



On Top of the World

Grade: Adaptive Time: 45-60 minutes

Designed by Barbara Short, Art Specialist



KIT INCLUDES:

- lesson plan
- vocabulary board
- map showing the top of the world
- procedure board
- Stuart Davis biography board
- 2 reproductions
- Stuart Davis book

MATERIALS:

- construction paper
 - light blue (8"-9" circles)
 - various colors cut into:
 - 3" to 4" squares and rectangles
 - 1.5" X 7" strips
 - white cut into 4" squares
- black railroad board strips
- sticky dots (white or light)
- scissors
- glue
- blue tempera
- round #7 brush (#10 o.k.)

LESSON DESCRIPTION:

Students look at a globe and discuss what is land, water, and ice/snow and how the water currents move over the earth. They paint water on a circle, cut organic shapes to make ice and continents, and put themselves where they live...on top of the world.

VOCABULARY:

globe, world, earth
land, water, ice/snow
organic or 'silly' shapes
water currents

ART ELEMENTS:

- Line
- Shape/Form
- Color
- Value
- Texture
- Space/Perspective

ART PRINCIPLES:

- Pattern
- Rhythm/movement
- Proportion/Scale
- Balance
- Unity
- Emphasis

CONTENT CONNECTIONS:

- social studies
- geography

THEMES:

- Our World

PHILOSOPHY:

- Provide every student with exposure to art and the opportunity for success at his or her level.
- Encourage all students to communicate through art.

ADAPTIVE ART KITS:

Adaptive kits were originally designed for use in special education classes but can be used with a wide range of ages and abilities, increasing the complexity of lesson as appropriate. Extensions are suggested for more complex results.

OBJECTIVES AND ASSESSMENT CRITERIA:

- Students will:
1. Look at a globe and differentiate between water and land.
 2. Consider that the water is always moving over the earth.
 3. Make a world by painting water and adding land and ice/snow.
 4. Put themselves on the 'Top of the World'— where Alaska is!

PREPARE:

Teachers: Make sample before teaching to ensure understanding of lesson.

Collect supplies and prepare materials as follows:

- Globe that clearly shows water, land, snow/ice and preferably, water current lines.
- Collect:
 - watercolor type round brushes (#7 good, #10 o.k.)
 - glue sticks
 - scissors
- Prepare paper:
 - 8"-9" light blue circles (1 per student)
 - 3"-4" squares and rectangles in many different colors
 - 1" X 7" strips (1 per student)
 - 2" X 12" railroad board strips to mount the world (black is best)
- Prepare blue tempera paint (can be tempera blocks or small dishes to share). Paint should not be too thick and can be thinned as needed to flow easily

ENGAGE AND EXPLORE:

This lesson is about our earth and where we live on it. Begin by looking at a globe; to capture students attention can use in the dark with a flashlight. (Note: Watch in Fred Myers/Target stores--stationary area--for a reasonably priced small electric globe that rotates, lights up and changes colors....young students love it.)

1. Locate a globe. Try to use you a globe that clearly differentiates between water, land and ice/snow. Ask the students:

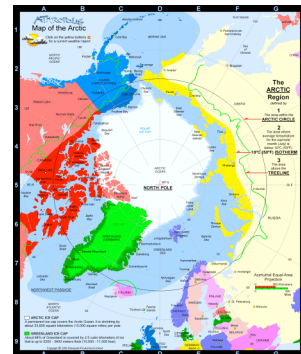
- What is the blue color? WATER
- What are these 'silly shapes'? LAND
- What is the white color? SNOW
- Where do we live on the earth? TOP



2. With students discuss:

- how much water there is.
- the funny shapes the land makes (like spilled milk!)
- the lines in the water that show how it moves around the earth. (use your finger to follow or make the lines)

3. Look at the poster showing top of the world. Depending on students abilities and understanding, align with the top of the globe. Discuss the fact that much of it is cold and has snow and ice all year long. Depending on student's age and understanding, discuss global warming and the current melting of the icecap.



4. Sing song:

I'm living on top of the world,
Just rolling* along, just rolling along. (roll arms) *Variations to act out: Walking, swimming, skiing, etc.

Alaska's the top of the world,
Just singing our song, just singing our song.

5. Show Stuart Davis (1894—1964) photograph. We are going to be artists like Stuart Davis was. He used lots of shapes and colors and so will we! Let's look at his art (show reproductions) and name colors and shapes that we recognize. Pay special attention to organic or "silly shapes".

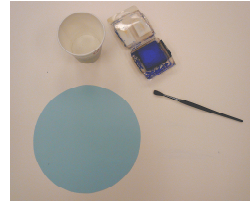


CREATE:

Teacher bring students close to demonstrate this project and then send back to their seats to work.

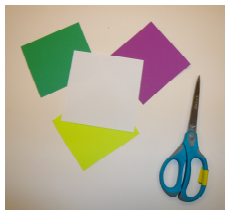
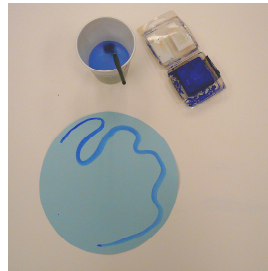
1. Set-up. Give each student:

- 1--8"-9" light blue construction paper circle
- 1—round watercolor type paint brush
- blue tempera cakes or liquid that can be shared



2. Paint. Have students dip brush gently (GENTLY) in paint and lightly paint flowing lines around their circle. As they finish clear up the paints.

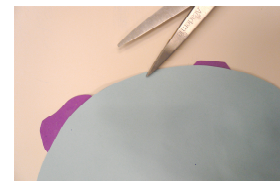
3. Cut continents and ice/snow. Let each student pick 3 pieces of colored paper and give each student 1 piece of white. Holding the scissors in one hand have them cut one big 'silly shape' (organic shapes) from each paper so they have four. Teach them to hold the paper still and cut by wiggling their scissors. Tell them to make all the straight edges go away! (this is difficult for some young students to understand so just let them cut.)



4. Look again at the 'Top of the World' map. Notice how the white is in the middle. Have students glue the white in the middle of the circle, and then glue the other continents (and islands if they have made more pieces) around the white.



5. Trim earth if needed. If students shapes extend off the circle have them trim along the back edge of circle.



6. Each student makes themselves. Give each student a 1" X 7" strip. Have them fold it in half. Then have them fold feet onto it. Then give each student a little round sticker which they will put near the fold. They can draw a face on the sticker to represent themselves on 'Top of the World'.



7. Glue the feet onto the world but first decide if 'you' are going to be on land, ice/snow or in the water. Think what you are doing there.

8. Finish by gluing the world onto a strip of black (or colored) railroad board, and add the lesson description to the back of the art. Display.



CLOSE:

FOLLOW-UP:

Have each student stand in front of the class and say something like: "This is the top of the world and I live here.

I am in the water because I am swimming!" (and then everyone pretend to be swimming)

I am on the snow because I am sledding!" (and then everyone pretend to be sledding) etc.

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. Can you remember the name of the artist we studied? (K)
			2. Can you name 3 things we found on the globe? (K)
			3. Did you paint water currents? (K)
			4. Did you cut out 'silly shapes'?
			5. Did you actively listen and follow directions? (A)
			6. Did you do your best during this lesson? (E)
			7. Do you like your art with your name on top? (A)
<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:

<p>Alignment of Standards: Art: A1,3; B6; C2b, 5 Eng/L.A.: A, B, C Geography: B, D</p>
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CREDITS:

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