"Everglades Enchantments"

Create an Informative and Fun Mural

on the Everglades!!!!!!

Originally a Teacher Mini-Grant

by

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GOALS & OBJECTIVES:

1. Students will learn about the Everglades Plant and Animal life through integrated lessons in Art History, Art, Science, Reading, Social Studies, Creative Writing, Music, Mathematics etc. and encourage to do individual research on the Everglades.
2. Students develop a greater awareness of environmental and conservation issues in the Everglades through their scientific exploration.
3. Students will have higher self esteem & problem solving skills as they become little experts on the Everglades.
4. Students will develop their individual interest in the Everglades in creative writing and illustrating a book.
5. Students will demonstrate good craftsmanship and improve their ability to express themselves visually by creating appropriate drawings to illustrate their Everglades Stories.
6. Students will be able to locate on a map where the Everglades is and identify the animal and plant life that exist in the Everglades.
7. Students will compare and contrast paintings done by local and famous artists of the Everglades.
8. Students will listen to Rap Music created by other students about the Everglades.
9. Foster the artist within the child….Foster creativity within….Develop an Informative Masterpiece while having fun!!!!
10. The School, Parents and Community will have a greater appreciation for the Everglades and adore this Masterpiece!!

STANDARDS: Competencies for Visual Arts….

VA.3.C.1.1	Use the art-making process to develop ideas for self-expression.	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	3	Critical Thinking and Reflection
VA.3.C.1.2	Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.	Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	3	Critical Thinking and Reflection
VA.3.C.2.1	Assess personal artworks for completeness and success in meeting intended objectives.	Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	3	Critical Thinking and Reflection
VA.3.C.2.2	Compare techniques used by peers and established artists as a basis for improving one's own work.	Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	3	Critical Thinking and Reflection
VA.3.C.2.3	Use constructive criticism to improve artwork.	Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	3	Critical Thinking and Reflection
VA.3.C.3.1	Critique one's own and others' artworks, and identify the use of structural elements of art and organizational principles of design.	The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	3	Critical Thinking and Reflection
VA.3.C.3.2	Describe the connections between visual art and other contexts through observation and art criticism.	The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	3	Critical Thinking and Reflection
VA.3.C.3.3	Explain the similarities and differences between artworks and utilitarian objects.	The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	3	Critical Thinking and Reflection

VA.3.F.1.1	Manipulate art media and incorporate a variety of subject matter to create imaginative artwork.	Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	3	Innovation, Technology, and the Future
VA.3.F.1.2	Explore the effects and merits of different solutions to solve an artistic problem.	Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	3	Innovation, Technology, and the Future
VA.3.F.2.1	Identify places where artists or designers have made an impact on the community.	Careers in and related to the arts significantly and positively impact local and global economies.	3	Innovation, Technology, and the Future
VA.3.F.3.1	Create artwork that communicates an awareness of events within the community.	The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	3	Innovation, Technology, and the Future
VA.3.F.3.2	Collaborate to complete a task in art.	The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	3	Innovation, Technology, and the Future
VA.3.F.3.3	Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills.	The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	3	Innovation, Technology, and the Future
VA.3.H.1.1	Describe cultural similarities and differences in works of art.	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	3	Historical and Global Connections
VA.3.H.1.2	Describe the importance of displaying suitable behavior as part of an art audience.	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	3	Historical and Global Connections
VA.3.H.1.3	Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.	Through study in the arts, we learn about and honor others and the worlds in which they live(d).	3	Historical and Global Connections

VA.3.H.2.1	Compare differences or similarities in artworks across time and culture.	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	3	Historical and Global Connections
VA.3.H.2.2	Examine artworks and utilitarian objects, and describe their significance in the school and/or community.	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	3	Historical and Global Connections
VA.3.H.2.3	Describe various venues in which artwork is on display for public viewing.	The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	3	Historical and Global Connections
VA.3.H.3.1	Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms.	Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	3	Historical and Global Connections
VA.3.O.1.1	Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.	Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	3	Organizational Structure
VA.3.O.2.1	Use creative and innovative ideas to complete personal artworks.	The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	3	Organizational Structure
VA.3.O.3.1	Use symbols, visual language, and/or written language to document self or others.	Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	3	Organizational Structure

Course Overview & Outline

Who: painting an "Everglades Mural" (choose a class, classroom teacher to work with and a wall in the school to paint) ….(keep in mind if you choose a wall on the exterior of the school…you have to remember the weather elements and other variables…if it is your first Mural…. work with a wall inside your school).
What: A tropical Mural depicting some of the "Everglades" animal and plant life
Why: Reinforcing Ecosystem, Nature through Art as well as enhancing the walls of the media Center....
How: You and the classroom teacher will have students research animals and plants in the everglades, reinforce science and ecosystem concepts, detail plans and sketches of murals, paint mural with acrylic paints and have a culminating event in the media center to showcase students' achievements

The students will learn about Animal and Plant Life in the Everglades and South Florida.
The students will learn about the ecosystems, the preservation of our natural resources, the genetic make up of animal and wildlife in your class and classroom teacher's homeroom.

