

Maine Arts Assessment Initiative Resource Bank

**Lesson Planning Template**

Developed based on Maine Guiding Principles Performance Assessment Development Initiative 2013

Developed March 2014

**Title of Lesson:** Spiders and Webs Crayon Rubbing

**Sequence of Lesson in Unit:** 1 through 7

**Curriculum Area:** Visual Arts

**Grade Span/Levels:** Grade 1

**Time frame (number of sessions, minutes):** 7 sessions, 45 minutes each, 1 per week

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**Intended Level of Cognitive Rigor:**

Remember, Understand, Apply, Analyze, Evaluate, Create

**Guiding Principals:**

- Communicate clearly and effectively
- **Engage in responsible and involved citizenship**
- **Demonstrate integrative and informed thinking**
- Develop the habits of being a self-directed, life-long learner
- **Apply creative and practical approaches to solving problems**

**Standards:**

Primary (assessed):

- MLR VA B-1: Students will use basic media, tools, and techniques to create original art works.
- MLR VA B-2: Students use Elements of Art and Principles of Design to create original art works.
- MLR VA E-2: Students identify connections shared between and among the arts and other disciplines.
- NCAS VA Responding 6: Art communicates about and helps viewers understand the natural world.

Secondary (connected but not assessed-if applicable):

**Essential Question(s):** Students will consider...

- Where do artists get their ideas?
- Why do artists use different media, tools, and techniques to create works of art?
- What words are used to talk about how art work is organized?

**Essential Understanding(s):** Students will understand...

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of the natural and constructed world.
- Artists use different media, tools, and techniques to create original art works.
- The Elements of Art and Principles of Design can be used to understand, organize and create art works.
- There are shared connections between and among the arts and other disciplines.

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**Knowledge:** Students will know...

- There are different types of spiders
- There are different types of spider webs
- The elements of art can be identified in nature
- The principals of design can be identified in nature
- Artists and scientists carefully observe nature
- Nature can inspire artwork
- A raised surface can used as a source for creating a graphic image

Is prior learning required?

No prior learning is required

**Skills:** Students will be able to...

- Identify and create radial-spiral designs
- Produce a relief surface
- Transfer and recreate an image using the crayon rubbing process
- Identify and use symmetry as found on spiders
- Identify body parts of a spider - abdomen, thorax, and number of legs
- Produce a representation of a spider using sheet foam, pre-cut foam shapes, yarn, scissors and glue

**Lesson summary:** (A brief description and overview of the lesson)

In this unit students will learn about art elements and design principles found in nature, using art materials, techniques and processes to communicate ideas, and how artists get their ideas. The young artists will create a repeated pattern crayon rubbing of an orb web and a mixed media spider.

**Lesson Details:** (Details of lesson/tasks and sequence of teaching and learning, including relevant topics/terminology)

### Lesson 1

1. Begin with discussion “What is design and can it be found in nature?” Students identify examples of radial, spiral elements as found in spider webs.
2. Show students examples of orb web crayon rubbings and orb web rubbing plate.
3. Read the book Spiders by Gail Gibbons. Analyze design and identify similarities and differences found in spider webs and spiders.
4. Demonstrate, using pencil, how do draw tangled, triangle, and orb webs.
5. Students practice drawing tangled, triangle and orb webs, recording work on Spider Web Worksheet.
6. Demonstrate, using pencil, how to enlarge orb web onto 5 ½” x 8 1/2” tag board. Emphasize radial and spiral design of web.
7. Students write name on tag board and enlarge orb web.

