

**Lesson Plan: Sax Zim Bog Owl Drawings**

**Grade level: 1-5**



**Duration: 3-4 class periods**

**Media Type: paper, colored pencils/markers and/or paint**

**Subject Integration or Collaboration: Science**

**Objective: To create an owl drawing after being introduced to Sax Zim Bog and their mission**

**Assessment:**

Rubric:

4-Standards are exceeded

3-Standards are met

2-Standards may be met at a very low quality or with some exceptions

1-Standards are not met

0-

**Vocabulary:**

Visual Arts Elements/Principles:

color	shape	line	texture	balance	unity	proportion	form
value	space	contrast	emphasis	movement	pattern	rhythm	

**Materials and Procedure:**

**Day 1:** Share the following *Making It Up North* video with students:

<https://makingit.wdse.org/watch/judd-brink-and-birding-sax-zim-bog> (6:05)

**Discussion Questions:**

What is the Sax Zim Bog? Where is the bog located? What is their mission? How do they take care of birds and other creatures? How big is Sax Zim Bog? Why do people travel to Sax Zim Bog? If you want to learn more about owls or other birds, what is the best way to do this?

Hand out drawing paper to students. Students start sketching owl drawings. Handouts of realistic owl (finley book---pictures of real owls, calendar pages, research on internet, etc. )

**Day 2-3:**

Students continue sketching owl drawings. Students begin to use colored pencils, markers and/or paintings to give color to their drawings. Allow students to use 'true to life' color choices, or abstract / unrealistic colors to bring color to their work.

**Day 4:**

Students finish their owl drawings.

**Extensions:**

Students share finished drawings with small groups / peers. Students review new found knowledge about owls. Mat/frame student work; create classroom art show of finished drawings. Display is created for other students to view.

[Art for Kid's Hub Owl Drawing Tutorial #1](#)

[Art for Kid's Hub Owl Drawing Tutorial #2](#)

**Websites/links:**

[National Geographic Owls](#)

[National Geographic \(owl information\)](#)

[Owls Have Superior Senses \(video 2:46\)](#)

[Amazing Animals \(video 1:47\)](#)

[Book- Owls of the World](#)

[Book: Owling: Enter the World of Mysterious Birds at Night](#)

**Further Understanding:**

**Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.**

**Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?**

[National Standards for Visual Arts](#) (link)

Sample Standards:

VA:Cr1.1.4a Brainstorm multiple approaches to a creative art or design problem.

VA:Cr2.1.5a Experiment and develop skills in multiple art-making techniques and approaches through practice.

VA:Cr3.1.4a Revise artwork in progress on the basis of insights gained through peer discussion.

VA:Re9.1.6a Develop and apply relevant criteria to evaluate a work of art.

### **Grade 1 Science Benchmarks:**

#### The Practice of Science

- generate scientific questions and provide evidence to support claims
- record and explain observations and procedures
- construct explanations based on evidence
- explain one's thinking through drawing, writing and/or discussions
- use tools to gather information and to solve problems
- compare one's own observations with those of others

#### Structure and Function in Living Systems

- identify the needs of animals
- describe the changes that take place in an animal's life cycle

#### Interdependence Among Living Systems

- explain that if part of a living system is missing it may not function correctly

#### Adaptations within Living Systems

- explain how an animal's habitat provide for its basic needs

