

## Marine Life Collaborative Mural

**Intended grade level(s) / age(s):** Second Graders (7-8 year old)

**Big Idea / Central concept:**

Marine Life Education/ Ocean Awareness

**Essential Questions:**

Where do certain sea creatures live?

What are the characteristics of each sea creature?

**National Arts Standard(s):**

- VA:Cr1.1.2a, Brainstorm collaboratively multiple approaches to an art or design problem.
- VA:Pr4.1.2a, Categorize artwork based on a theme or concept for an exhibit.
- VA:Re.7.1.2a, Perceive and describe aesthetic characteristics of one's natural world and constructed environments.



**OH State Arts Standard(s):**

- 2.1CR, Generate artmaking ideas from multiple sources.
- 2.2CO, Analyze how art, exhibited inside and outside of schools, contributes to communities.
- 2.2PE, Apply increasing skill in the appropriate use of materials and tools.

**Artists to be Discussed/Shared:**

- The Crochet Coral Reef by Christine Wertheim and Margaret Wertheim

3D work that allows students to think about texture, color and patterns that are found in an environment or on different species

- Zabou Mural Artist, Troubled Water

This mural by Zabou was created to start conversations on coral bleaching and the health of the ecosystem. The artist identifies local fish in the large work, similar to what the students will be doing in the collaborative mural.

- Newport Aquarium Mural by NKU

This is another mural that can be used as an example of artists identifying specific species of sharks (that are in the Newport aquarium), just like they will be creating specific marine animals in the mural.

- Ernst Haeckel

He was a German zoologist, naturalist, eugenicist, philosopher, physician, professor, marine biologist and artist and his work depicts detailed imagery of identified marine life. Would allow students to look at different organisms and detailed patterns and features of marine life.

**Key Vocabulary:**

- Marine life – [Plants and Animals that lives in salt water/ the ocean ]
- Mural – [A large scale 2D community piece]
- Collaborate – work with others to complete a project or achieve a common goal
- Ecosystem - [ a community of living things such as plants, animals and their environment (water, sand) all working together]
- Habitat - [the natural home or environment of an animal, plant, or other organism.]

**Learning Objectives:**

- Students will research different sea creatures, their habitats, and characteristics

- Students will apply their research and create the characteristics that fit their marine animal (ie: number of legs and fins, texture, etc.)
- Students will be able to demonstrate correct use of materials (ie: cutting out their creatures correctly, mixing primary paints to create secondary colors, taping their creatures efficiently)
- Students will reflect and be able to identify these animals, describe their characteristics and habitat, and know how to apply color, shape creation, and pattern design to represent them effectively in their artwork.

**Art Activity:** Students will choose a sea creature to research and learn more about (using the internet, magazines, or books). After learning about the characteristics and environment of their creature they will use materials provided to create a creature. Students will then collaborate to create a large scale painting of the ocean for their sea creatures to live. Students will attach their creatures to the mural to be displayed and get to take their creatures home at the end.

**Materials:**

tape, acrylic paint, paintbrushes, pencils, scissors, water cups, plates or palettes.

**Day 1:**

**Opening Activity/Discussion/Presentation**

Start the lesson by showing students different live feeds of a coral reef or fish in the ocean. Allow students to observe and see if there are any animals that they can identify or if there are any new animals that they have never seen before. (creates a relaxing environment to start off with, but invites open discussion. Can ask questions like:

- What are you seeing? Is there anything that you can identify?
- Is there anything you see that you don't know what it is?
- Are there any animals that you love or are drawn to and why?
- Are there any shapes, colors or patterns that you are seeing?

links: <https://www.youtube.com/live/DHUnz4dyb54?si=fVBPuuUwj7SM5ApV>

<https://explore.org/livecams/aquarium-of-the-pacific/pacific-aquarium-tropical-reef-camera>

**Material Demonstration/Tutorial**

Do a quick reminder demo on how to use scissors correctly and to make sure to clean brushes in water in between switching paint colors.

**Artistic Research (begin project)**

1. During work time we will play the video of the ocean to give students inspiration
2. The students will first use the internet, books, magazines, etc to choose a sea creature to learn about (ask questions for them to think about and be aware of like: does your animals have a tail, gills, fins (how many), where do they live, how big are they?)
3. The students will make groups based on where their sea creature lives in the ocean (ex. deep sea, sandbar, mid-ocean, etc)
4. If there is time at the end, students can begin sketching out the sea creature they chose
5. For clean up, students will volunteer for cleanup jobs (unless this is a class where students have established jobs) and students will be in charge of their tasks such as collecting and washing paint brushes, putting away glue and scissors, and wiping down tables. Then time is given at the end for clean up (they will have the same jobs for the rest of the project)

**Day 2:**

**Artistic Creation**

1. Continue the video of the ocean in the background for inspiration

2. Students begin or continue working on their creatures, they will first sketch out their creature and then they use acrylic paint
3. Groups will be called up to work on the mural, they will be in charge of their groups' creatures' habitat. This way not everyone is fighting to paint at once and everyone feels they get to contribute to part of the mural
4. When done painting, they will put their creatures on the drying rack, if they get done early and they have dried they can start cutting out the work
5. Time will be given to clean up (with assigned jobs)

### **Day 3:**

#### **Artistic Creation Assembly**

1. Continue the video of the ocean in the background for inspiration
2. Students will begin cutting out their creatures
3. When each student is finished cutting out the work they will come up and tape their creature in the right habitat
4. Time given for clean up, same responsibilities

#### **Reflection/Closure**

Each student will present the section of the mural they created, along with a fact they learned during their research in the planning phase. Following the presentations, we will hold a gallery walk where students can explore each other's work, ask questions, and observe the details. After the gallery walk, we will come together for a class discussion to reflect on what we learned about marine life.

\*For students that need additional support or accommodations, there can be prepped creatures that are outlined that the student just has to cut out, or is already cut out so that they can just paint them. Support will be provided throughout the procedures and information on the creature like the characteristics and habitat will be provided for them.

\*For students that are ahead, they can be asked to provide more details to their creature, or give them specific things they could add to the mural like bubbles or different plant life to add to the habitats, or even offer them an opportunity to research and create an additional creature.

	<b>Excellent</b>	<b>Satisfactory</b>	<b>Needs Attention</b>	<b>Assessment Method</b>
Students will collaboratively create a marine-themed mural that features at least three different marine animals.	Worked collaboratively, contributing equally and creating three different marine animals.	Collaborated but contributed less, creating at least two different marine animals.	Worked independently and created no marine animals.	Artistic production and reflection activity
Students will be able to demonstrate correct use of materials (ie: cutting out their creatures correctly, mixing primary paints to create secondary colors, taping their creatures efficiently)	Use materials the way demonstrated in class or asked for assistance when using them.	Demonstrates limited use of materials and had some trouble using materials correctly.	Playing or improper use of materials.	Observations made during artistic production comparing to material demo

Students will use their imagination to create individual sea creatures that reflect their knowledge and understanding of the animal	Created unique marine animals that show lots of imagination	Created same animals as peers	Created no sea animals	Reflection activity
---	---	-------------------------------	------------------------	---------------------

- (Deep space Sparkle lesson plan)  
<https://www.deepspacesparkle.com/marine-life-collaborative-mural/>