



CLASS

Community Liaison for
Art in Stanislaus Schools

**Central California
Art Association**

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Materials:

oil pastels
(12 color set)
watercolors
(primary color set)
brush
water container
paper towels
salt

Resources:

"Summer Birds" picture
book by Margarita Engle

Photos of butterfly in
different stages

Prints of works by
Marian Merian

Vocabulary:

line of symmetry
bilateral symmetry
resist

Prior Knowledge:

terms: line, shape,
texture

Lesson Title: The Butterflies of Maria Merian

Learning Goal:

Students will understand the term bi-lateral symmetry and be able to create a painting or drawing using bi-lateral symmetry.

Number of Sessions: 1 or 2* Grades: 1-3

Process:

Day 1

Warm Up

Read the book "Summer Birds" by Margarita Engle. Show scientific illustration by Maria Merian and discuss her historical significance. Examine photos of real butterflies and identify the elements of art that are seen in the butterfly, i.e. butterfly wings are shaped like triangles and contain many other smaller shapes. Explain the concept of bi-lateral symmetry and show an example of how it applies to the butterfly.

Modeling/Guided Practice

The teaching artist will demonstrate and model the techniques for the class, having the students work step by step (I do/You do model) to create one side of the bilateral composition with oil pastel. First, the teacher will show how to identify the large shapes of the wing and use the pastel to draw the shapes starting with the body. The students will complete this step, then the teacher will show how to add lines and smaller shapes within the wings while observing the photograph for details until the outlines are complete. The pastel lines will create a "resist" that will help contain the watercolor paint later in the process.

Independent Practice

Students will be asked to complete the other side on their own, using the concept of bilateral symmetry. Younger students may fold the paper along the line of symmetry and rub the pastel onto the opposite side to help guide their drawing.

Close/Clean Up

Day 2

Modeling/Guided Practice

After students have completed the pastel outlines, the teacher will show how to use the watercolors to add the basic colors within the pastel shapes. Teacher will explain that secondary colors may be created by mixing two primary colors together on the paper. The final step will be to add a background color and use a watercolor/salt technique to create a texture that represents plants and flowers.

Independent Practice

Students will complete the butterfly image with watercolors by mixing colors and filling in their pastel resist outlines. Then they will create an abstract background using watercolor and salt.

Assess

Students will understand that shapes can be combined to make other shapes and will be able to describe the shapes used in their work. The students' paintings will show their ability to use bilateral symmetry.

Close/Clean Up



1st grade example



3rd grade example including
information on life cycle

CA Visual Arts

Framework Standards:

Artistic Perception:

2.1.3 Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space.

Creative Expression:

2.5 Use bilateral or radial symmetry to create visual balance.

History/Culture:

14th Century art and science practices

Connections:

Scientific observation and illustration as part of the scientific method.

Common Core Math:

Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.