Fairbanks North Star Borough School District Art Center Art Activity Kit

## Butterflies and Bugs

GRADE: 2 TIME: 1 session
Developed by John Lentine, Art Specialist

## KIT INCLUDES:

-lesson plan
-step-by-step teaching board
-butterfly examples board

- Butterflies of the World field guide
-vocabulary board


## MATERIALS:

-construction paper
--9 X12" many colors
--smaller pieces many colors
--6 X 9" black
-glue
-scissors


## LESSON DESCRIPTION:

Students look at butterflies and bugs in nature to learn about symmetry. They make a symmetrical butterfly or bug.

## VOCABULARY:

- Symmetry
- Shapes
- Lines

| ART ELEMENTS: | ART PRINCIPLES: |
| :---: | :---: |
| $\sqrt{ }$ Line | Pattern |
| $\sqrt{ }$ Shape/Form | __Rhythm/movement |
| Color | -Proportion/Scale |
| __Value | $\sqrt{ }$ Balance |
| Texture | _Unity |
| __Space/Perspective | __Emphasis |

CONTENT CONNECTIONS:

Science and Math: Symmetry

THEMES:
Nature

## OBJECTIVES AND ASSESSMENT CRITERIA:

1. Students will study symmetry in nature by observing butterflies and bugs.
2. Students will be able to explain what symmetry means.
3. Students will cut a symmetrically shaped butterfly or bug.
4. Students will cut duplicate shapes and add them on the butterfly or bug in a symmetrical manner.

## PREPARE:

Select many colors of $9 \times 12$ " construction paper. Cut black construction paper $6 \times 9$ ". Review lesson before teaching and make sample if needed to understand process and potential problem

## ENGAGE AND EXPLORE:

1. Introduce the idea of symmetry. Symmetry occurs in nature in many things. Have students name some things that are the same on both sides. Eventually land on butterflies and bugs as excellent examples.
2. Look carefully at the butterflies on the teaching board. Point out the shapes in each butterfly. Notice the shapes on each wing are the same. We call this a mirror image. It is symmetrical.

## CREATE:

1. Select a piece of $9 \times 12 "$ paper and fold it in half the short way. This will help to create a mirror image.

2. Cut a design for the wings but do NOT cut along the fold.
3. Open the shape.

4. Fold a piece of black in half and cut a butterfly body.

Glue the body on the butterfly and make 2 antennae for it.

5. Using smaller pieces of paper and fold and cut shapes for wings...getting 2 ! Add shapes to the symmetrically. Have students lay and look before gluing. Add a lot of shapes.
(Don't forget: Whatever you do on one side, do on the other side also.)
6. Do the same for bugs as well.
a. Bugs have three parts: the head, the abdomen and the thorax. Cut 3 symmetrical parts and put together.
b. They have six legs that come out of the thorax.

They might have one or two pairs of wings in that area as well.

c. Bugs also have two antennae to feel the world.
d. After adding antennae and legs, add symmetrical patterns, designs.


Start with any 3 shapes joined to make body.


## CLOSE:

Can have students show their butterflies and bugs to each other explaining symmetry. Can also have them name their creations.

Teacher administered assessment tool

| DN | OK | UP | Lesson______ Teacher_ |
| :---: | :---: | :---: | :---: |
|  |  |  | Grade__ Date__ Number of Students |
|  |  |  | Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers. <br> (K=knowledge, S=skills, $\mathrm{C}=$ creativity, $\mathrm{A}=$ attitude, $\mathrm{E}=$ engagement |
|  |  |  | 1. Can you tell your neighbor what symmetry is? (K) |
|  |  |  | 2. Did you cut a symmetrical shapes for the butterfly or bug? (K/S) |
|  |  |  | 3. Did you neatly paste symmetrical shapes on the wings? (S) |
|  |  |  | 4. Did you enjoy making your butterfly or bug? |
|  |  |  | 5. Did you add an imaginative touch to your art? (C) |
|  |  |  | 6. Did you actively listen and follow directions? (A) |
|  |  |  | 7. Did you do your best during this lesson? (E) |
|  |  |  |  |

Teacher self-critique
8. My teaching of this lesson:

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| needed improvement |  |  |  | was highly successful |  |  |  |  |  |

9. What would I do differently next time?

## ALIGNMENT:

## Alignment of Standards:

Art: A1,3,4. B1,2.
Science: C

## CREDITS:

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