



“Painting a Butterfly” Teacher’s Guide

Chapter 1 (2 min.)

Information about Georges Seurat, France 1859-1891, and pointillism.

“Pointillism” is a style of painting where the artist uses small dots or “points” of paint instead of brushstrokes.

Chapter 2 (12 min.)

Visit to Science Kit & Boreal Laboratories.

Art concepts covered: “value” in art refers to the lightness or darkness of a color. Values can be shades or tints of a color. Color *shades* are made by adding black to the color and color *tints* are made by adding white to the color.

Science concepts covered: invertebrates have no backbone, insects have an exoskeleton, and metamorphosis is the developmental change of form or structure in an animal.

Animals observed include: Invertebrates - sea anemone, sea peach, sea stars, horseshoe crab. Insects – superworm, hissing cockroach, beetle, butterfly.

Chapter 3 (18 min.)

“Painting a Butterfly”

Materials Needed: Per student – One piece of construction paper approximately 12” x 18”, pencil, black marker, white paint, black paint, brown paint, orange paint. (Acrylic or tempera paint works best.) Cotton swabs for painting dots.

Before students draw and paint their own butterfly, it is suggested that they first view *Bonus Selection – Student Examples* to give them inspiration and confidence in knowing that their drawings do not have to look perfect.

This lesson can be completed in one sitting or split into drawing one day and painting the next.

Students should be encouraged to do this lesson more than once. With each repeat of the lesson, students can vary their art by using different colors or different media such as crayons or markers instead of paint.

Chapter 4 (12 min.)

Bonus Features

Selection 1: Butterfly Logo: Students will create an imagined company that sells something or provides a service. The student will create a logo using a “butterfly” somewhere in the logo art. Students can describe their company verbally or by writing a short t.v. commercial containing the following information: Name of Company, Hours of operation, and a few sentences describing what the company sells or its services. This project is fun to do on a computer.

Selection 2: Butterfly Collage: Students can use any type of paper (magazines, newspaper, wrapping paper, cartoons, etc.) to cut and glue shapes in the shape of a butterfly. This collage can be done as a whole butterfly or each section of the insect separately then assemble into butterfly collage.

Selection 3: Other Insect Art: Students can following along in drawing a dragonfly or ant.

Selection 4: Student Examples

Resources:

Visual and Performing Arts Framework for California Public Schools,
<http://www.cde.ca.gov/re/pn/fd/vpaframework.asp>

Science Framework for California Public Schools,
<http://www.cde.ca.gov/be/st/ss/scmain.asp>

<http://www.enchantedlearning.com/subjects/butterfly/>

Science Kit & Boreal Laboratories, San Luis Obispo, CA www.sciencekit.com

Visit www.artwithmrsmith.com for more DVD titles and ideas to provide creative experiences for your students.



“Painting a Butterfly”

National Education Standards addressed Grades 1-6

National Visual Arts Education Standards

- Students use art materials and tools in a safe and responsible manner
- Students identify connections between the visual arts and other disciplines in the curriculum
- Students use visual structures and functions of art to communicate ideas
- Students explore and understand prospective content for works of art

National Science Education Standards

- Develop an understanding of the characteristics of organisms
- Develop an understanding of life cycles of organisms
- Develop an understanding of organisms and environments
- Develop an understanding diversity and adaptations of organisms

California State Standards addressed Grades 1-6

Grade 1:

Visual and Performing Arts: Visual Arts Content Standards

1.0 Artistic Perception

- 1.1 Describe and replicate repeated patterns in nature, in the environment and in works of art.
- 1.2 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.

2.0 Creative Expression

- 2.8 Create artwork based on observations of actual objects and everyday scenes.

Science Content Standards: Life Sciences

- 2. Plants and animals meet their needs in different ways. As a basis for understanding this concept:
 - a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.

Grade 2:

Visual and Performing Arts: Visual Arts Content Standards

1.0 Artistic Perception

1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.

2.0 Creative Expression

2.2 Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera.

Science Content Standards: Life Sciences

2. Plants and animals have predictable life cycles. As a basis for understanding this concept:

- b. Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.

Grade 3:

Visual and Performing Arts: Visual Arts Content Standards

1.0 Artistic Perception

1.4 Compare and contrast two works of art made by the use of different art tools and media.

Science Content Standards: Life Sciences

3. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:

- c. Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.

Grade 4:

Visual and Performing Arts: Visual Arts Content Standards

3.0Aesthetic Valuing

4.3 Discuss how the subject and selection of media relate to the meaning or purpose of a work of art.

Science Content Standards: Life Sciences

3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:

- c. Students know many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter.

Grade 5:

Visual and Performing Arts: Visual Arts Content Standards

5.0 Connections, Relationships, Applications

5.2 Identify and design icons, logos, and other graphic devices as symbols for ideas and information.

Grade 6:

Visual and Performing Arts: Visual Arts Content Standards

1.0 Artistic Perception

1.4 Describe how balance is effectively used in a work of art (e.g. symmetrical, asymmetrical, radial).

2.0 Creative Expression

2.5 Select specific media and processes to express moods, feelings, themes, or ideas.