

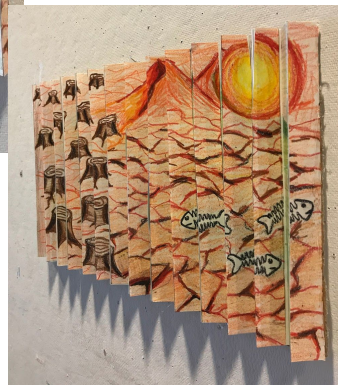
# Don't be blind to the disruption of the water cycle!

**Grades 1-2**

## Essential Questions

How does the water cycle work?  
Why is it important that the water cycle functions properly?  
What effects can human activity have on the water cycle?  
How can these issues be prevented?

**BIG IDEA:**  
Awareness of  
Environmental  
Issues



## Central Focus

The focus of this learning segment is on the way in which visuals can communicate meaning through things such as color choice, imagery, etc. and how these visuals can create awareness towards issues in the environment regarding the effects on the water cycle. The lesson will include teaching students the way that the water cycle functions as well as making the students aware of what human actions can disrupt the cycle and cause negative effects on the environment. Students will use this knowledge in order to create artwork depicting an environment in which the water cycle is functioning properly and juxtapose that imagery with one of an environment in which the human actions have caused the water cycle to be disrupted. The students will also present to their peers what they included in the artwork and why and comment on each others artworks as well reflecting on how the drawings can convey meaning.

## Objectives

1. The student will be able to demonstrate their understanding of the water cycle and identify what human activities can disrupt the cycle through their lenticular drawing.
2. The student will be able to illustrate two contrasting images that depict before and after the water cycle is disrupted.
3. The student will be able to use the elements of art expressively in order to communicate a visual narrative.
4. The student will be able to reflect on their artmaking process in order to describe to the class what their artwork is depicting and how it connects to the water cycle in a presentation to the class.

## Materials

- Raincheck board game
- introduction powerpoint
- images of artwork by key artists
- colored pencils
- glue sticks
- crayons
- scissors
- poster paper (2 sheets of 10x 14in and 1 sheet of 10x 28in per student, all with lines drawn one inch apart)
- poster board/ cardboard to mount it
- handout to describe project directions
- Hot glue for the teacher



## Summary of Sequence of Activities:

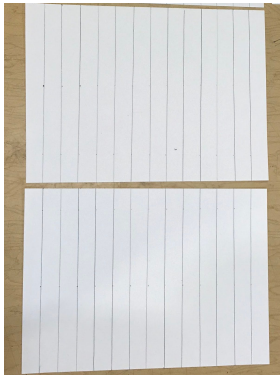
DAY 1: Powerpoint introduction of big idea and function of the water cycle and vocabulary. Play instructional board game "Raincheck". (#1)

DAY 2: Visit to *Springs Eternal* gallery. Stop at each artist's work and discuss the connection to environmental consciousness/ water. Return to classroom and introduce artmaking project and allow the rest of class time for brainstorming. (#1, #2)

DAY 3: Work on projects. Get as much done as possible. (#3)

DAY 4: Twenty more minutes to finish up the project (mount on poster board). Each student presents their own project to the class and responds to each others. (#4)

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| <b>VOCABULARY</b> <ul style="list-style-type: none"><li>• Precipitation, condensation, evaporation, collection</li><li>• Composition, color associations/ symbolism, visual narrative</li></ul> |
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(example of paper with lines drawn one inch apart for the students to draw on)



(example of folding the paper like a fan)

**Enduring Understandings:** The water cycle is an essential aspect of the environment and regulates how water is distributed throughout the Earth. It is important for the survival of all living organisms and regulates the weather which affects the environment. Without proper function of the water cycle, this system will be thrown off and change weather patterns and negatively affect living things on Earth. Human activity can have negative effects on the water cycle, causing it to be disrupted from doing its job. Human impacts on the environment, such as deforestation, climate change, and water pollution, all have negative effects on the water cycle, therefore preventing it from doing what it needs to do to contribute to Earth. Awareness of these issues is very important and being sure to prevent these problems from happening is key in allowing the water cycle to function as intended to benefit all life on Earth.

## Lenticular Drawing Technique

### STEPS:

1. Supply each student with 2 10x14in sheets of paper that have lines drawn one inch apart (when held horizontally). Also supply each student with a single 10x28in sheet of paper that also has lines drawn on it 1 inch apart.
2. Each student will use crayons or colored pencils to draw their 2 different images on the 2 papers that are the same size (10x14in).
3. Then, the students can take the larger sheet of paper and be instructed on how to fold it like a fan on the lines that are an inch apart.
4. Cut the drawings on the lines that are one inch apart. (Tip: number each section on the back so you can be sure to keep them in order)
5. The students can then use the glue sticks to glue the pieces of the cut drawings on the fan paper they just folded. Alternate between the strips of each drawing so they remain on separate sides of the fan.
6. Finally, mount the lenticular drawing on a sturdier piece of poster board or paper using hot glue which the teacher will use.

## NJ Standards

### 1.1 The Creative Process

- 1.1.2.D.1: Identify the basic elements of art and principles of design in diverse types of artwork.
- The students will look at the artwork of other artists and identify the elements of art and principles of design. They will then use these elements and principles in their own artwork in order to create an effective illustration.

### 1.2 History of Arts and Culture

- 1.2.2.A.1: Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
- The students will look at themes of environmental consciousness in the gallery, coming from various artists who each have their own input on the topic.

### 1.3 Performance

- 1.3.2.D.2: Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.
- The students will be using symbols and color in their artmaking in order to create a visual narrative regarding the issue.

### 1.4 Aesthetic Responses & Critique Methodologies

- 1.4.2.A.3: Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
- The students will be using their imagination to create an illustration that communicates a visual narrative and emotion and they will present their artwork to their classmates.