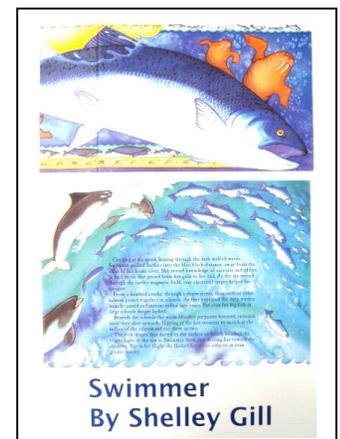
Ask students to talk about the paintings.

- What is happening in each painting?
- Are the animals very realistic or simplified in the artist's own style?
- What words describe the way the cranes and caribou are moving?
- How did Rie Munoz make her animals look like they are moving?

5. Display Shelley Gill illustrations from the book *Swimmer*. Shelley is also a well-known Alaskan author, watercolor painter and illustrator.

Learn more at www.shelleygill.com. Ask students to talk about paintings.

- What is happening in each painting?
- Do the salmon look realistic or simplified?
- How did Shelley Gill make her salmon look like they are moving?



CREATE:

1. Glue 5" x 17" white paper to 6" x 18" black paper.
2. Draw and cut out animal silhouette leaving negative shape stencil:
 - Look at the animal silhouette hand out and photographs. Choose crane, caribou or salmon to draw.
 - Use pencil to draw a SIMPLE animal silhouette shape on 5" X 7" colored heavy paper. Leave space around the animal shape so the stencil will not fall apart when you cut it out.
 - Cut out the animal, carefully preserving the surrounding shape in one piece (the negative shape).
3. Draw and fill in several silhouette shapes with white crayon or oil pastel on white paper using the negative shape animal as a stencil. Tape cut edge if necessary.
4. Talk about analogous color and then paint background:
 - Pass out watercolor sets, brushes and water.
 - Show students the analogous color chart. Point out that analogous colors are next to each other on the color wheel. They harmonize and blend well together.
 - Students choose a pair of analogous colors to use:

blue and purple	red and purple
yellow and orange	red and orange
yellow and green	blue and green
 - Paint the background in a loose wash by wetting the paper, and adding color. Let color blend and flow together. Used enough color for the white animal silhouettes to show up well, but don't stroke too much.
5. Let paint dry, trace the animal silhouette onto two 4 1/2" x 6" blue papers. Cut out.
6. Glue cut paper stencil and blue animals onto background. You can crop them so they are coming or going off artwork or overlap them.
7. Use white crayon or oil pastel to create a border pattern on the black paper. Make animal tracks, or lines of motion.



CLOSE:**ASSESSMENT/FOLLOW-UP IDEAS:**

- Read the book *Swimmer* by Shelley Gill (in the kit), or *Caribou Journey* by Debbie Miller to your students.
- Discuss animal migrations in your area. Where do they come from? Where are they going?
- Have students write a story about the journey that the animals in their artwork are taking.
- Lay all of the finished work on the floor together so students can stand around and see it all. Ask students: Which artwork shows movement by overlapping animals? Which ones use repetition? Curves or diagonal shapes? Ask them to point out artwork with analogous colors and name the colors. This activity is designed to reinforce concepts and to be able to include everyone's work in recognizing success at meeting lesson objectives.

Teacher administered assessment tool

DN	OK	UP	Lesson _____ Teacher _____
			Grade _____ Date _____ Number of Students _____
			Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers. (K=knowledge, S=skills, C= creativity, A=attitude, E=engagement)
			1. Do your animals look like they are moving? (K)
			2. Could you tell me what kind of art Rie Munoz and Shelley Gill make? (K)
			3. Did your white crayon animals resist the watercolor paint? (S)
			4. Did you use analogous colors? (S)
			5. Did you add an imaginative touch to your art? (C)
			6. Did you listen carefully, think and follow directions?(A)
			7. Did you work hard during this lesson?(E)
			<u>Teacher self-critique</u>
			8. My teaching of this lesson:
			1 2 3 4 5 6 7 8 9 10
			needed improvement was highly successful
			9. What would I do differently next time?

ALIGNMENT:**Alignment of Standards:**

Art: A1,2,3,6; B2,6,8; C2b,c,d,3,4,5; D1.
 English: A,B,E.
 Geography: C.
 Science: C,F.
 Cultural: C.

Alignment of GLE's:

Reading: R1.4, R1.6, R1.7.
 Math: M2.1.1, M4.1.1.
 Science: SA3, SC2, SF2

CREDITS:

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We looked at how photographers and artists use **overlapping** and **cropping** to show large numbers of animals. We discussed how a feeling of **movement** can be made in artwork using **curved** and **diagonal** lines and shapes, and **repetition**.

We created mixed-media artwork of animals migrating with paint, crayon and cut-paper stencils, using some of the design ideas we learned.



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