

# Welcome to Art Inside the Park 2006

## Teacher Packet

Atelier website: [www.atelier-cms.com](http://www.atelier-cms.com)

### Crazy Bugs –Going Buggy about Art

#### **Rationale: To provide students an opportunity:**

- To meet professional working artist and talk to them about their art.
- To exhibit student art work in a public art format.
- To see and experience a variety of art media in a “real world” setting.

#### **National Art Standards:**

- Understanding and applying media, techniques, and processes.
- Choosing and evaluating a range of subject matter, symbols and ideas.
- Understanding the visual arts in relation to history and cultures.
- Reflecting upon and assessing the characteristics and merits of their work and the work of others.

#### **Show-Me Standards:**

Fine Arts- Students will acquire a solid foundation, which includes knowledge of:

1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts.
2. The principles and element of different art forms
3. The vocabulary to explain perceptions about and evaluations of works in dance, music theater and visual arts.

Goal 1- Acquire the knowledge and skill to gather, analyze and apply information and ideas.

6. discover and evaluate patterns and relationships, ideas and structures.

Goal 2- Acquire the knowledge and skill to communicate effectively within and beyond the classroom.

1. plan and make written, oral and visual presentations for a variety of purposes and audiences.
4. present perceptions and ideas regarding works of the art, humanities and sciences.
5. perform or produce works in the fine and practical arts.

Goal 3- Acquire the knowledge and skills to recognize and solve problems.

3. develop and apply strategies based on one’s own experience in preventing or solving problems.

# Crazy Bugs- Going Buggy about Art Lesson Plans

## Objectives: Students will:

- Research teacher selected insects and/or student choice of insects.
- Create their own insect by selecting one head, one thorax and one abdomen from three insects provided.
- Formulate a scientific definition of the new insect.
- Describe their insect by writing a paragraph or essay using as much detail as possible so that others reading can visualize the insect.

## Fun Websites:

<http://www.projects.ex.ac.uk/bugclub/bugid.html>

<http://www.ars.usda.gov/is/kids/insects/story10/bugsmain.htm>

<http://www.ars.usda.gov/is/kids/insects/story5/velvetadventures2.htm>

<http://www.denniskunkel.com/index.php?cPath=6>

## Other Activities:

### Art:

- Create a paper mache' bug to hang in the pavilion.
- Create a wire bug out of scraps of wire. May also use oil-based clay to add thickness.
- Create bugs out of scrap paper. Accordion strips for legs or antenna.

### Communication Arts:

- Write in a journal about the travels of their bug.
- Write a story about being this bug and what it is like to live with their brothers and sisters in their ecosystem.
- Write a friendly letter to another student about their bug. (Letters may be mailed, delivered to another class or sent to another school doing this same project.

### Social Studies:

- Research the geographical area of the insects being studied.
- Trace the migration of the insects.

### Math:

- Create graphs using the insects studied or bugs created.

## Key MAP Words

<b>Analyze:</b>	break apart and study the pieces- arrange in an order
<b>Assess:</b>	point out strengths and weaknesses through evaluation
<b>Classify:</b>	put into like groups- class or category
<b>Compare:</b>	show likenesses, all the ways they are alike
<b>Contrast:</b>	show differences, all the ways they are alike
<b>Criticize:</b>	evaluate (usually by finding fault)
<b>Define:</b>	state the precise meaning
<b>Describe:</b>	tell about, tell all about giving a mental image with words
<b>Diagram:</b>	illustrate with an accurately labeled graphic aid
<b>Discuss:</b>	talk about in detail
<b>Evaluate:</b>	judge, give an opinion in your own words
<b>Explain:</b>	tell how, make clear by giving reasons in your own words
<b>Formulate:</b>	put together, create
<b>Illustrate:</b>	give one or more clear, concise examples
<b>Infer:</b>	a good guess, read between the lines
<b>Interpret:</b>	explain the meaning or significance
<b>Justify:</b>	defend, prove it is right
<b>Outline:</b>	put information in order by time, place or importance
<b>Predict:</b>	Make a guess, what will happen next
<b>Persuade:</b>	convince someone through reasoning
<b>Review:</b>	examine facts or perceptions
<b>Summarize:</b>	sum it up, give me the short version, do not repeat
<b>Support:</b>	give the facts and back it up with details
<b>Trace:</b>	outline, list in steps

# What is Power Writing?

Power Writing is an organizational system that is derived from the work of Christensen(1979), Sparks (1982), Hamilton (1997) and Shirley Pouton's book Power Writing Plus: Teach the Traits of Effecting Writing (2004).

