

School of Fish

Grade Levels: Kindergarten- 2nd



Supplies:

- Tempra Paint (blue, white, red, yellow)
 - Blue for water
 - White for bubbles or water
 - Red for fish
 - Yellow for fish
- Paint Paper
 - 1 sheet per student for water
 - At least ½ of a sheet per student for a fish
- Trays, Plates, or Palette
 - For stamp paint
- Brushes
 - For water
 - Option: for painting tails on fish
- Sponge Stamps
 - Fish-shaped sponge stamp
 - Option: oval or circle shaped sponge stamp. Student can add tail with brush
- Q-Tip (optional)
 - For bubbles with white paint
- Scissors
 - For cutting out fish

- Glue
 - For gluing fish onto water paper
 - Option: for gluing on googly eye
- Oil Pastels
 - For drawing on painted fish and water paper
- Googly Eyes (option)

Standards:

Kindergarten	First	Second
<p>VAK.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.</p> <p>a. Generate individual and group ideas in response to visual images and personal experiences.</p> <p>b. Produce visual images using observation, experience, and imagination using a variety of art materials.</p>	<p>VA1.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.</p> <p>a. Generate individual and group ideas in response to visual images and personal experiences.</p> <p>b. Generate visual images in response to open ended prompts, themes, and narratives.</p>	<p>VA2.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.</p> <p>a. Generate individual and group ideas in response to visual images and personal experiences.</p> <p>b. Produce visual images in response to open-ended prompts, themes, and narratives.</p>
<p>VAK.CR.3 Understand and apply media, techniques, and processes of two-dimensional art.</p> <p>a. Attempt to fill the space in an art composition.</p> <p>b. Experiment in the printmaking process (e.g. stamping).</p> <p>c. Create drawings and paintings with a variety of media.</p> <p>e. Develop manual dexterity to develop fine motor skills.</p>	<p>VA1.CR.2 Create works of art based on selected themes.</p> <p>b. Create works of art that attempt to fill the space in an art composition.</p> <p>VA1.CR.3 Understand and apply media, techniques, and processes of two-dimensional art.</p> <p>a. Create drawings and paintings with a variety of media.</p>	<p>VA2.CR.2 Create works of art based on selected themes.</p> <p>a. Create works of art to express individual ideas, thoughts, and feelings from memory, imagination, and observation.</p> <p>VA2.CR.3 Understand and apply media, techniques, and processes of two-dimensional art.</p> <p>a. Create drawings and paintings with a variety of media.</p>

<p>VAK.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.</p> <p>VAK.PR.1 Participate in appropriate exhibition(s) of works of art to develop identity of self as artist.</p> <p>a. Complete works of art. b. Sign a finished work of art.</p> <p>VAK.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy.</p> <p>a. Use a variety of strategies for art criticism</p> <p>VAK.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.</p> <p>a. Recognize self as an artist. b. Recognize the unique contributions of contemporary and/or historical artists and art forms, including Georgia artists. c. Discuss art from a variety of eras and world cultures.</p> <p>VAK.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).</p>	<p>b. Explore printmaking processes (e.g. stamping).</p> <p>VA1.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.</p> <p>VA1.PR.1 Participate in appropriate exhibition(s) of works of art to develop identity of self as artist.</p> <p>a. Complete works of art. b. Sign a finished work of art.</p> <p>VA1.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy.</p> <p>a. Use a variety of strategies for art criticism</p> <p>VA1.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.</p> <p>a. Recognize the unique contributions of contemporary and/or historical art forms, including Georgia artists. b. Explore the influence of artists and their work in a variety of cultures.</p> <p>VA1.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).</p>	<p>b. Experiment with printmaking techniques (e.g. mono-prints, relief prints).</p> <p>VA2.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.</p> <p>VA2.PR.1 Participate in appropriate exhibition(s) of works of art to develop identity of self as artist.</p> <p>a. Sign a finished work of art</p> <p>VA2.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy.</p> <p>a. Use a variety of strategies for art criticism.</p> <p>VA2.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.</p> <p>a. Recognize the unique contributions of contemporary and/or historical art forms, including Georgia artists. b. Explore the influences of artists and their work in a variety of cultures.</p> <p>VA2.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).</p>
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Learning Objectives:

- Use multiple materials in proper and safe ways.
- Develop fine motor skills.
- Recognize self as an artist.
- Connect themselves to historical and local artists and art practices.

Plan:

Teacher Preparation

- Write name on two papers for Kindergarten if they cannot write their name yet.
- Prepare painting supplies beforehand.
- Have presentation pulled up.
- Print coloring sheets or have free drawing papers ready.
- If going to use ½ sheets for fish, precut those painting papers.
- If scissors are a safety issue, prepare a way to supervise use and put away scissors when students are done using them.

Class Time

Day 1

Seat students and bring them to attention for the presentation.

