

Backyard Birds

Lesson Three

Lesson Three: "Backyard Birds" is appropriate for **upper elementary students**.

Lesson Four: "A Bird in Space" is appropriate for **high school students**.

Art Objectives

1. Students will be able to generate ideas for their art from another discipline (science).
2. Students will be able to place a positive shape within a surrounding negative space.
3. Students will be able to incise and stamp clay to make lines and patterns.
4. Students will be able to carefully apply ceramic glazes.

OPTIONAL: Students will be able to collaborate to organize an exhibition of their work.

Visual Arts Standards

CONNECTING ANCHOR STANDARD 10: Synthesize and relate knowledge and personal experiences to make art.

RESPONDING ANCHOR STANDARD 7: Perceive and analyze artistic work.

CREATING ANCHOR STANDARD 2: Organize and develop artistic ideas and work.

Common Core Standard (Arizona College and Career Readiness Standard)

READING STANDARD 4.RI.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical subjects, in the [grade appropriate] complexity band proficiency, with scaffolding as needed at the high end of the range.

WRITING STANDARD 4.W.2: Write informative/explanatory text to examine a topic and convey ideas and information clearly.

Preparation

- Preferably, collaborate with classroom teachers to plan students' research about native birds and how they adapt to their environments.
- Preview *Backyard Birds PowerPoint*.
- Before students begin working with clay, use a clay wire to cut a half-inch square slab for each of your students.
- Press two concentric circles in the center of each slab using convenient containers, such as tin cans or bowls.
- Consider making a teacher sample tile to practice steps of working in clay, glazing, and firing.

Resources and Supplies

[Backyard Birds Powerpoint](#)

Computer lab/library

Copies of *Bird Research worksheet (pdf)*

Colored pencils and drawing paper

Pencils for incising

Found objects for stamping

Clay

Tin cans or bowls for pressing circles into slab before students start working with clay

Colored under glaze, black over glaze and clear glaze

Large and smaller brushes for glazing

Kiln

Activities

Review: Review the theme in life that “All around the world and in our own backyards, we share our living space with birds,” and the theme in art that "Artists are inspired by their avian neighbors, from majestic eagles to comical penguins, from circling vultures to hovering hummingbirds."

Also review the unit’s three key questions:

1. SEEK: How can I relate scientific research to making art?
2. LOOK: How are shapes and colors organized into patterns?
3. LOOK: How do negative spaces complement positive shapes in artworks?
4. CHOOSE: How can I enhance my artwork with patterns?
5. CHOOSE: How can I organize positive shapes and negative spaces to complement each other in my art?

Definition and Examples:

- Display *Backyard Birds* PowerPoint slides 1-4 to define and illustrate positive shapes and negative spaces.

Check for Understanding:

- Display *Backyard Birds* PowerPoint slide 5 to check students' understanding of positive shapes and negative space.

Transfer:

- Display *Backyard Birds* PowerPoint slides 6-8 to analyze artists' use of pattern (introduced in Lesson 1: Flight Patterns) within positive shapes and negative space.

Assignment:

- Display *Backyard Birds* PowerPoint slide 9 to introduce the project objectives.

Research:

- Display *Backyard Birds* PowerPoint slides 10-12 to illustrate student research of selected native birds.
- Distribute *Bird Research worksheet* as a guide for reporting findings.
- Distribute drawing paper and colored pencils.
- Direct students to make a drawing of their bird paying particular attention to its overall shape and to its feather patterns.

*OPTIONAL In-Process Report: Ask students to take turns displaying their bird drawings and sharing interesting findings about them.

Step-by-Step Process:

Display *Backyard Birds* PowerPoint slides 13-22 to illustrate:

- incising bird inside concentric circles
- stamping patterns in negative space around circles, leaving blank negative space inside the circles
- applying under glaze before bisque firing
- applying black over glaze, removing excess glaze when dry, then applying clear glaze
- second firing

PRESENTATION:

- Display completed tiles, asking students to describe their classmates' different uses of negative space and the diversity of patterns they created.

*OPTIONAL: Divide students into 4-6 groups, each with a clear work space, such as a table or counter. Ask them to collaborate in arranging their tiles for presentation. Rotate groups to view all presentations.

Art Vocabulary

Positive shape
Negative space
Pattern
Geometric
Incise
Under glaze
Over glaze
Bisque fire
Serigraph

Other Vocabulary

Concentric

Extension Activities

Identify a classroom or art teacher who teaches in another natural environment within your state, in another state, or in another country.

Exchange students' paragraphs and/or photos of drawings, for example publishing them on One Note.

Assessment Guides

OBJECTIVE 1: Students will be able to generate ideas for their art from another discipline (science).

Exceeds Expectations: Bird tile shows overall shape of researched bird with some accuracy and more than one feather pattern.

Meets Expectations: Bird tile shows overall shape of researched bird **and** at least one feather pattern.

Approaches Expectations: Bird tile shows overall shape of researched bird **or** at least one feather pattern.

Fails to Meet Expectations: The tile shows a bird.

OBJECTIVE 2: Students will be able to place a positive shape within a surrounding negative space.

Exceeds Expectations: The bird shape is placed entirely within the negative space or breaks the circles, and is balanced with negative space within the circles.

Meets Expectations: The bird shape is centered in the negative space.

Approaches Expectations: Some blank negative space surrounds the bird shape

Fails to Meet Expectations: Little to no blank space surrounds the bird or the tile shows no bird.

OBJECTIVE 3: Students will be able to incise and stamp clay to make lines and patterns.

Exceeds Expectations: The tile has three or more carefully repeated patterns made with at least three objects.

Meets Expectations: The tile has two or more repeated patterns or patterns made with at least two objects.

Approaches Expectations: The tile has some repeated stamped shapes or lines.

Fails to Meet Expectations: The tile has stamped shapes or lines.

OBJECTIVE 4: Students will be able to carefully apply ceramic glazes.

Exceeds Expectations:

All three of the following glazing processes are evident: The top surfaces of the tile are all completely covered with a colored glaze; there is black glaze in all incised and stamped lines and shapes, and the entire tile is covered with a clear glaze.

Meets Expectations: Two of the following three glazing processes are evident: The top surfaces of the tile are all completely covered with a colored glaze, there is black glaze in all incised and stamped lines and shapes, and/or the entire tile is covered with a clear glaze.

Approaches Expectations: One of the following three glazing processes is evident: The top surfaces of the tile are all completely covered with a colored glaze, there is black glaze in all incised and stamped lines and shapes, or the entire tile is covered with a clear glaze.

Fails to Meet Expectations: None of the following three glazing processes are evident: The top surfaces of the tile are all completely covered with a colored glaze, there is black glaze in all incised and stamped lines and shapes, or the entire tile is covered with a clear glaze.