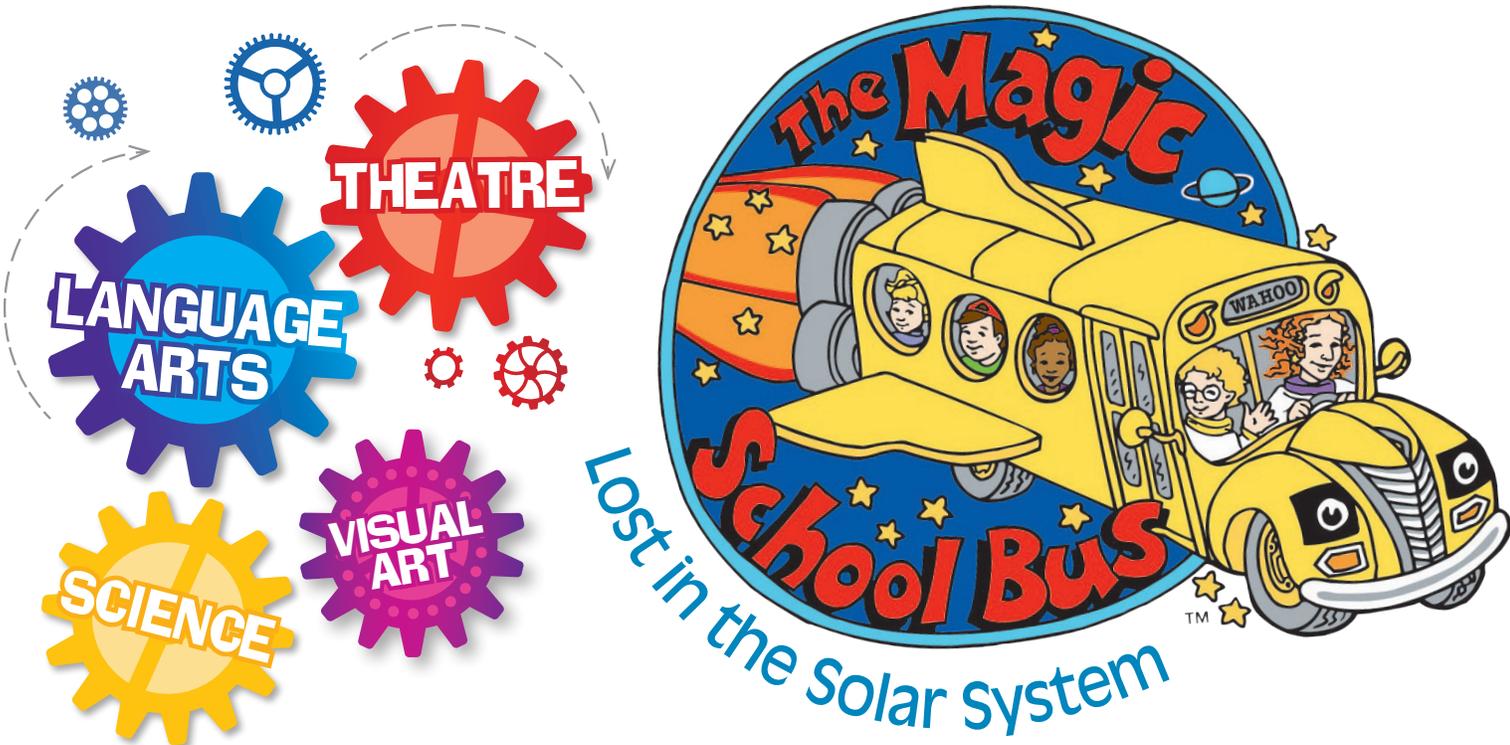




ARTWORKS FOR SCHOOLTIME

2022-23 Learning Module Series 7

to accompany the Van Wezel **Schooltime** Performance of TheaterworksUSA's



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INTERVIEW THE PLANETS

by Freda Williams

STANDARDS

ELA.3.R.2.2 Identify the central idea and relevant details in nonfiction text.

