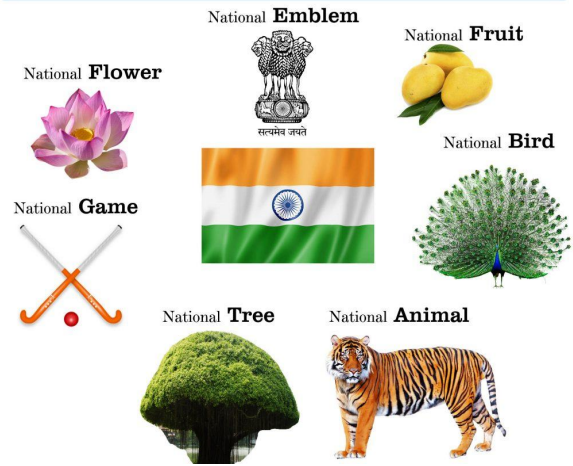



Lesson Title: Animals of India	Grades: K-8th Grade
Unit Title: India / Asia	Duration: 3 Class periods

<p>Overview</p> <div style="text-align: center;"> <p>Symbols of INDIA</p>  </div>	<p>Materials:</p> <ul style="list-style-type: none"> • Art Journal • Pencil • Paper or canvas • Permanent Marker • Watercolors • Oil Pastels • Paint Brushes • Water bowls 
<p>Holidays and Cultural Celebrations Diwali "Festival of Lights" Nov. 7th</p>	<p>Topics: India, Habitat, Animals, Parts of an Animal.</p>

<p>Lesson Procedures: (Week 1)</p> <p>→ Entrance: Students will come in and go to the carpet</p> <p>◆ India Overview: Students will look for clues around the room for which country we are learning about. I will call on one person from each table to</p>	<p>Essential Question</p> <p>How does art help us understand the lives of people from different times, places, and cultures?</p>
--	---

reveal that we are learning about India.

- What country: India
- Continent: Asia
- Language: Hindi
- Art Vocabulary
- Project: Animals of India

→ **Background Knowledge:** Students will preview images and facts about animals from India and share the background knowledge they have gained or bring to the lesson.

→ **Visit India Video:** [Link](#)

→ **Brainstorming:** Let's learn about India's National Bird and National Animal. Small group exercise and whole group response.

- ◆ National Bird: Peacock
- ◆ National Animal: Tiger
 - What do we know about these animals
 - What do they look like?
 - What do we want to know about these animals?

→ **Watch a video about the animal**

- ◆ **Bengali Tiger:** [link](#)
- ◆ **Peacock:** [Link](#)

→ **Guided practice/ Choice:** Using a variety of how to draw pictuhdraw our animal using pencil.

→ **Independent Practice:** Outline your animal in permanent marker.

→ **Clean up:** 5 minutes before the end of class students will clean up.

- ◆ Artwork: in finished basket
- ◆ Materials: return to resource area.

→ **Line up:** Students will line up.

→ **Review and awards:** We will review what we learned for the day, celebrate

Discussion Prompts



What do we know about the habitat of Tigers and Peacocks?

Describe the characteristics of a Peacock and/or Tiger.

What textures would you see on a Tiger/ Peacock

I Can Statements:

- **K-5th:** I CAN create works of art that reflect community cultural traditions
- **K-5th:** I CAN describe what an image represents

Visual Art Standards

- **Creating:** VA:Cr1.2
- **Connecting:** VA:Cn10.1
- **Responding:** VA:Re7.2
- **Presenting:** VA:Pr4.1

Vocabulary:

- Asia

an art star, if the class earned a compliment and a golden broom I will give that out if not students will provide feedback for what they will do differently next time.

Lesson Procedures: Week 2

- **Entrance:** Students will come in and go to their seats.
- **Review:**
 - ◆ **What country are we learning about?**
 - ◆ **What type of art are we making?**
 - ◆ **Essential Question**
 - ◆ **I can statements**
- **Guided Practice:** Adding texture with oil pastels
 - ◆ I will model for students how to add texture to their artwork with oil pastels.
 - ◆ Review texture worksheets
 - ◆ Students will add their own texture using oil pastels.
- **Clean up:** 5 minutes before the end of class students will clean up.
 - a. Artwork: in finished basket
 - b. Materials: return to resource area.
- 2. **Line up:** Students will line up.
- 3. **Review and awards:** We will review what we learned for the day, celebrate an art star, if the class earned a compliment and a golden broom I will give that out if not students will provide feedback for what they will do differently next time.

