



“Creating Colorful Tigers”

Teacher’s Guide

Chapter 1 (3 min.)

Information about tigers, subspecies, carnivores, adaptations, food chain, and mammals.

Chapter 2 (9 min.)

Visit to the Charles Paddock Zoo, Atascadero CA.

Animals shown: owl, snake, desert tortoise, monkey, emu, wallaby, meerkat, lemur, flamingo, and tiger.

Animal concepts: predators, prey, mammals, reptiles, prehensile tail, and tiger species characteristics.

Art concepts: warm and cool colors.

Chapter 3 (18 min.)

“Drawing a Tiger”

Materials Needed: Per student – One piece of white construction paper approximately 12” x 18”, pencil, crayons, and a small amount of white paint for the whiskers.

Before students draw and color their own tiger, 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.

Mrs. Smith instructs students how to draw a **tiger’s face**. Students may add a body by drawing a horizontal line from the right side of the chin, off the right side of the page, and a vertical line from left side of the chin down to bottom of the page, and then add stripes. (See cover drawing.)

Students should be encouraged to do this lesson more than once. With each repeat of the lesson, students can create different versions of their tigers by changing the colors, and size of the stripes, etc. Students can vary each version by using different art media such as paint or markers instead of crayons.

Chapter 4 (12 min.)

Bonus Features

Selection 1: Tiger Stripes

Materials needed: Black glue made by mixing any black paint with regular glue, and any size or color background paper.

Selection 2: Tiger in the Jungle

Materials needed: Construction paper, already drawn and cut out tiger art, light and dark green paint, leaves or plant foliage, paper plates, paper towels, and a brayer.

Selection 3: 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/mammals/tiger/>

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



“Creating Colorful Tigers”

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 of diversity and adaptations of organisms
- Develop an understanding of populations and ecosystems

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.
- c. Students know animals eat plants or other animals for food and may also use plants or even animals for shelter and nesting.
- d. Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat, flat teeth: eats plants).

Grade 2:

Visual and Performing Arts: Visual Arts Content Standards

1.0 Artistic Perception

- 1.2 Perceive and discuss differences in mood created by warm and cool colors.

Science Content Standards: Life Sciences

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

- d. Students know there is variation among individuals of one kind within a population.

Grade 3:

Visual and Performing Arts: Visual Arts Content Standards

1.0 Artistic Perception

- 1.3 Identify and describe how foreground, middle ground, and background are used to create the illusion of space.

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:

- e. Students know that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.

Grade 4:

Visual and Performing Arts: Visual Arts Content Standards

2.0 Creative Expression

- 2.5 Use accurate proportions to create an expressive portrait or a figure drawing or painting.

Science Content Standards: Life Sciences

2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:

- a. Students know plants are the primary source of matter and energy entering most food chains.
- b. Students know producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem.

Grade 6:

Visual and Performing Arts: Visual Arts Content Standards

2.0 Creative Expression

- 2.4 Create increasingly complex original works of art reflecting personal choices and increased technical skill.