ELA.4.R.2.2 Explain relevant ideas that are implied or explicit in nonfiction text.

ELA.3.C.2.1 Present information orally using nonverbal cues, appropriate volume, and clear pronunciation.

ELA.4.C.2.1 Present information orally using nonverbal cues including facial expression and expressive delivery

SC.5.E.5.2 Recognize the characteristics of the inner and outer planets, compare and contrast the properties of planets.

TH.3.O.3.1 Use drama techniques to include characteristics of television (like a television interview show)

STUDENT LEARNING INTENTIONS AND SUCCESS CRITERIA

Today in teams we will become planets of the solar system so that we can build a strong understanding between each planet. We will use this information to develop a famous human-like personality for each planet.

I will know I am successful when I read pages assigned from the Magic School Bus Lost in Space book to find evidence about the specific characteristics of my planet, create a character for my planet using my body, voice, imagination, and am able to answer basic questions in character about my planet.

GOALS

STUDENTS WILL:

1. Read through the selection to learn more about their assigned planet.
2. As a team decide the important details and create a human-like personality for the planet.
3. Create simple gestures and vocal expressions as the planet and be prepared to be interviewed in a television simulation skit.



MATERIALS

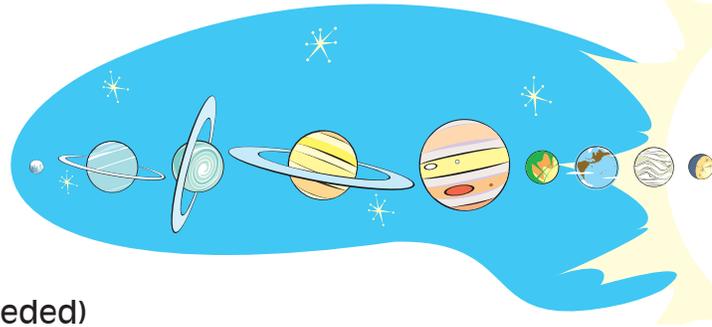
Each student will need the following:

Attachment 1: Planet Questionnaire

Attachment 2: Pictures of Sample Costumes/Props

Attachment 3: Sample Teacher Interview Questions

Optional: Materials to create Costumes or Props (if needed)



GUIDING QUESTION(S)

How can actors use body, voice, and imagination to help us demonstrate both knowledge of the planets and strong interview skills?

SKILL BUILDING AND PROCEDURE FOR LESSON

- GROUP DISCUSSION:** Ask the students if they have ever seen someone getting interviewed before on TV? What did they notice? Normally there is someone asking questions and someone answering questions. What is a Live Audience? Have you ever seen a show that is LIVE meaning it's not recorded and there are reactions from the audience? Like clapping, Oohing, Gasping, and other. Facilitator Explains: Today we are going to transform our classroom into a TV studio. I'm going to be Mrs. Frizzle the TV talk Show Host and you will be the planets! Sometimes you will be the audience but we will always stay focused.
- To get ready for our TV show we need to get prepared. Everyone, please stand in a circle. Repeat after me using your whole body. In drama we use our bodies, In drama, we use our voices, In drama, we use our imaginations. Can we agree that we are in control of our bodies, voices, and imaginations at all times? We will make strong choices to keep our bodies, voices, and imaginations focused and ready.
- WARM-UP:** Find some personal space for movement.
 - Using your body think about how would you move as a fast/slow planet orbiting the sun. When I call action show us your movements. Action!
 - If you were a character in a story that moved fast and was known to run around and had a hard time sitting still what would their voice sound like? Think for a moment and when I call Action demonstrate that voice with the phrase "I would love a ham-burger and a chocolate shake with whipped cream on top". And Action!
 - How would you move or show with your body that you were a hot/cold planet? Action! What are some simple gestures or facial expressions could you make if you were a cold planet? Think for a moment and when I call Action demonstrate those gestures. Action!
 - Facilitators, look at the number of students in your class and decide how many should be in each group. For this activity, you could spotlight a few planets or go for all the planets. This activity could focus on just the inner or the outer planets. Evaluate the needs of your group before students establish their groups.