Lesson Procedures: Week 3:

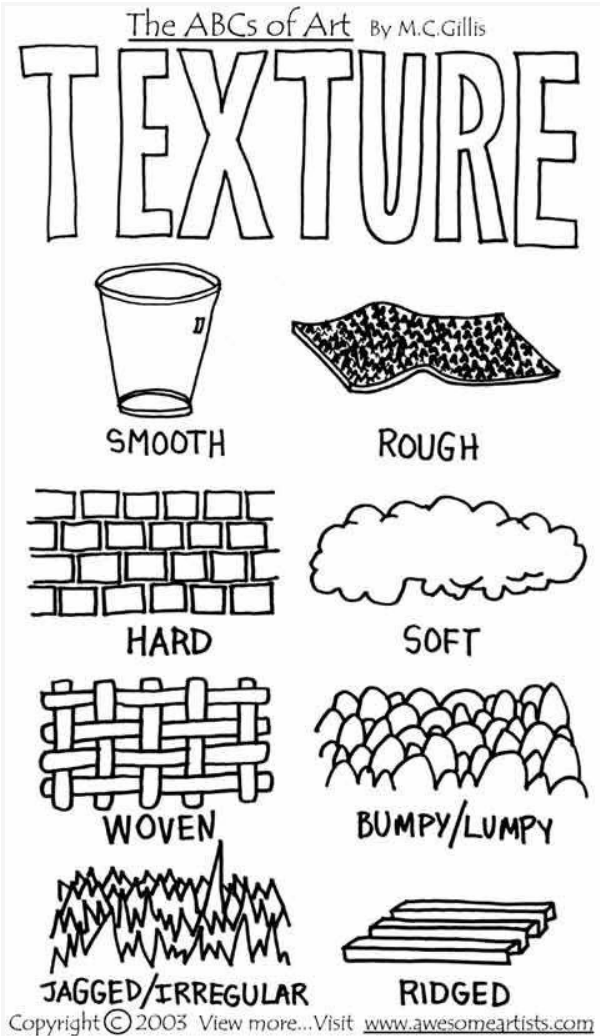
- **Entrance:** Students will come in and go to their seats.
 - ◆ **Understanding cultural background:** Let's learn about a big celebration called Diwali in India

- India
- Diwali
- Animals
- Textures
- Characteristics
- Habitats
- Outline
- Mixed Media

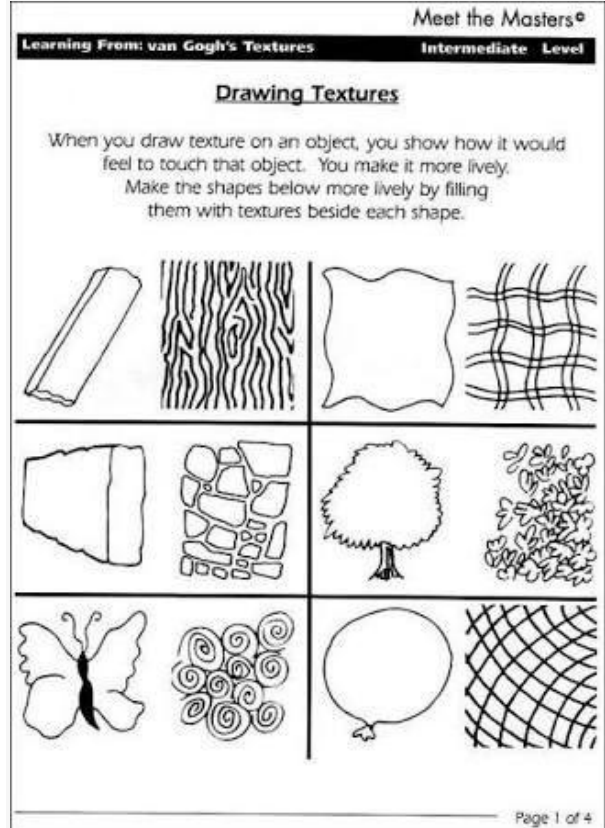
Cross Curricular Connections: Animal habitats, characteristics of an animal.

