



Fairbanks North Star Borough School District
Art Center Art Activity Kit©



Birds of Different Feathers

GRADE: 6 and up **TIME: one session**

Developed by Linda Pfisterer

<p>KIT INCLUDES:</p> <ul style="list-style-type: none"> • lesson plan boards: <ul style="list-style-type: none"> --vocabulary --tolerance words --monochromatic value --pattern --“sayings” (3) --birds symbolize --birds alike (with cut outs) --assessment --lesson steps --lesson examples • large bird poster 	<p>MATERIALS:</p> <ul style="list-style-type: none"> • oil pastels • 6” X 9” construction paper in: <ul style="list-style-type: none"> 3 values of purple 3 values of green 3 values of orange • 4.5” x 12” from light values of above colors • glue sticks • scissors • small scraps of white paper for messages
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LESSON DESCRIPTION:

The class participates in tolerance activities to prompt discussions about ‘different and alike’. Then they create their own birds of different feathers using oil pastels and construction paper. Students include a message which their birds are carrying to the world.

<p>VOCABULARY:</p> <p>tolerance monochromatic color scheme repetition pattern embellishment</p>	<p>ART ELEMENTS:</p> <p><input type="checkbox"/> Line <input checked="" type="checkbox"/> Shape/Form <input checked="" type="checkbox"/> Color <input checked="" type="checkbox"/> Value <input checked="" type="checkbox"/> Texture <input type="checkbox"/> Space/Perspective</p>	<p>ART PRINCIPLES:</p> <p><input checked="" type="checkbox"/> Pattern <input type="checkbox"/> Rhythm/movement <input type="checkbox"/> Proportion/Scale <input type="checkbox"/> Balance <input type="checkbox"/> Unity <input checked="" type="checkbox"/> Emphasis</p>	<p>CONTENT CONNECTIONS:</p> <p>Health Social Studies</p> <p>THEMES:</p> <p>Diversity Cooperation</p>
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OBJECTIVES AND ASSESSMENT CRITERIA:

1. Students will participate in a tolerance activity and then discuss how it relates to them.
2. Students will analyze the saying “Birds of a feather flock together” by comparing it to a teaching tolerance poster.
3. Students will recognize the need for tolerance towards other people and appreciate their differences.
4. Students will design a bird of their own, making choices about color, shape and embellishment.
5. Students will write a tolerance message for the bird to carry in its beak.

PREPARE:

Make one green generic person out of construction paper (12”x18”) by enlarging a free hand drawing of a human shape like the one at the back of this lesson. This will be used for a classroom tolerance activity.

Find construction paper with 3 different values of one color, for example light green, middle green and dark green or light brown, middle brown and dark brown. Cut construction paper as shown above.

ENGAGE AND EXPLORE:

What is tolerance? Let students say what it means to them.

1. Begin with this tolerance activity called *Tear-Me-Apart, Put-Me-Back-Together, Never-Be-the-Same-Again-Blues*, but don't tell the students this title until the end. Explain that we will begin by doing a tolerance activity. It is meant to demonstrate how hard it is to fix some things we say and do. Tape the green person to the board and ask for four volunteers to come forward.

- a. Explain that this activity is about not being tolerant with "Greenie", their new classmate. He is different from you, plus you already have your own friends. New students often have difficulty fitting in where groups of students have already formed bonds of friendship. Some people automatically dislike or put up barriers to a new student, without even trying to get to know him or her.
- b. The atmosphere is unwelcoming for "Greenie" and at different times during the day a student will make a comment to him or her that is very mean. You are the four people who think up something mean to say to Greenie. Be creative as you think of some of the mean insults you have heard people use.
- c. As each student gives Greenie an insult, rip an arm or leg off of Greenie and give it to the insulting person.
- d. Now explain that each of you feels the need to apologize to Greenie and as you do, you will get a piece of tape to tape him/her back together. Since an "I'm sorry" does not really take away what you said, try harder by saying something very kind along with the apology.
- e. When Greenie has been taped back together again, ask them if they have "righted the wrongs" they did to Greenie. Does Greenie look the same now as when he came to this room? No, he does not. What are the long-term effects of mean comments?
- f. This activity is called, ***Tear-Me-Apart, Put-Me-Back-Together, Never-Be-The-Same-Again-Blues***. Ask students to remember the power of words.

2. Hold up the board with the saying, "***Sticks and stones may break my bones, but words will never hurt me.***" Now have a "pair share" discussion time. Ask students to partner up and give the person on the right one minute to say why they agree or disagree with this statement. Give the speaker your undivided attention and do not speak during their turn. After a minute, change and let the other partner speak. Students can then volunteer to share what they think with the class.

3. Put up bird boards and the saying, "***Birds of a feather flock together.***" This means that birds that are alike stay close together. Why is this true? Food, climate. Why do people live like the birds of a feather? (cultural activities, religion, sports) There are reasons why it is good for people with similar interests to come together.

