

DISCOVERING FISH



**BEULAH ELEMENTARY SCHOOL
1ST GRADE
UNDERSTANDING FISH BIOLOGY**



1ST GRADE
FUNFISH

UNIT OVERVIEW

In this unit, the learners will create their own unique fish through stamping and collage techniques. By connecting with the 1st grade science curriculum about understanding fish biology, students will develop their own fish and ocean background, demonstrating knowledge of fish movement and breathing.

BIG IDEA

Artists can reflect our natural world through many media

STANDARDS

Visual Arts

- 1.1 Recognize and discuss various solutions to a single art problem
- 1.11 Observe and depict animals, plants and people within a landscape work of art

Science

1.5 The student will investigate and understand that animals, including people, have life needs and specific physical characteristics and can be classified according to certain characteristics. Key concepts include a) life needs (air, food, water, and a suitable place to live); b) physical characteristics (body coverings, body shape, appendages, and methods of movement); and c) other characteristics (wild/tame, water homes/land homes).

MATERIALS

- Large & small paper
- Texture plates
- Crayons, white oil pastel
- Watercolors, water, & brushes
- Corks/Film canisters/Bubble wrap/Q-tips/Misc.
- Tempera paint (neon & metallic), trays
- Scissors & glue

OBJECTIVE

Students will use a variety of media and art making techniques to create a unique fish and background.

ASSESSMENT

- 4 - Above average for grade level, careful consideration of tools and attention to detail in artmaking
Demonstrates strong knowledge of the parts of fish needed for movement and breathing.
- 3 - Strong grade level work, several tools used and willing participation in sharing materials
Demonstrates some knowledge of the parts of fish needed for movement and breathing.
- 2 - Satisfactory grade level work, some experimentation and basic completion of the activities
Demonstrates partial knowledge of the parts of fish needed for movement and breathing.
- 1 - Below grade level, smearing or covering rather than stamping
Did not demonstrate knowledge of the parts of fish needed for movement and breathing.

LESSON PLANS

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DAY 1

Intro

Rainbow Fish book reading

- Where does Rainbow Fish live? What does he look like?
- What made Rainbow Fish special? What did other fish think of him? How did he treat the other fish?
- Connect to sharing concepts, sharing art materials

Demo & artmaking

- One step at a time, together
- With crayon, write name and code, flip paper over
- Texture plate & crayon rubbing, make a sandwich
- Magic white oil pastels, make circles for bubbles
- Watercolors with cool colors

Cleanup

Closure

- How could we make art fish to go in our special water?

DAY 2

Intro

Virtual Aquarium:

<https://m.youtube.com/watch?v=qdUOH3GeqxY>

- Where do these fish live?
- How do fish move? What are the parts of a fish?
- How do fish breathe underwater?

Demo & artmaking

- Write your name and code, flip it over
(take up crayons/pencils)
- Pick one tool from the tray, demonstrate stamping
(dip-dip/wipe-wipe)
- Rotate tray colors every few minutes so everyone gets all colors

Cleanup

Closure

- What did we use to make art today?
- How did we share our tools?
- How could we make this special paper into fish?



DAY 3

Intro

Fish books (Eric Carle's *Mr. Seahorse*)

Demo & artmaking

- Trace fish head, body, and tail
- Cut out shapes
- Cut out black and white circles for eye
- Glue pieces to watercolor ocean background

Cleanup

Closure

- Who at your table has a special fish? Why?
- Does anyone's fish look the same?
- How are our fish similar? What parts do they all share?
- How did we make these special fish?

We created unique art by sharing different tools!