The "Everglades Mural" would be a collaboration between the Art Teacher and classroom Teacher . The students would have dynamic and insightful Art and Science Lessons, Fieldtrips, Everglades Activities in both classrooms and even guest Artists (if Possible). At the end of this project there will be a wonderful culminating event with a ribbon cutting ceremony, thanking the education fund, parents, administrators, teachers and students.

Suggested Timeline:

September= Art Teacher and Homeroom Teacher collaborate on lessons for Everglades Mural Project
October= Art Teacher and Homeroom Teacher introduce Everglades Mural Project, assign ongoing research on plants and animals in the Everglades, students do concept sketches and detailed examples in Art class.
November and December= Students and teachers prepare the wall in the Media Center, Rotating schedule of people working on Mural in Media Center
January= Culminating Event, unveiling of Mural

Evaluations:
-Based on the Next Generation Standards (listed above are the third grade standards used with my class for this project), Art CBC's and Sunshine State standards,
- Community and School Reactions at the culminating event.
-Oral and Written tests of students' knowledge of Florida's Animal and Wildlife.

Materials:

Acrylic Liquitex Paint Assorted Color tubes
Gesso (4) to cover approx 6 feet x 10 feet wall
brushes, dropcloth, rollers, painting pans, overhead projector and transparency
The Everglades Park or David Fairchild or Key Biscayne Nature Walk

Lesson

Be organized!!!

Before you begin this project examine the wall space you will paint with students. Make sure you measure, prime and know how big your mural will be. Have a definite timeline…plan all field experiences ahead of time….give yourself time to finish this project and work within your estimated budget….relax and enjoy the fruits of your labor!

Rationale:

Learning through the arts has significant effects on the learning in other domains and provide compelling evidence that student achievement is heightened in an environment with high quality arts education offerings and a school climate supportive of active and productive learning (Champions of Change, 1999). The Arts enable teachers to reach students not only on an academic level but also on an socio-emotional level. Thus, learning through the arts does not limit students to the traditional linguistic and logical-mathematical, spatial, musical, intrapersonal, bodily-kinesthetic, interpersonal, and naturalistic (Gardner, 1983). In addition, by the sharing of art both in practice and appreciation it helps facilitate a connection between teacher and student that may not be found through the pedantic measures of old. Hence, by engaging in the arts both student and teacher can share a holistic aesthetic experience inspiring both student and teacher.

Infusing curriculum into themes discovered through art rather than separate domains the student is exposed

to the “bigger” picture of things seeing how all things are intertwined.

Time frame:

Two class periods for introduction that may extend if necessary

Look at the photographs by Clyde Butcher. He’s an artist who helps us see the incredible hidden beauty in Florida’s swamps, rivers, uplands and bays. Clyde is a man who spends his time capturing powerful black and white images of Florida’s incredible and varied wilderness for all to see. He is also a man who is also known as the “Ansel Adams of the Everglades”. Now compare and contrast his photographs of Florida Landscapes to Ansel Adams photographs of New Mexico and Yosemite Landscapes.

Students will examine the insightful picturesque Artworks of local Artists Elizabeth Thompson and J. Clinton Shepard … their documentation of mangroves, marshes and hammocks, along with egrets, owls and alligators and identify the elements that make up the “river of grass”. Students will view a delightful DVD entitled “Wild Florida for Children ages 4-12” (Rich Kern’s Nature Series/www.richkernsnatureseries.com)….a great DVD about the Everglades for children of all ages! A great Rap video for students created by Paxon Middle School in Jacksonville, FL for the U.S. Army Corps of Engineers and the National Park Service. See: Http:/www.evergladesplan.org/get_involved/ecotour_2010.aspx

Students will eagerly research this natural wetland and immerse themselves fully in the Glades experience. Ideally they will have an onsite experience. They will

discover the variety of species that are only found in the Everglades. Many of the species are endangered such as the elusive Florida Panther. The Seminole Tribe of Native Americans once called the Everglades home, and the area is known for tall grasses, alligators as well as our boat rides. Students will become little experts on the Everglades and motivated to preserve and protect the environment. Both the Classroom and Art Teacher quiz students on their knowledge of Everglades from time to time.

Each student will be assigned to an aspect (animal or plant) they can focus on. All students are required to compose a mural sketch….the Art Teacher will select the final mural sketch. This sketch is projected and sketched onto the wall with pencil.

Art teacher has small groups of 3-5 students on a rotating schedule….while small group is working on the mural…the rest of the students are journaling their progress in their Everglades books…exploring and embracing different cultures, climates, species, and different ways of thinking…Mixing colors and ideas…Once this mural is completed, their self esteem is high with a great sense of accomplishment. This lesson reinforces Art, Science, geography, music, social studies, reading, cooperative learning etc.

