

Lesson Plans: Story Elements Collage Art Project

The Three Little Pigs as Illustrated by Thea Kliros

Casey Elementary 2019 (Modified for Virtual Learning 2020)

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Standards

ELA: Key Ideas and Details

RL.K.2 With prompting and support, retell familiar stories, including key details.

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

ELA: Integration of Knowledge and Ideas

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Materials: 12 x 8 art paper, watercolor, brushes of various sizes, crayons, scissors, glue,

Visual Art: Creating

Cr1.1. K Generate and conceptualize artistic ideas and work.

INVESTIGATE / PLAN / MAKE a. Engage in exploration and imaginative play with materials. ENDURING UNDERSTANDING Creativity and innovative thinking are essential life skills that can be developed.

Cr2.1. K Organize and develop artistic ideas and work. INVESTIGATE a. Through experimentation, build skills in various media and approaches to art-making. ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Cr2.2. K Organize and develop artistic ideas and work. INVESTIGATE a. Identify safe and non-toxic art materials, tools, and equipment.

Math: Geometry

K.G.1 Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

3 Day Art Project: After Studying, The Three Little Pigs, Farm Animals and several other versions of the fairy tale students were ready to create.

Day One: SW take a nature walk during recess and collect skinny twigs and pine straw in separate bags. These are readily available on our campus. Can be collected at home. This will tie into our discussions on the change of seasons and to science. (Modification: SW also collect magazine pages or circulars that are red and black and brown paper bags or butcher paper.)

SW paint a large 12 x 8 watercolor landscape to be the basis of their setting. Begin with the horizon line, paint the background like a forest. The story takes place beside a forest. Make sure there is some sky that indicates the time of day. Next paint the foreground that looks like dirt and grass. Let dry overnight. (Modification: Students will use crayons to create landscape.)

Day Two: SW will create three houses using glue, scissors and several shades of brown and tan construction paper as the base of each house.

The shapes of houses are discussed as well as relative positions of the shapes. Next, SW use the pine straw, skinny twigs, and red and black construction paper to finish the three houses. Scraps of the brown paper can be used to make a door and windows. Glue onto the landscape. Let dry overnight. (Modification: Color and cut out the three houses as needed w/o found materials.)

Day Three: SW look at various books and illustrations of pigs and wolves then draw and cut out three pigs on pink construction paper, giving each a personality. Next draw and cut out the wolf on gray construction paper thinking of his personality. (Modification: Color and cut out the characters as needed on available paper.) SW reenact/retell the story as they glue down the characters then use their artwork to name the story elements.