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### Lesson 2

1. Begin with discussion “Why do artists use different art materials, techniques, and processes?”
2. Read the book *The Very Busy Spider* by Eric Carle. Discuss media used and demonstrate crayon rubbing process using web example in the book.
3. Demonstrate how to apply glue on tag board over orb web drawing (drawn on Day 1). Remind students that this will dry hard to create their rubbing plate.
4. Students apply white glue over orb web drawing.
5. Review the term symmetry and illustrate how it can be found on spiders.
6. Discuss how artists and scientists carefully observe to learn. Show examples of scientific illustration. Use photographs to observe and identify spider body parts, (abdomen, thorax, legs).
7. Introduce the Spider Research worksheet. Demonstrate, using pencil, drawing spiders to carefully record observation of shapes, details, and symmetry. Use colored pencils to match colors.
8. Students begin to draw spiders, observing from photographs, recording work on Spider Research Worksheet.

### Lesson 3

1. Demonstrate folding 11”x17” construction paper into quarters.
2. Students write name on construction paper and fold into quarters.
3. Demonstrate crayon rubbing techniques including light and heavy touch, single color, mixed color, overlapping, color gradation, and color transition. Encourage experimentation.
4. Students begin to develop orb web crayon rubbings.

### Lesson 4

1. Review student work from previous lesson. Students identify appealing and effective examples. Students discuss and analyze techniques they used to create successful crayon rubbings
2. Students continue/complete 4 web rubbings.
3. Students continue to record spider drawings on Spider Research Worksheets.

### Lesson 5

1. Review quality and completeness of crayon rubbings. Students identify what good work looks like.
2. Review progress on Spider Research Worksheets. Students identify and analyze techniques used to create successful drawings.
3. Students complete rubbings.
4. Students continue/complete spider drawings.

### Lesson 6

1. Review and identify body parts of spiders – thorax, abdomen, 8 legs. Make connections with science and scientific illustration. Emphasize research as part of idea development process in writing and in art.
2. Demonstrate drawing, using pencil on sheet foam, to create a spider body - thorax and abdomen. Use scissors to cut out spider body, discussing strategies for practice and successful cutting.

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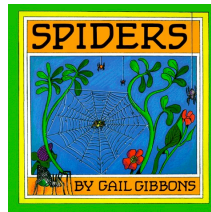
3. Students draw, cut out, and write name on spider body.
4. Review symmetry. Students refer to spider drawings to identify symmetry. Demonstrate cutting and gluing, using sheet foam assorted colored shapes, to create symmetrical designs for spider bodies.
5. Students cut out spider bodies. Students cut and glue assorted colored shapes to create symmetrical design on spider bodies.
6. Students complete spider drawings.

Lesson 7

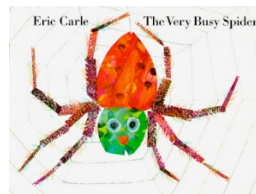
1. Compare and contrast spider and insect body parts. Focus on number of legs. Identify spiders have 8 legs. Identify spider legs are attached to abdomen.
2. Demonstrate using pieces of pre-cut yarn for spider legs. Glue spider legs to abdomen. Glue spider to web rubbings.
3. Review use of Spiders and Webs checklist and rating scale.
4. Students self-assess using Spider and Webs Checklist and Rating Scale.
5. Display art work.

**Resources/Repertoire:** (Text, scores, composers, artists, historical connections, articles, websites, tools, materials, etc.)

- pencils, colored pencils, crayons
- tag board, construction paper
- white glue
- scissors
- sheet foam, assorted colored foam shape
- yarn



- Gail Gibbons, *Spiders* 1994



- Eric Carle, *The Very Busy Spider* 1984

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Lesson Planning Template

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- John James Audubon (1785-1851), *Large Billed Puffin*
- Spider Web Photos <http://kids.nationalgeographic.com/kids/photos/gallery/spider-webs>
- Spider Photos - <http://www.spiderzrule.com/photos.htm>
- Scientific Illustration - [http://www.mnh.si.edu/exhibits/losing\\_paradise/ScientificIllustration.html](http://www.mnh.si.edu/exhibits/losing_paradise/ScientificIllustration.html)