4. What happens when one bird of a "different" feather comes in? Demonstrate this using the "birds alike" board as you hold up the different bird in the middle of them. Birds are often territorial and will push another bird out. People have the same reaction. This is where tolerance comes in. Hold up the poster with birds that are different. Do people live like the second poster – birds of different feathers? Is it difficult for one different person to move in and live in a community of like-minded people? Why? What are some benefits to having many kinds of people in a community? How can we use tolerance to get along with each other?

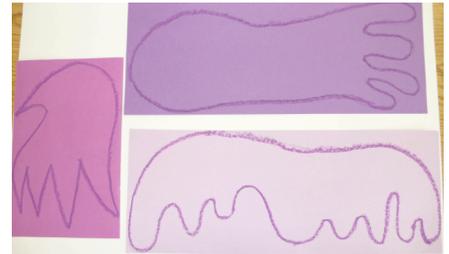
5. Artists pride themselves on being different. If each artist paints a blue bird, would the birds all look alike? We all have different ways of doing things, and art is an important way people express their differences.

CREATE:

Display “Birds Symbolize” board:

1. We will each create a bird, and we will see how very different our birds are. Let each bird represent our differences and remind us of the tolerance we must show each other in order to live together in a peaceful world. We want tolerance to spread, so let's have each bird carry a message to make a difference in the world.

2. First choose a color for your bird. The color scheme choice we will use today is monochromatic. Look at the value scale to understand that a monochromatic color scheme will have different values of one color ranging from light to medium to dark of the same color. Choose three papers to fit your color scheme. (Set each group of color values in different places in the room for easier pick up. Choose 2 of the 6"x9" for the body and head. Choose 1 of the 4.5x12" for the wing.)



3. Draw a shape for the body, tail, head and the wings on each of the papers. Learn how to make full use of your paper by drawing from end to end on the paper. This allows for the bird to be as large as the paper permits. Glue the body, head and wings together.

4. The first embellishment will be done with your scrap papers from your bird. Cut small shapes and lines and glue them on in patterns. Students can add extensions on the tail, a hat or crown for the head using the repeated colors.



5. The next round of embellishment is done with oil pastels. First choose the light and dark value of your monochromatic color plus the black and white. (Sometimes a student needs to use an analogous color.) Check the color wheel. Black and white are neutral colors and enhance all colors. Demonstrate two oil pastel techniques. To shade, draw two rows of the light and dark colors. Then add a row of white on both sides. Use your thumb and pull or blend the colors going in one direction. Overlapping two or more colors until they mix together can blend colors. All colors can be blended or lightened by drawing white over the main color. Use repeated lines and shapes to make an interesting design on the bird.



6. Cut an opening in the bird's beak to prepare for the message. Explain to students that they need to think of two or three words that they would want their bird to carry around the world to promote tolerance. Cut the white paper with a wavy cut to make it look like it is flowing in the wind. Write your words neatly in pen and put the message in the beak.



CLOSE:

Student discussion throughout the lesson helps students understand different views of tolerance. As a follow-up activity, students could also write about what tolerance means to them and how they could help make the world a better place.

Teacher administered assessment tool

DN	OK	UP	Lesson _____ Teacher _____ Grade _____ Date _____ Number of Students _____
			Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers. (K=knowledge, S=skills, C=creativity, A=attitude, E=engagement)
			1. Did the tolerance activity remind you of a situation you have been in? (K,A)
			2. Did you "pair share" in the tolerance discussions? (E,K)
			3. Did you design a bird using a color scheme? (K,S,C,E)
			4. Did you add embellishment choices with the oil pastels? (S,C,A,E)
			5. Did you give your bird a tolerance message to carry? (K,A)
			6. Did you add your own imaginative touch to your art? (C)
			7. Did you do our best at listening and following directions? (A,E)
<u>Teacher self-critique</u>			
			8. My teaching of this lesson: 1 2 3 4 5 6 7 8 9 10 needed improvement _____ was highly successful
			9. What would I do differently next time?

ALIGNMENT:

Alignment of Standards:

Art: A1,2,3,4; B8; C1; D3,6
English: R2.4, R2.10; W2.1
Science: SF, SF2

Alignment of GLE's:

