

Lesson Four: My Body Works

Elementary

Lesson Four is appropriate for elementary students. Lesson Three is appropriate for high school students.

Objectives

1. Students will be able to get ideas for their art from what they do in their everyday lives.
2. Students will be able to combine art materials (crayons and markers) in one artwork.
3. Students will be able to analyze why art may be exhibited both inside and outside of schools.

Preparation

- Preview "My Body Works: Elementary" PowerPoint.
- Consult with science or classroom teachers about possible opportunities for curriculum coordination or co-teaching, and to borrow human anatomy references they may be willing to share.
- Decide whether every child will complete a drawing starting with a tracing of his/her body or whether small groups of students will work together on one body tracing.
- Organize your students so that while some take turns lying on paper to have their bodies traced, others experiment with markers or crayons to see what kinds of lines and colors they can make.
- See "Sample Body Outline" pdf. You may wish to make several printouts that students can consult as they consider what body parts are most important to them and why.

Resources and Supplies

My Body Works: Elementary PowerPoint

Sample Body Outline pdf

large pieces of draft paper for tracing

Simple anatomical drawings of heart, brain, lungs and hand pdf

assorted colored markers

assorted crayons

paper scraps for experimentation

OPTIONAL: Wall space where one large drawing at a time can be displayed for presentation to the entire class.

Activities

Review: Review the theme in life that "We are all both parts of larger external systems and made up of smaller internal systems" [Elementary grade version: "We have many systems in our bodies and the natural world around us has many systems."] and the theme in art that "Art can help us appreciate connections both within us and beyond us."

Also review the key questions students will be working with in their art project:

- CHOOSE: How can I mix the distinctive characteristics of various media within one artwork? [Elementary-grade version: How can I mix different art materials in one artwork?]
- LEARN: What can I learn about nature (parts that work together in my body)?
- SEEK: What art ideas can I get from my (internal) natural environment?

Review Ideas from Lesson 1:

Display "My Body Works: Elementary" PowerPoint slides 1-3 to check students' general understanding of systems within systems.

Introduction to Artist: Display "My Body Works: Elementary" PowerPoint slides 4-6 to:

- Introduce an artist fascinated with anatomy as systems within systems
- Show anatomical drawings by that artist that show systems (in cat and person) that work together so we can do what we do everyday.

Experimentation with Materials: Display "My Body Works: Elementary" PowerPoint slides 7 and 8 to:

- Help students to point to and describe different colors and a variety of lines in one artwork.
- Stimulate their experimentation with crayons, markers, colors, and lines they can make on scrap paper.

Illustrated Step-By-Step Process: Display "My Body Works: Elementary" PowerPoint slides 9-13 to show:

- Tracing around a student's body.
- Coloring and placing organs inside body.
- A student working alone to show how his body works.
- A skeleton students may consult if they choose.
- Several children working together to show how a human body works.

Introduction to Presentation of Art: Display "My Body Works: Elementary" PowerPoint slides 14-15 to:

- Show a drawing made by two girls at a science and engineering festival
- Explain that artworks can be displayed in different places within a community, followed by brainstorming about places inside and outside of school where art might be found
- Discussion of who might see artworks in different places.

Presentation: Explain that when students have finished their anatomical drawings, they will be asked to show them to the whole class and explain how their body helps them do something important or something they enjoy.

Vocabulary

system
bones
muscles
brain
nerves
lungs
heart
blood vessels
skeleton
science
technology
festival

Art Vocabulary

trace
realistic colors

Extension Activities

Consult with classroom and science teachers about possible opportunities for curriculum coordination or co-teaching.

Assessment Guides

1: Students will be able to get ideas for their art from what they do in their everyday lives.

EXCEEDS EXPECTATIONS: Student's drawing shows a connection between his/her body and an activity in which he/she participates.

MEETS EXPECTATIONS: Student explains how his/her body makes it possible for him/her to participate in an activity.

APPROACHES EXPECTATIONS: Student identifies an activity in which he/she participated.

FAILS TO MEET EXPECTATIONS: Student identifies an activity.

2. Students will be able to combine art materials (crayons and markers) in one artwork.

EXCEEDS EXPECTATIONS: Drawing includes a variety of lines and colors made with both markers and crayons.

MEETS EXPECTATIONS: Drawing includes a variety of lines or colors made with either markers or crayons.

APPROACHES EXPECTATIONS: Drawing is made with both markers and crayons.

FAILS TO MEET EXPECTATIONS: Drawing is made with either markers or crayons.

3. Students will be able to analyze why art may be exhibited both inside and outside of schools.

EXCEEDS EXPECTATIONS: Students suggests people who might want to see art both in school and outside of school and why.

MEETS EXPECTATIONS: Student identifies places both in school and outside of school where art can be seen.

APPROACHES EXPECTATIONS: Student identifies more than one place where art can be seen.

FAILS TO MEET EXPECTATIONS: Student identifies one place where art can be seen.