



*"Where learning & creativity
go hand in hand."*

"Tide Pool Collage" **Teacher's Guide**

Chapter 1-3 (22 min.)

Chapter 1: Collage and Henri Matisse History

Chapter 2: Explorer Magellan and Visiting Tide Pools

Chapter 3: Making a Collage

Materials Needed: Per student – One piece of 9 x 12" blue construction paper, colored paper scraps, glue, scissors, and pencil.

Bonus Features (3 min.)

Selection 1: Rainforest Collage – Students will use collage techniques to create a rainforest collage. Students will include plants and animals in each of the four layers. Plants and animals that live in the rain forest are filled with color.

The **Emergent** Layer gets the most sun. This layer includes the tops of the tallest trees. Found here: colorful birds

The **Canopy** layer is second from the top and the trees here are very thick. They're so thick that they seem to form an umbrella over the forest below. Found here: colorful flowers, fruit, birds, insects, tree frogs, monkeys, etc.

The **Understory** layer is filled with plants and animal life. The Understory is kept primarily shady because of the Canopy layer that is blocking the sun. Found here: birds and butterflies, etc.

The **Forest Floor** is the bottom layer. It's dark and damp, and many insects and animals live here. Found here: insects, decomposing leaves and wood, etc.

Selection 2: Desert Collage – Students will use collage techniques to create a desert collage. In order for an area of land to be considered a desert, it must receive less than 10 inches of water a year. You can find at least one desert on every continent except Europe and Antarctica.

Students will include plants and animals such as: saguaro cactus, teddy bear cactus, desert rose flower, spiny rock plant, ants, beetles, spiders, scorpions, frilled lizard, gila monster, cobra, kingsnake, rattlesnake, gila woodpecker, roadrunner, anteaters, and foxes.

Selection 3: Student Examples

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

Resources:

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

History and Social Studies Framework for California Public Schools,
<http://www.cde.ca.gov/be/st/ss/hstmain.asp>

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

<http://www.perspective.com/nature/animalia/starfish.html>

<http://www.enchantedlearning.com/subjects/invertebrates/seaanemone/Seaanemoneprintout.shtml>

<http://www.enchantedlearning.com/subjects/invertebrates/echinoderm/Seaurchin.shtml>

<http://www.enchantedlearning.com/subjects/invertebrates/crustacean/Hermitcrab.shtml>

<http://animal-world.com/encyclo/reef/anemones/anemones.html>

http://www.biology4kids.com/files/invert_main.html

<http://webinstituteforme.com/~jldodson/rainforestecosystem.html>

http://www.windows.ucar.edu/tour/link=/earth/desert_eco.html&edu=elem



“Tide Pool Collage”

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
- Students use different media, techniques, and processes to communicate ideas, experiences, and stories
- Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

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 Education Standards addressed Grades 1-6

Grade 1

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.

Science Content Standards: Life Sciences

2. Plants and animals meet their needs in different ways. As a basis for understanding this concept:

- Students know* different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
- Students know* animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.

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

2.1 Demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils.

2.3 Depict the illusion of depth (space) in a work of art, using overlapping shapes, relative size, and placement within the picture.

Grade 3

Visual and Performing Arts: Visual Arts Content Standards.

1.0 ARTISTIC PERCEPTION

1.5 Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value.

4.0 AESTHETIC VALUING

4.3 Select an artist's work and, using appropriate vocabulary of art, explain its successful compositional and communicative qualities.

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:

b. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.

Grade 4

Visual and Performing Arts: Visual Arts Content Standards.

2.0 CREATIVE EXPRESSION

2.8 Use complementary colors in an original composition to show contrast and emphasis.

4.0 AESTHETIC VALUING

4.5 Describe how the individual experiences of an artist may influence the development of specific works of art.

Science Content Standards: Life Sciences

3. Living organisms depend on one another and on their environment for survival.

Grade 5

Social Studies Content Standards

5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.

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).