



# Fairbanks North Star Borough School District Art Center Art Activity Kit©

## Frog in Monet's Pond

GRADE: 3

TIME: two sessions

Developed by Linda Pfisterer, Art Specialist



### KIT INCLUDES:

- lesson Plan
- Philippe in Monet's Garden
- What Makes a Monet a Monet?
- Linnea in Monet's Garden
- stuffed animal frog
- frog hat
- *Bridge on Pond reproduction*
- *Water Lilies reproduction*
- *Water Lilies*: section enlargement
- biography board
- vocabulary board
- step-by-step teaching board
- frog drawing sequence book
- 25 foam brushes

### MATERIALS:

- tempera cakes: red, blue, yellow, green
- 1 inch foam brushes
- water cups
- paper towels
- glue, scissors
- oil pastels
- construction paper: 12x18" black, blue or green 6x18" white 6x9" green

### LESSON DESCRIPTION:

Students listen to 2 books: one about Linnea visiting Monet and the other about a frog who goes to Monet's garden while he is painting the lilies on the pond. The lily pad paintings of Monet are discussed before students draw lily pads with oil pastels. A watercolor painting lesson is taught using the wet-on-wet technique to paint the pond. Finally, students are taught to draw frogs. They are cut out and added to the pond.

### VOCABULARY:

Claude Monet  
perspective: near and far  
wet-on-wet painting  
oval shapes  
water reflections

### ART ELEMENTS:

- ☐ Line
- ☒ Shape/Form
- ☒ Color
- ☐ Value
- ☐ Texture
- ☒ Space/Perspective

### ART PRINCIPLES:

- ☐ Pattern
- ☐ Rhythm/movement
- ☒ Proportion/Scale
- ☐ Balance
- ☐ Unity
- ☐ Emphasis

### CONTENT CONNECTIONS:

Science: Drawing the frog, water reflections  
Language Arts: Writing stories from different points of view.

### THEMES:

Nature: water reflections

### OBJECTIVES AND ASSESSMENT CRITERIA

1. Students will identify the differences between the books, Linnea in Monet's Garden and Philippe in Monet's Garden.
2. Students will recognize Monet's style and the subject matter of his pond paintings.
3. Students will use perspective to draw near and far while varying the size of the lily pads.
4. Students will use "wet on wet" watercolor painting technique while painting the water and reflections.
5. Students will draw a frog using basic oval shapes for their watercolor pond.

### PREPARE:

**Day one:** The first day you will read parts of the book of Linnea in Monet's Garden and paint the lilies in the pond. Read the book ahead of time to determine how much you want to read to them. Prepare everything in the materials list except the green paper.

**Day two:** Read Philippe in Monet's Garden and draw the frog to include in the pond. Materials: 6x9" green paper, pencil, oil pastels, scissors, glue.

## ENGAGE AND EXPLORE:

### DAY 1:

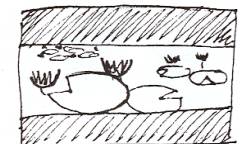
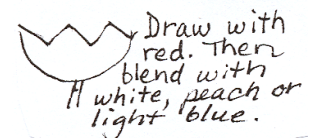
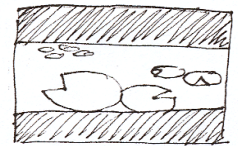
1. Students remain at their desks while you demonstrate gluing techniques.
2. Hand out paper: Hand out the 6x18" white paper, but let students choose their dark background paper.
3. Teach the following gluing techniques:
  - "Thin spaghetti lines" of glue is used when gluing paper that will be painted. Make a thin glue line around the outside of the 6x18" white paper. Place on the 12x18" dark paper.
  - "Little tiny dots" is the gluing technique used for corners of the little description paper to be glued to the back of the artwork. "Glue – one, two, three, four and no more."
  - Write your name in pencil in the lower right hand corner of the dark paper.

**MOTIVATION:** Students sit on the floor in a group for the lesson introduction and demonstration. Set up two water lily paintings and use the Monet information board.

Claude Monet was a French artist who liked to stay home near his family and paint. He created huge gardens and a pond very close to his house. He planted lily pads and lilies in the pond and even built a curved bridge like one he had seen in Japan. Display the bridge reproduction and the water lily paintings to look at the colors and the large brush strokes. Read all or parts of the book, *Linnea in Monet's Garden*. It's about a little girl and her neighbor who traveled from Paris to Giverny to visit Monet's gardens. After the book, begin painting Monet's pond.

**PROCEDURE: The pond:** Use the step-by-step board, but students do best if you demonstrate.

1. **Draw lily pads using oil pastels.** Teach perspective – large lily pads in front are large, and the ones farther away are smaller and higher on the paper. Notice that they grow in clusters. Use more than one green, and end with a light touch of dark blue to make a dark green.
2. **Add water lilies.** Make them curved at the bottom and pointed at the top. Blend more than one color in the flowers for different effects. For instance, if you make several red water lilies, blend one with orange, another with purple or blue or yellow.
3. **Painting water using the wet-on-wet technique:** (see boards)
  - Brush 2 or 3 rows of water from one end to the other.



- Fill brush with more water and some blue paint and make one stroke across the paper.
- Repeat these two steps going down the paper, but be careful not to scrub\* the paper.
- \***Scrubbing means** painting back and forth with the brush on the paper until it wears out the fibers. Instead, **paint an area once across** and then move on down the paper.
- **Reflections** can be added with green, yellow and red paint by gently dabbing the paint on while the blue background is still wet.