**Terminology/Vocabulary:** (Terms associated and taught within lesson)

Lesson 1 - radial design, spiral design, tangled web, triangle web, orb web, enlarge

Lesson 2 - bas relief, crayon texture rubbing, rubbing plate, tracing, symmetry, scientific illustration, observation drawing, symmetry, abdomen, thorax, 8 legs

Lesson 3 – texture rubbing, color mixing, color changing, color layering, light touch, heavy touch, exploration and experimentation

Lesson 4 – vocabulary review from lessons 2 and 3

Lesson 5 - exemplar, technique, quality, complete

Lesson 6 - body parts, symmetry, shape, planning, sheet foam, cutting, gluing

Lesson 7 - composition and focal point, self assessment

**Unit Assessments:** (Which unit assessments are included as part of this lesson?)

Formative Assessments for Learning

- Oral responses to the essential questions – Lesson 1
- Sketches of tangle, triangle, and orb webs - Lesson 1
- Orb web relief rubbing plate showing radial and spiral design - Lessons 1, 2
- Class review/discussion of work in progress – Lessons 1-7 ongoing
- Drawings of 4 different spiders - Lesson 2, 4, 5
- Spider model illustrating symmetry, and body parts - Lessons 6, 7

Summative Assessments of Learning

- Self-Assess using Spiders & Webs checklist and rating scale - Lesson 7

**Teacher reflection:** (Guidance for future changes and adaptations to the lesson or considerations for other teachers when adapting the lesson)

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*The “Spiders and Webs” unit was well received by students and their classroom teachers alike. This is the first unit of the school year for grade 1 students. The enthusiasm builds as we work into October with Halloween looming at the end of the month. Spiders are of to the students and they enjoy learning about the different types of webs and spiders. The spider research process parallels drawings they do in their classrooms as part of the writing process, observing like scientists, which is useful for creating and describing details.*

*Creating an orb web takes a bit of practice, but using the terms radial and spiral helps the children develop the concepts. The most challenging part of the project is covering the orb web design with glue. Glue bottles must be in good condition so the glue flows smoothly. Finding the balance between how fast to move the bottle and how hard to squeeze evolves as the students gain experience.*

*The crayon rubbing process is new to most students. They find it magical and work enthusiastically. It takes some practice to get the grip right for holding the crayon on the long side and figuring out how much pressure to apply. As colors mix and blend the excitement increases for the young artists as they create new hues. The group review of work in progress, at the beginning of Lesson 4, creates a time for students to share their understandings of the process and encourages rethinking and revision of their artwork.*

*Most children are highly motivated as they carefully observe photographs and draw the spiders. This may be a loss of innocence for their work, but it is a confidence builder as the children discover it can be easier to draw something if you can look at it. A new concept for many art students. This segment of the unit allows for students to choose which spiders they will be drawing draw. It also helps reinforce learning the body parts, which is important for the final step, creating a spider to be attached to the rubbing.*

*Manipulating materials is an important aspect of this unit. Many students have never used sheet foam or yarn. The students are given 2”x3” rectangles and use pencils to practice drawing the abdomen and thorax before making the cuts. Accuracy of cutting will vary, making for some very interesting spider bodies. The assorted colored foam shapes are very appealing and some students find it difficult to use restraint. Six year olds are very intrigued with the idea of cutting an existing shape can create new shapes. White glue always has it challenges but it dries clear and firm. Although we discussed the fact that most spiders have 8 eyes, two googley eyes were attached to each spider adding a bit of whimsy.*

*As part of bringing this unit to closure it is important students take time to reflect on the materials, techniques, and processes involved in developing their artwork. An overriding goal for this unit is for students to gain experience manipulating materials, not mastering skills, so I use a checklist and rating scale as the basis of their self-assessment. Also included is a performance assessment piece that asks students to draw the body parts of a spider, an effective method for them to demonstrate their understanding. In the future the use of colored pencils would allow opportunities to include more detail.*

submitted by

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May 2014