- ◆ Video: [Link](#)
- **Think Pair Share:** What connections can we make between the culture and traditions in India and the culture and traditions in America?
- **Guided & Independent Practice:**
 - ◆ Demo: I will demonstrate how to color in large areas using watercolors on top of oil pastels
 - ◆ Students will finish using oil pastels and begin painting with watercolors at their own pace
- **Clean up:** 10 minutes before the end of class students will clean up.
 - ◆ Materials: return to resource area.
 - ◆ Artwork: on drying rack
 - ◆ Sink: Wash Hands if needed
- **Line up:** Students will line up.
- **Review and awards:** We will review what we learned for the day, celebrate an art star, if the class earned a compliment and a golden broom I will give that out if not students will provide feedback for what they will do differently next time.

Keywords: Activating strategy, extended critical thinking, summarizing strategy, art making, teaching strategies, assessment prompts, guided practice, independent



practice, clean up procedures.



At the end of our lesson students will...

<p>Know:</p> <p>That the peacock is the National bird of India and that the Tiger is the National animal of India</p>	<p>Understand: That we can show texture to both the fur of an animal and the details in the background using lines and shapes.</p> <p>Understand that animals live in different habitats and have different characteristics</p>	<p>Do: Create an animal work of art inspired by the national animals of India that features multiple mediums and texture techniques.</p>
--	--	---

--	--	--

External Resources:

Week 1 & 2 :

- Visit India Video: [Link](#)
- Animal Facts:
 - Bengali Tiger: [link](#)
 - Peacock: [Link](#)
- How to draw Guided Videos (Optional)
 - Peacock: [Easy Link](#)
 - Peacock: [Advanced Link](#)
 - Tiger: [Easy Link](#)
 - Tiger: [advanced link](#)

Week 3

Diwali Video: [Link](#)

-

(Books, DVD's, Links, Videos)

Lesson Extensions:

- Clay Diya's
- Chalk Rangoli Art
- Diwali Celebration Workpacket
- Tissue Paper flower making

PBS/ Classroom Incentives:

- **Art Star:** One student is selected from each class for going above and beyond the expectations of the lesson. This student receives a paper award and gets to write their name and draw a picture on the art star wall of fame.
- **Artist of the Month:** Two students are selected from each grade level for showcasing outstanding and/or unique craftsmanship and they are celebrated with a certificate, shout out on my website, and a mini poster displayed in the hallway.
- **Class Compliment:** If a class is following the expectations they will earn a class compliment.
- **Golden Broom:** This is the award for the cleanest class. The first class to earn 10 gets to build the art history time machine.

Accommodations & Modifications: Students who finish Early: These students may complete the country fact	Notes:
--	---------------

sheet in their art journal about Mexico.

Gifted Students: Gifted or advanced students may be given optional fonts to use when creating the lettering on their portfolio or encouraged to research a famous artist and add images themed around that featured artist on their portfolio.

Visual Impairments- students with visual impairments will be placed closer to the front of the classroom. Supplemental worksheets can be created with larger font types and visuals.

Hearing impairments- Students with hearing impairments will be placed at a table closest to the front of the classroom to hear step by step directions given during guided practice activities.

Cognitive Learning Disabilities: Students with cognitive learning disabilities will be placed closer to the front and center of the room, so that I can easily access them to give repeated modeling and prompts during guided practice. Depending on student needs I will also create visual cues for each step during our guided practice.

Visual Learners: Visual learning skills are highlighted through sample visual art projects, step by step modeled techniques, visual assessment models, featured artist images and written text, as well as illustrations within our featured literature.

Audible Learners: Audible learning skills are highlighted through hearing our featured literature read out loud while they are reading along, verbal step by



step directions during guided practice, verbal descriptions of project expectations and focused project based conversations within group table settings.