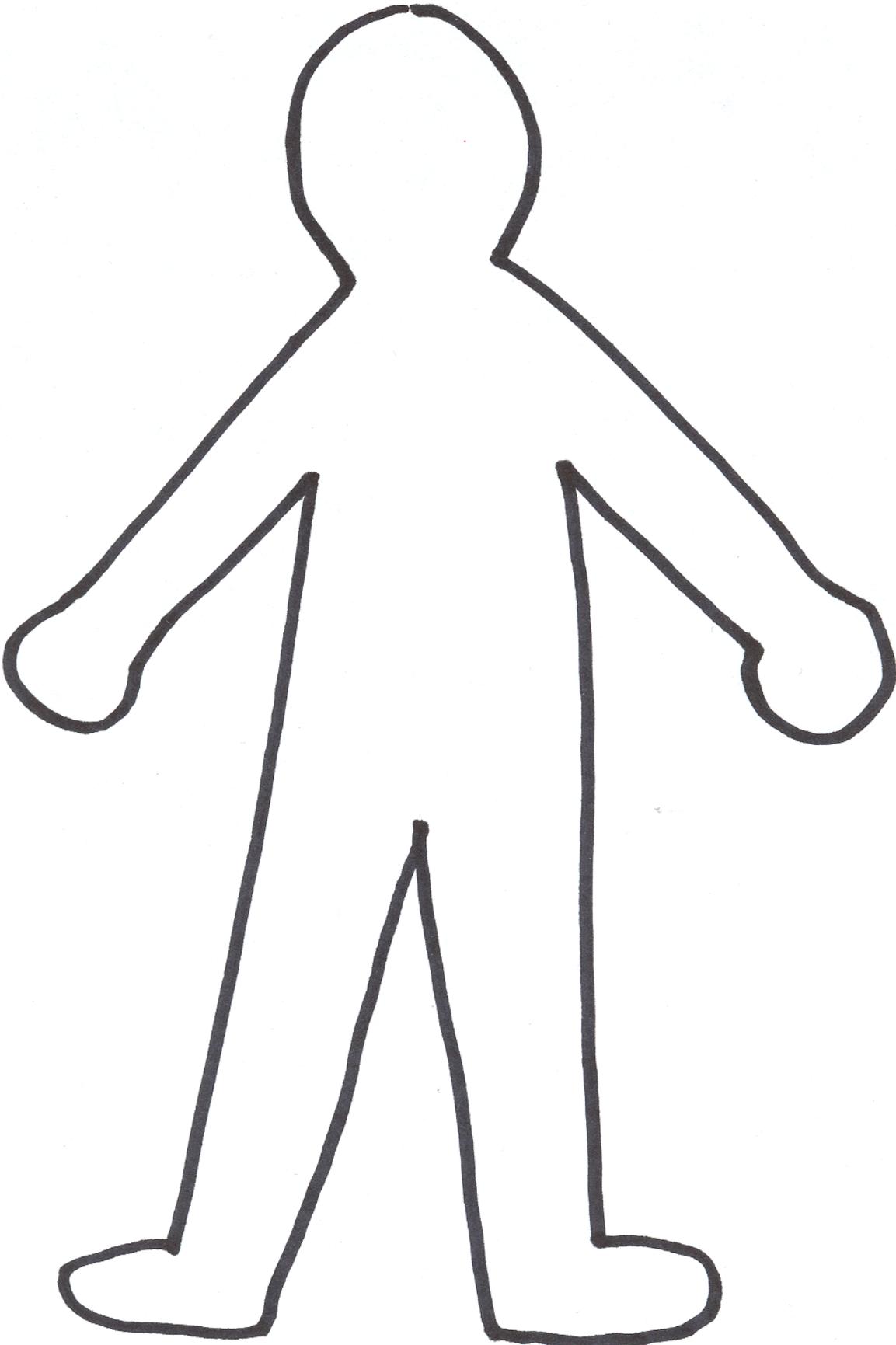
Reading: R2.4, R2.10, W2.1
Science: SF, SF2

CREDITS:

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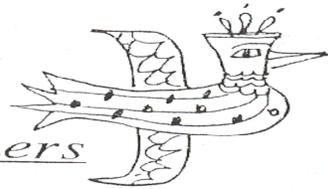


Enlarge an image such as this on 12"x18" green construction paper. This person is to be used in the ***Tear-Me-Apart, Put-Me-Back-Together, Never-Be-the-Same-Again-Blues*** activity.





Birds of Different Feathers

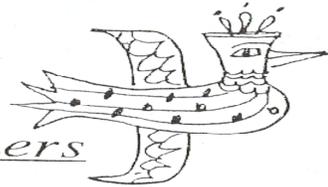


Today in art class we participated in a tolerance activity called “Tear-Me-Apart, Put-Me-Back-Together, Never-To-Be-The-Same-Again-Blues”.

We discussed two sayings: *Sticks and stones may break my bones, but words will never hurt me*, and also *Birds of a Feather Flock Together*. The importance of accepting each other’s differences and learning tolerance was discussed as we basically realized that we are really all alike inside. We created our own bird designs using oil pastel techniques of smearing, overlapping colors and using colors individually. We notice as individual artists, that we all created “Birds of Different Feathers.” Keep making art!



Birds of Different Feathers

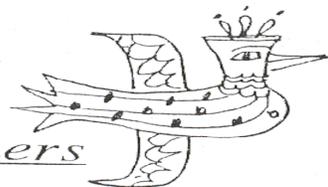


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