Unit: Science is Art

Topic: Jellyfish

Time: 50-60 minutes

Target Audience: Grades 3-6

Goal: Through the use of technology, audio-visual media, class room discussions and activities, students will be introduced to artistic styles and create a unique piece of art. Students will identify the anatomy of a jellyfish, determine the ideal habitat and then create a multicolored mixed media jellyfish display.

Key Vocabulary: jellyfish, tentacles, bioluminescent, habitat,

Standards:

Common Core Standards

RI.CCR.7- Integrate and evaluate content presented in diverse formats, including visually and quantitatively, as well as in words.
SL.CCR.2- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.CCR.3- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
SL.CCR.5- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
L.CCR.4- Determine or clarify the meaning of unknown and multiple—meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CA Next Generation Science Standards (NGSS)
3. Inheritance and Variation of Traits: Life Cycles and Traits
3. Interdependent Relationships in Ecosystems
3. Forces and Interactions
3-S. Engineering Design
4. Structure, Function, and Information Processing
5. Matter and Energy in Organisms and Ecosystems
MS. Structure, Function and Information Processing
MS. Engineering Design

NETS-S standard 5 Digital Citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

California VAPA Standards

1.3 Identify elements of art in the environment and in works of art, emphasizing line, color and shape/form
2.1 Use lines, shapes/forms, and color to make patterns
2.4 Plan and use variations in line, shape/form, color and texture to communicate ideas or feelings in works of art.
2.6 Use geometric shapes/forms (circle, triangle, square) in a work of art.
3.3 Look at and discuss works of art from a variety of times and places.

5.3 Point out images (e.g., photographs, paintings, murals, ceramics, sculptures) and symbols found at home, in school, and in the community, including national and state symbols and icons.

5.4 Discuss the various works of art (e.g., ceramics, paintings, sculpture) that artists create and the type of media used.

**Content:**

Greetings/Introduction

Present project of the day.

Discuss ocean habitat

Discuss jellyfish anatomy and functions

Begin art project.

Finish project.

**Materials:**

**For younger students (gr 3 & 4), precut tissue paper into narrow strips the width of the tissue sheet. Each student will need 12+ strips.**

Each student will need:
1 - 6”x9” sheet of watercolor paper (1/2 of 9”x12” sheet split vertically)
1- 6”x4.5” sheet of watercolor paper (1/4 of 9”x12” sheet quartered)
1 - Watercolor paint set
2-3 paper towels

Scissors

Water cup

Paint brush (med-large size)

White school glue

3-4 tablespoons of table salt per 4-5 students

Sheets of colored tissue paper. (Complimentary colors are nice: red/pink/orang/yellow, or blue/purple/green/yellow.)

**Assessment:** Verbal
Other: This lesson plan is to be used as a guide for the art classes. Other materials and resources have been provided for your use as needed. Please have materials and mediums ready prior to your scheduled start time.