Behavioral Incentive: During class students participate in a team based on a traffic cone system. Each table or team is named after an era of art and begins on green which means “ready to learn”. If a table receives two warnings or reminders about expected behavior in the art room their cone is flipped to “Warning: reflect on your expectations”. The team is given an opportunity to work together to solve the problem and move back to “ready to learn”. If the team receives additional warnings, their cone changes to “take a break”, at this time the team must clean up early and complete reflection sheets that will guide them through the problem solving process in art class. On the other hand if each table is on ready to learn at the end of art the class earns a compliment. Each table has the option of moving up to “above and beyond”, earning a blue ticket, and additional responsibilities and materials. This game is a great way for each group table to monitor their use of classroom expectations during class time. It also allows them to work together to reach their goals. In the event that one individual student is affecting a team’s ability to meet their goal for a class period for more than two weeks in a row, I will set up a student/teacher conference to discuss my expectations and possible incentives and consequences.



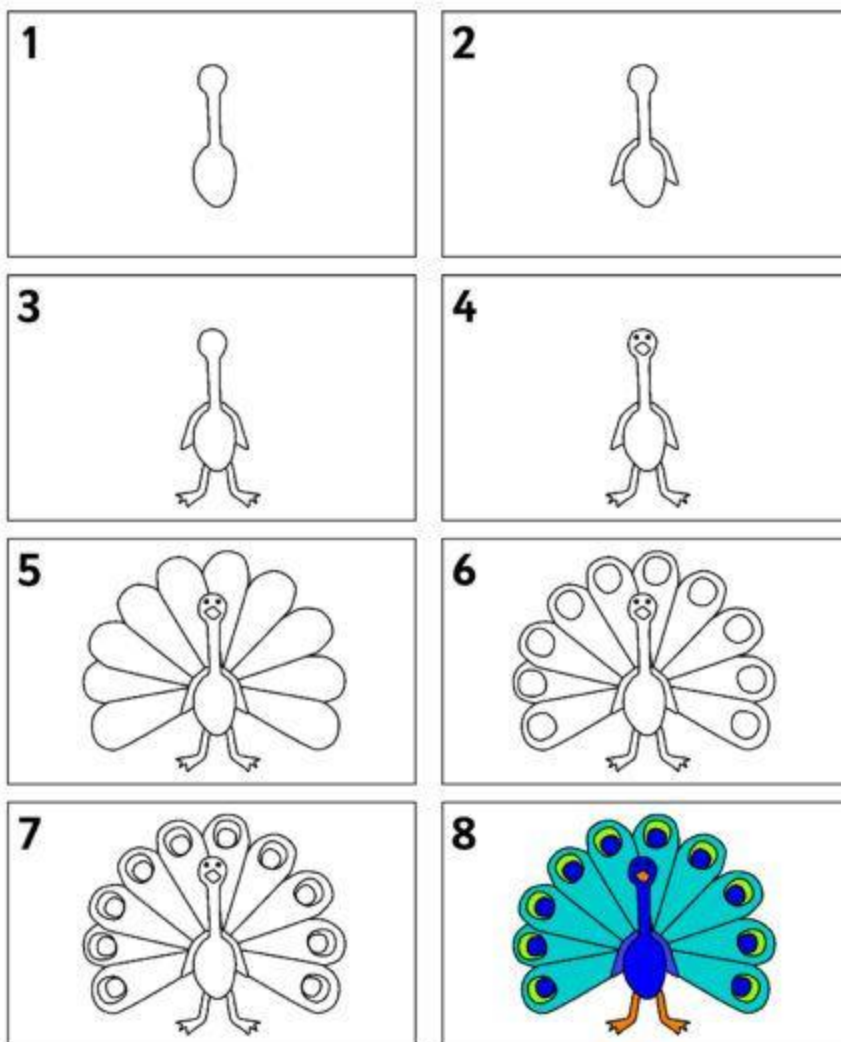
Habitat



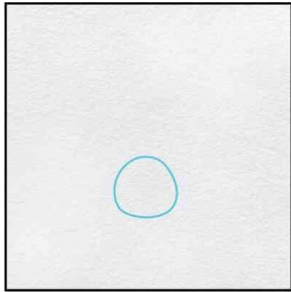
Indian peacocks live in India, Pakistan and Shri Lanka. They only live in rain forests, regular forests and wooded areas. Some adaptations that peacocks have made are that they have to stay in their birth habitat because if they go somewhere cold they might die.

