My Jungle STEAM Project

Big Idea: Persistence

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| Lesson Title | Rousseau’s Jungle STEAM Project | |
| Grade Level | Kindergarten/Elementary | |
| Time Frame | 1-2 days | |
| Goal of Lesson | Introduce students to integrating art with technology | |
| Objectives (After the lesson the students will be able to \_\_\_\_\_\_\_)  List Arkansas Visual Art K-8 Framework reference | (1) mix colors to achieve desired result CR.2.K.1  (2) tell about artist Henri Rousseau and his persistence with painting CR.1.K.3  (3) create a 3D object that can be connected to Makey Makey  Modeling process-CR.1.K.2, CR.2.K.2, P.6.K.1  (4) have simple understanding of circuits | |
| Specific Art Concepts | Color theory | |
| Resources & Materials for Teacher (Cultural exemplar/Visual: Supplies and equipment) | 1. Model Magic 2. Makey Makey 3. Internet connection to access prepared Scratch program 4. Book: Fantastic Jungles of Henri Rousseau 5. Display canvas for attaching figures to Makey Makey | |
| Instructional Sequence/Teaching Procedure |  | |
|  | Introduction (\_10\_min.) | Read story of the *Fantastic Jungles of Henri Rousseau* by Michelle Markel. Rousseau (1844-1920) was an artist who painted from his imagination. He imagined what it would be like to go to a jungle based on visiting the zoo or botanical gardens. He was not recognized as being the best artist but continued to practice. He is an inspiration to us to not give up. |
|  | Instructional Activities (\_\_10\_\_\_min.) Perceptual or studio activity; instruction/demonstration | While reading story encourage children to create jungle characters from Model Magic. |
|  | Guided Practice (20 minutes) | Encourage children to mix primary colors to achieve secondary colors. Set up display area for attaching alligator clips to Makey Makey using Space, Up, Down, Right, Left arrow. Attach earth alligator clip. Attach USB cable to computer. Access Scratch program: <https://scratch.mit.edu/projects/216222423/#player>  Take turns tapping on attached animal while holding earth clip to hear animal sounds. |
|  | Closure (\_\_10\_\_\_ min.) | Discuss what sounds student heard and why the sounds were working when using the circuit board. |
|  | Management/Cleanup Procedures (Any safety issues to consider?) | Students may keep animal sculptures. Discuss what they discovered.  If multiple days required for project keep Model Magic damp by storing in air tight baggies. |
| Interdisciplinary Connections | Language Arts, Science, Engineering |  |
| Modifications/Enrichment | More time given and peer helpers |  |
| Evaluation | Formative | Summative |
|  | Observation | Questions. Students demonstrate through answers they understand lesson objectives. |