Little Artists at Work on the Florida Everglades Mural!!!

Teachers get involved and contribute to this Masterpiece!!!

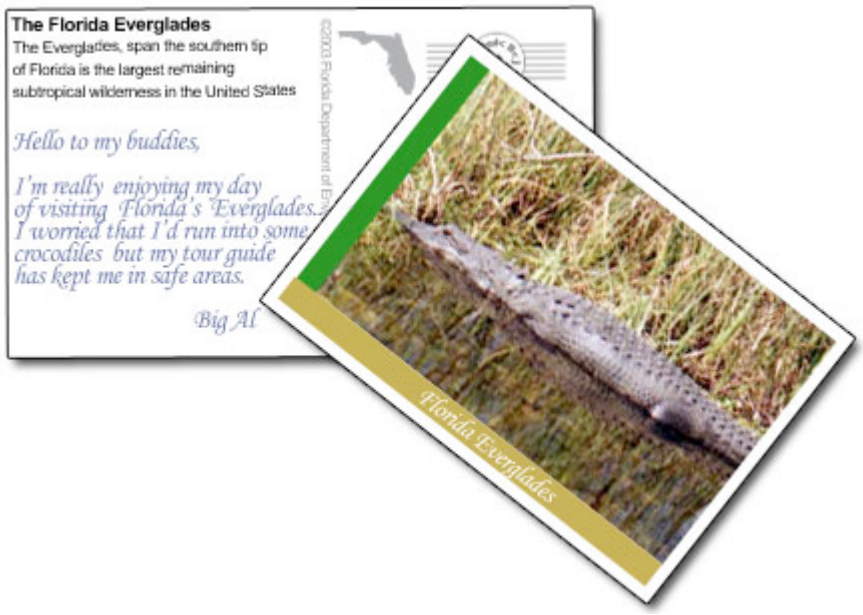
RESOURCES

The Everglades, spanning the southern tip of the Florida peninsula, is the largest remaining subtropical wilderness in the United States. It is actually a river, or wetland, featuring broad, shallow, slow moving water. Some call it a big swamp.

Nicknamed "the river of grass," the Everglades is home to an unusual plant called sawgrass. In some areas, the water is barely visible because the sawgrass is so thick.

Known for its rich animal and plant life, the Everglades is the only place in the world where alligators and crocodiles exist side by side. It is a refuge for large wading birds, such as the roseate spoonbill, wood stork, great blue heron and a variety of egrets. Featuring temperate and tropical plants, the river holds mangrove and cypress swamps, pinelands and hardwood hammocks.

On December 6, 1947, President Harry S. Truman dedicated the area as Everglades National Park to ensure protection of its unique plant and animal habitats. The park is home to many endangered species, including the Florida panther. Today, the real Everglades is one half its original size. Both federal and state governments are committed to restoring and protecting this national treasure. There is only one



Everglades. …this information and more can be found at www.dep.state.fl.us/secretary/kids/postcards/everglades.htm

Beginning Quiz

1. This mammal with a beak like snout is a relative of the whale but is generally smaller.

- alligator
- dolphin
- quail
- duck

2. An overflowing of water onto land that is normally dry.

- flood
- drought
- windy

3. To slowly wear away.

- condense
- freeze
- erode

4. One of the many ways to conserve water.

- Watering your lawn everyday at noon
- Turning off the water while brushing your teeth
- Turning off the lights that are not in use

5. Driving a fuel-alternative vehicle, powered by a combination of gas and electricity, helps to reduce:

- beach erosion
- ground water
- air pollution

6. The degree of hotness or coldness of air, water or living matter that is measured by a thermometer.

- temperature
- thermodynamics
- tundra

Intermediate Quiz

1. What is the longest river in Florida?

- Suwannee
- Loxahatchee
- Santa Fe
- St. Johns

2. What is the largest lake in Florida?
    - Okeechobee
    - George
    - Kissimmee
    - Monroe
    - Orange
3. A layer of rock, sand or gravel below the Earth's surface that holds water; an underground reservoir.
    - nutrient
    - aquifer
    - estuary
    - xeriscape
4. Who was one of the first wardens commissioned to enforce wildlife protection laws?
    - Guy Bradley
    - Theodore Roosevelt
    - Franklin D. Roosevelt
    - Marjory Stoneman Douglas
5. This crosses central Florida from the Gulf of Mexico to the St. Johns River:
    - St. Johns River
    - Everglades
    - The Cross Florida Greenway
    - Lake Okeechobee
6. The process of removing salt and other minerals, usually from sea water:
    - desalination
    - irrigation
    - decomposition
    - condensation

Our Little Artists write about this Wonderful Mural Experience!!!