How to Draw a Peacock

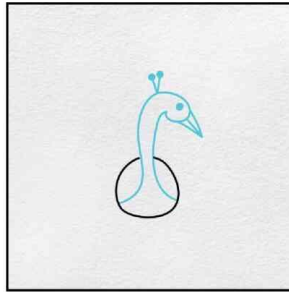
Use these instructions to help you
draw a simple peacock.



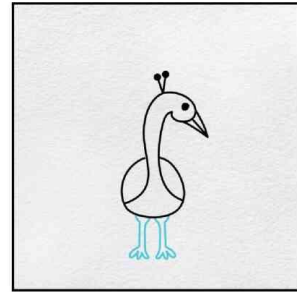
How to Draw a Peacock



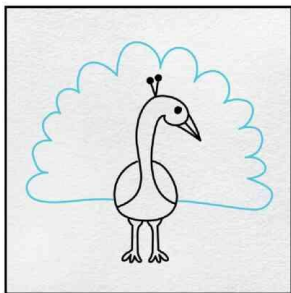
1



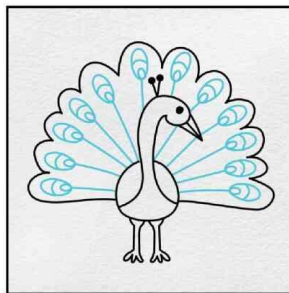
2



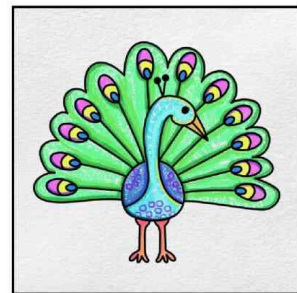
3



4



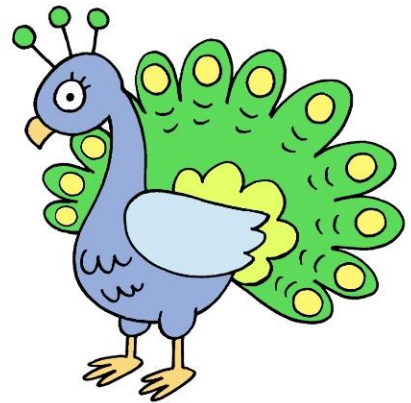
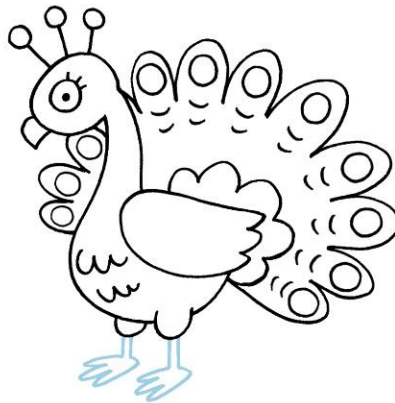
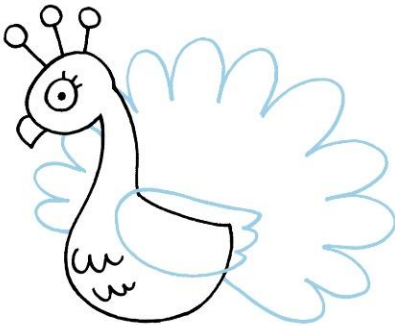
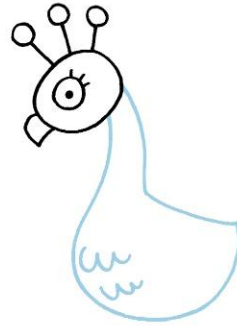
5



6

HOWTODRAWEASY.NET

How to Draw a Peacock



WHERE DO PEACOCKS LIVE?



