



Art Easel: Inspired by Owls

Building on the previous weeks' work with pastels, children represent owls.

Big Idea	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain understanding.
Guiding Questions	What do you want to learn more about animals and their habitats? How and where can you find this information?
Vocabulary	<p>medium: the material used by an artist</p> <p>blend: to mix together</p> <p>technique: a way of doing something</p> <p>representation: a picture or model that shows what something is like</p> <p>abstract: relating to an idea, rather than to an actual object, person, or place</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Owl Moon</i>, Jane Yolen and Jon Schoener ● <i>White Owl, Barn Owl</i>, Nicola Davis ● <i>Owls</i>, Gail Gibbons ● additional books about owls <p>In each of the texts, flag a page with a large illustration of an owl.</p> <ul style="list-style-type: none"> ● Owls in Art Images (some provided) ● paper of various colors, sizes, and textures ● pencils and erasers ● thin black markers ● pastels ● Blending with Pastels resource, from Week 6
Intro to Centers	<p><i>You've been experimenting with pastels. Today you can begin using this medium to represent owls. Let's take a close look at how the illustrators in the books we have read have represented owls. How are these owls different from one another?</i></p>

	<p>Show the selected illustrations from texts. Provide time for children to compare the illustrations.</p> <p><i>Think about how you might represent an owl with pastels. You might also find inspiration from these artworks representing owls. What do you notice?</i></p> <p>Show the images of artwork, except the abstract sculpture (final image). Provide time for the children to look at each piece of art, then harvest children’s observations. Encourage children to share both their observations of specific details they find as well as their preferences and interpretations.</p> <p>Show the image of the abstract sculpture of an owl by Cleo Hartwig.</p> <p><i>Look at this sculpture. What do you notice?</i></p> <p>Harvest ideas.</p> <p><i>This owl sculpture is referred to as abstract. Abstract art gives the viewer an idea about something but doesn’t represent it exactly. You might decide to make an abstract representation of an owl, with pastels. That means you would make marks that suggest the idea of an owl, but you wouldn’t include all the details.</i></p> <p><i>When you go to the easel this week, you will find pastels, pencils, and thin black markers. Don’t forget about the pastel techniques you explored last week. [Refer to the resource.] Decide if you want to use the pastels right away, or if you want to draw with pencil and black marker first.</i></p> <p>Remind children of the benefits of beginning an artwork in pencil and the effects achieved with strong lines in black marker. Note that using marker over pastels will damage the markers, and remind children to close the markers tightly with a “click” to ensure they do not dry out.</p> <p>If useful, model. Show one image and demonstrate first drawing and then consulting the Blending with Pastels resource.</p> <p><i>I am inspired by this piece of artwork because _____. First I draw my owl using a pencil, then go over the lines I like best with black marker.... Then I choose colors. I’m going to represent an owl in an abstract way, so I will use orange and purple.</i></p> <p>Remind children that they can work independently or collaboratively.</p>
<p>During Centers</p>	<p>Inspired by images, children create owl pastels. They might choose to draw first, then use the pastels. Or, children might go straight to using the pastels. Talk with the children about what they are choosing to represent, the colors they are using, and how. Ask them how they are making decisions as they work. Encourage children to consult and/or collaborate with their peers.</p>

Facilitation	<ul style="list-style-type: none">● How will you represent an owl?● What techniques will you use?● What does your work communicate?● What inspires you? Why?● Is there a story in this drawing? Tell me!
Standards	SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups. SL.1.K.c Continue a conversation through multiple exchanges.

Notes