[www.powerwritingplus.com](http://www.powerwritingplus.com)



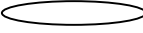
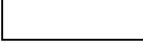
**“Power” comes from:**

- P - Pre write**
- O - Organize**
- W - Write First Draft**
- E - Edit**
- R - Revise**

- For this lesson, only the “o” for organization piece, will be used.
- Power Writing can be seen as a structured system for writing. It is the “outline” or the “skeleton” of what will be written.
- Power Writing is a tool that can help students organize their thoughts in a logical order.

## Power Writing Uses Organizers & Color

### A Power Paragraph

<b>Power 1</b> <b>Red</b>	Main idea, Focus, Topic, Restatement & Gist	
<b>Power 2</b> <b>Blue</b>	Supporting ideas or Major ideas - Details	
<b>Power 3</b> <b>Green</b>	Elaboration or Minor Details - Examples	
<b>Power 1</b> <b>Red</b>	Conclude with a Restatement	

**\*\*The graphic organizer that had been used in other power writing books has been a hamburger or an umbrella. All of these do the same thing, which is to create a graphic organizer for an outline**

### Power Paragraph

Power 1

Power 2 transition \_\_\_\_\_

Power 2

Power 3 transition \_\_\_\_\_

Power 3

Power 2 transition \_\_\_\_\_

Power 2

Power 3 transition \_\_\_\_\_

Power 3

Power 1 Closing transition \_\_\_\_\_

Power 1 Closing

# Transitions

## Power 2 Transitions:

First,	Second,	Third,	To begin with,
Also,	Next,	Last,	Furthermore,
Most importantly,	Besides,	Finally,	Another,

## Power 3 Transitions:

For example,	For instance,	To compare,
To describe,	For explain,	To support,
To define,	To identify,	To illustrate my point,

## Closing Transitions:

To conclude,	In summary,	In conclusion,
For these reasons,	To sum up,	As a result,

P1 \_\_\_\_\_

    P2 tran. \_\_\_\_\_

    P2 \_\_\_\_\_

        P3 tran. \_\_\_\_\_

        P3 \_\_\_\_\_

        P3 \_\_\_\_\_

    P2 tran. \_\_\_\_\_

    P2 \_\_\_\_\_

        P3 tran. \_\_\_\_\_

        P3 \_\_\_\_\_

        P3 \_\_\_\_\_

P1 Closing tran. \_\_\_\_\_

    P1 \_\_\_\_\_

# Example of Power 1, 2, 3 Constructive Response

Power 1 Restate the question with your answer.

Power 2 1st supportive detail.

Power 3 Elaboration from text

Power 3 Elaboration

Power 2 2nd supportive detail.

Power 3 Elaboration from text

Power 3 Elaboration

Power 1 Close with referring to your first  
power 1 sentence.

P1, \_\_\_\_\_

P2 trans. \_\_\_\_\_

P2, \_\_\_\_\_

P3 trans. \_\_\_\_\_

P3 \_\_\_\_\_

P3 \_\_\_\_\_

P2 trans. \_\_\_\_\_

P2, \_\_\_\_\_

P3 trans. \_\_\_\_\_

P3 \_\_\_\_\_

P3 \_\_\_\_\_

P1 \_\_\_\_\_

## Better Answers

Ardith Davis Cole has written the book Better Answer...Written Performance That Looks Good and Sounds Smart. Stenhouse Publishers ISBN 1 57110 3414

Cole uses the Better Answer Formula to answer questions. This formula also works well with answering constructed response questions and merges with the power writing graphic organizer.

### Better Answer Formula:

1. Restate the question.
2. Construct a gist answer.
3. Use details to support your answer.
4. Stay on topic.
5. Use proper conventions.

#### #1. Restate the question.

Examples:

Q. *What did you do when you got home last night?*

A. Last night when I got home from school I did several things.

Q. *Why is it important to be on time for class each period?*

A. There are many reasons to be on time for class each period.

#### #2. Construct a “Gist” answer.

- Gist answers contain the restatement and a general response.
- Gist answers do not contain important details.
- Gist answers are the topic sentence of the answer
- Gist answers make you ask, “What do you mean?”

Example:

A. Last night when I got home from school I had fun. (What do you mean you had fun? How did you have fun?)

#### #3. Use details to support your answer.

- List the details in order.
  - Chronological: First, second, Then I ...
  - Order of importance: Most serious, a minor factor...
- Transitions glue details together.
  - Show Cause: Because... For this reason...  
Therefore... As a result...
  - Show Contrast: However... But... Yet... On the other hand...
  - Show Examples: For instance... For example... To illustrate...
  - Show Comparison: Also... like... and...