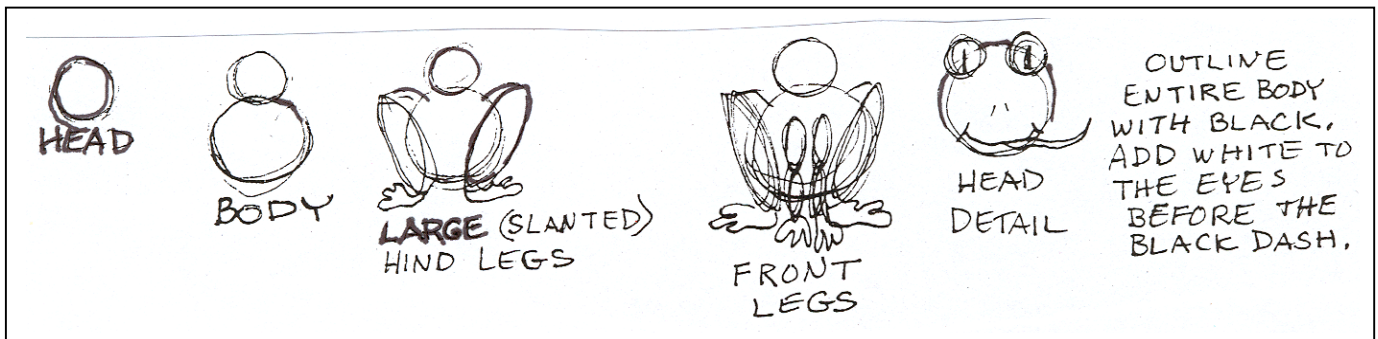
## DAY 2:

**Drawing Frogs:** Hold up “stuffed” Philippe again and look for the shapes that make up his head, body, and legs. Wide and narrow ovals are the main shape used repeatedly. Using the frog drawing book, demonstrate the drawing of the frog body on a 9x6” green paper. Show the steps in the book and actually demonstrate in front of them so they will feel more comfortable to try it themselves. When students realize the frog body is mostly wide and narrow ovals, it won’t appear so difficult to them. Also they must understand that it takes many lines to get the shape they want. It’s fine to let the many lines be part of the drawing. Therefore, draw with the oil pastels so they can’t think about erasing.

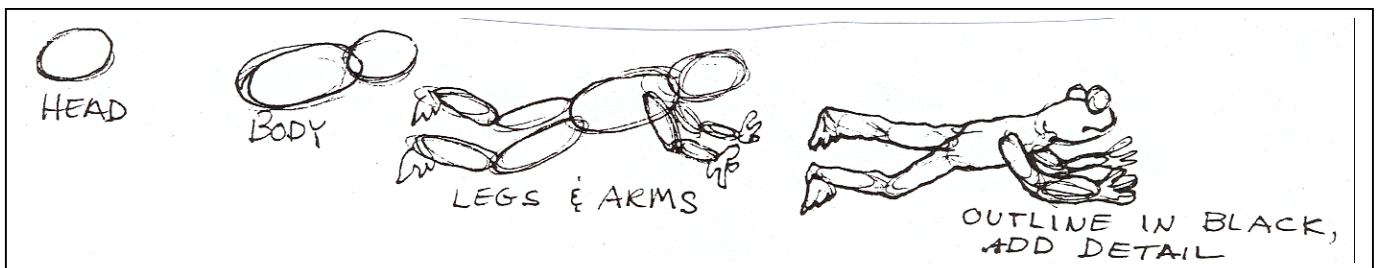
Tell the students, “What you draw is your interpretation. YOU are the artist.”

Demonstrate while the students are gathered close on the floor, and then send them to their seats and demonstrate a second time on a chalk or white board, drawing very large so they can see. Follow all the steps, letting the students watch you and then draw themselves. Breaking it up like this helps them understand and remember the steps.

1. **Sitting frog:** Draw with green pastel on light green paper.



2. **Leaping frog:**



**\*\* Cut out both frogs.** The leaping frog can be left whole or cut in half. If you glue both parts in the water, they will appear like two frogs.

**Extension:** Write a story about traveling to a place to visit like Linnea, or to live, like Philippe. Remember the important things you saw or experienced in your visit or move to a new home.



**CLOSE:**

**ASSESSMENT:** As a group discuss the differences in the two books about Monet's gardens. What is it like when a little girl tells the story about visiting Monet's gardens compared to a frog going to Monet's pond to live.

## 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, C= creativity, A=attitude, E=engagement) |
|    |    |    | 1. Can you tell the main character in each of the Monet garden books? (K)  |
|    |    |    | 2. Can you remember what Monet liked to paint floating on his pond? (K)  |
|    |    |    | 3. Can you make lily pads appear near and some appear far away? (KSE)  |
|    |    |    | 4. Did you use the wet-on-wet technique when you painted water? (SE)   |
|    |    |    | 5. Did you draw a frog and place it in the pond? (SE)  |
|    |    |    | 6. Did you add an imaginative touch to your art? (C)   |
|    |    |    | 7. Did you actively listen and follow directions? (A)  |
|    |    |    | 8. 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:          | Alignment of GLE's:          |
|----------------------------------|------------------------------|
| Art: A1,2,3,4; B5,6; C4,5        | Reading: R1.5, R1.6, R1.10   |
| English: R1.4, R1.5, R1.6, R1.10 | Writing: W1.1                |
| Math: M5.1.2, M5.1.7             | Math: M5.1.2, M5.1.6, M5.1.7 |
| Science: B1SB                    | Science: SC3                 |
| Geography: E                     | Geography: E                 |

**CREDITS:**

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