Share fun fact that a group of fish are called a school.

Introduce that they will be learning about fish art.

Introduce gyotaku: a Japanese technique for printing fish. Fishermen would use it to show what kind of fish and what size fish they caught. It later became an art technique where you print the fish with ink and then can add details.

Introduce Georgia artist Kaylee Hettenbaugh, who lives in Tybee Island. She prints fish with ink. Then, she comes back and paints the details and colors of the fish.

Show students how they will use sponge stamps and paint to stamp a fish.

Show students how they will use brushes and blue paint to make another sheet of water for their fish. Show how they can use a Q-Tip to add bubbles with white paint.

Review steps with students with the slide that shows them what to do in class.

Stamp the fish, Paint the water, hang to Dry, and Color a coloring sheet with crayons.

Ensure students know one paper is for a fish and another is for water; they are only making one fish. Implement your classroom management to match the lesson (when can students leave their seat, do they put away supplies or leave it, when do they raise their hand for help, etc.).

If students can write, instruct them to write their name on the back of their papers **first**.

While they do that, you may prompt them to think about how you can't write your name on the back if there is paint on the front. Remind them their name will help you give their work back to them the next day.

Supervise students as they work.

Ensure they are using stamps and paint correctly with the right paper.

Assist them with hanging their work to dry and transitioning between activities.

Give time reminders as students work to keep them on track.

Signal when it is time to clean up. Follow your classroom's designated clean up procedure.

How do they clean paint? Do they clean the tables? Do they keep their coloring sheets or turn them in for the next day? Etc.

Day 2

Seat students and bring them to attention for instructions on the presentation.

Walk students through the steps to finish.

Cut out fish. (Remind of scissors safety, if needed.)

Glue fish on water. Option: Glue on googly eye. (Remind of proper glue usage, if needed.)

Decorate with oil pastels. They can add an eye, scales, fin, lines on fin or tail, other things in the water, etc.

Sign and Reflect on the back. Sign their name (1st, 2nd) or their initials (K). Draw a smile, line, or frown to show how they feel about their artwork.

Review steps to ensure understanding.

Pass out the papers for students to begin working.

Supervise and help if needed while students work.

Collect scissors and glue when done to prevent accidents or misuse.

Give time reminders as students work to keep a good work pace.

Prompt early finishers to think about if they want to add any other decorations, remember to sign, and reflect on the back of their work.

If they have done all that and many are still working, provide free drawing paper or a coloring sheet from the day before.

If all students or many students are done with time remaining,

- Show an educational video about fish or gyotaku.
- Play a fish-themed game.
 - Four Corners/ Four Fish: Put four different colored fish in the corner of the class beforehand. Play as you would four corners using colors. Practices color recognition and allows movement.
 - Rock, Paper, Scissors/ Red, Yellow, Blue: Gather students to watch two students compete at a time. Two students will stand before the class back-to-back. They will have a red fish, blue fish, and a yellow fish. The class will chant “red, yellow, blue” as the two students decide what fish they will show the other. The teacher will say “turn” to signal to the students to turn and face one another showing their chosen fish. If they match, they win. If they don’t match, they lose. Winners will repeat the process. If they lose, each student will choose a new competitor to play.
 - Red Light, Green Light/ Swim, Freeze: Students will pretend to swim around the room until the teacher says “Fish Freeze”. The students will freeze in place until the teacher says “Fish Swim”.
- Read Dr. Suess’ *One fish, two fish, red fish, blue fish*
- Read *The Rainbow Fish* by Marcus Pfister
- Dance like a fish to “Under the Sea” from Disney’s *The Little Mermaid*
- Dance like a fish to “The Fish Go Swimming” by Finny the Shark and Super Simple Songs.

Signal clean up time and follow your classroom procedures.

Instruct students to turn in their work or keep it.

Possible Accommodations:

- Visual Checklists at students' desks or tables. Presentation slides can also act as a visual checklist of tasks.
- Visual Timers for tasks.
 - (Pick an appropriate time based on your students age, development, and skills)
 - Write name- 1 minute, Stamp fish- 1 minute, Paint water and add bubbles- 10 minutes, Coloring Sheet- 10 minutes, Clean up- 5 minutes, etc.
 - If you need to use your smartboard for a visual timer, you can print the presentation slides as posters or find a way to layer the timer window above the presentation's window. You may be able to use Canva, Classroomscreen, or similar applications to display the presentation instructions with a timer.
- You can provide a break between cutting and gluing if needed. This can allow you to present two steps at a time (cut and glue, draw and sign/reflect). This can also give you time to swap out materials on tables (scissors and glue, oil pastels). You can use the song suggestions to give students a movement break or use other techniques.
- Sensory Aversion: Some students might have an aversion to sponge stamps, paint, or oil pastels. Gloves can provide a barrier to help with the sensation.