Green Peacock



INDIAN SUBCONTINENT

COUNTRIES
INDIA & SRI LANKA

INDIA & EAST ASIA

COUNTRIES
INDIA, MYANMAR, CHINA,
THAILAND, VIETNAM,
CAMBODIA, MALAYSIA & JAVA



Blue Peacock

Ani^{al}Wised

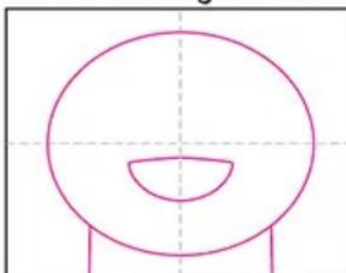




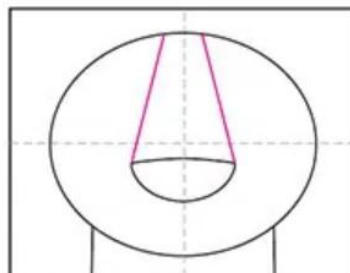
Draw a Tiger Face



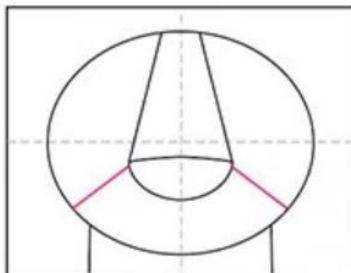
1. Scan to see a YouTube video.



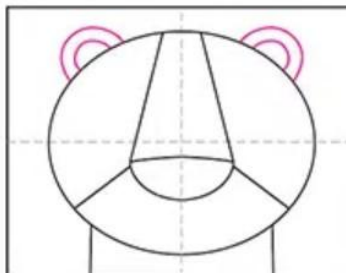
2. Draw a large oval, neck lines and nose.



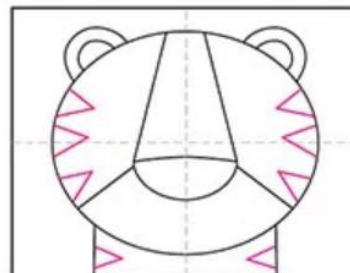
3. Add lines above nose.



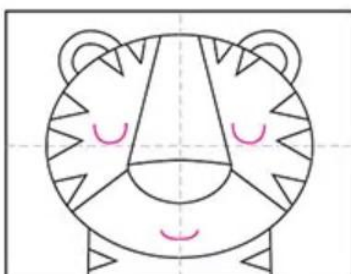
4. Draw cheek lines.



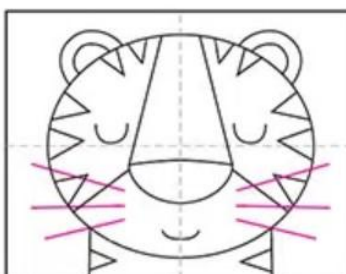
5. Add ears.



6. Draw triangles around face.



7. Draw two eyes and mouth.









8. Add whiskers.



9. Trace and color your tiger face.

The tiger

With only 5,000-7,500 tigers in the wild, all of the five existing subspecies are considered endangered. They are the largest of the big cats.

SIBERIAN	BENGAL	INDOCHINESE	SOUTH CHINA	SUMATRA	LIGER
					
WWF-Canon	Howard W. Buffett	San Diego Zoo	WWF-Canon	Howard Buffett	Tiger Haven
Size: 8½ - 10½ foot body and tail	Size: 8-9½ foot body and tail	Size: 8-9 foot body and tail	Size: 7-8 foot body and tail	Size: 7-8 foot body and tail	A cross between a male lion and female tiger, it can be larger than either animal.
Weight: 200-660 pounds	Weight: 300-480 pounds	Weight: 250-400 pounds	Weight: 240-330 pounds	Weight: 198-264 pounds	Weight: 340 to 900 pounds
Range: Primarily Russia	Range: Primarily India	Range: Primarily Thailand	Range: Central and eastern China	Range: Indonesian island of Sumatra	Range: Born only in captivity.
Population: 360-406 in wild; 490 in zoos	Population: 3,176-4,556 in wild; 333 in zoos	Population: 1,227-1,785 in the wild; 60 in zoos	Population: 20-30 in wild; 47 in zoos	Population: 400-500 in wild; 210 in zoos	Population: Unknown

Sources: World Wildlife Fund; Stigers.com; tigerhaven.org