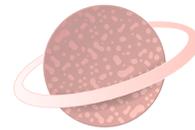


e. Create Groups: Without talking, please make a group of no more than 2. I know you are in a group of 2 because your hands will be on each other shoulders. Not giving your partner a hug but just at arm's length. And go. Facilitator Note: make sure you have 9 groups Sun, Mercury, Venus, Earth, Mars, Jupiter Saturn, Uranus, and Neptune.

MAIN ACTIVITY

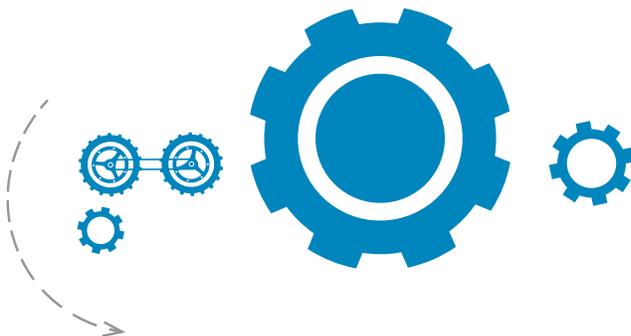
1. Each group will get a copy from Magic School Bus Lost in Space that describes their planet or star. The group members will read the passages and review the questionnaire (**Attachment 1**) to ensure the content needed for the interview is reviewed.
2. The group will discuss each question and answer to make sure everyone in the group is on the same page and knows how to answer the questions correctly.
3. Optional: Groups will create and/or receive their props in order to begin the process of making their planet or star come to life. If creating, students may receive construction paper, scarves, tape, or anything they can use to build a simple piece to represent their planet. Some prop examples include: Sun= yellow hat, Venus= sunglasses (because it's hard to see through the yellow acidic clouds), Earth= peace sign necklace, Mars= red medallion necklace or red handkerchief, Jupiter= BIG red spot cut out, Saturn= plastic jewelry rings (multiples), Uranus and Neptune= dress like twins, similar size and farthest from the sun (See Samples: **Attachment 2**).
4. Each group will brainstorm ways to make their planet or star come to life. What kind of personality will their planet/star have? How will they use their voice? (Will they have an accent? Talk Loud/Soft? Fast Slow? High Pitch/Low Pitch?) How will they use their body? (Do they move slow/fast? Do they move heavily/lightly? Smooth/Rough?) How can they have fun with their planet/star? For instance, Neptune and Uranus are the farthest from the sun and it takes them the longest to make an orbit around the sun, maybe they want to send a message to Mercury to slow down and smell the asteroid belt because Mercury is the fastest orbiter of the solar system. Walk around and help coach each group. Help each group find something unique to focus on for their interview.
5. Once the groups have practiced their answering their questions based on text evidence, and have created a character for their planet/ star it's time to begin the show! Time the planning to be no more than 15 minutes because you want to make sure to have time to interview everyone. Also, the slightly shorter planning time will cut down on any "free time". Give the kids plenty of warnings to help push them along. Line up 2-3 chairs at the front of the room similar to talk shows. You will become Mrs. Frizzle the host of Planet TV and will have a microphone prop ready. You can model this using body, voice, and imagination as well as a simple costume piece you put on when in "character." To add to the ambiance of the show consider preparing a power point of each planet to have in the background while you are interviewing them.
6. Facilitators: While students are wrapping up their planets it's time to prepare to be the T.V. host. Think of how excited T.V. hosts are and how they make every guest feel like a superstar! Also, the kids who are not being interviewed will be the "live" studio audience. You will move between being the T.V. host and being the director of the audience. Practice ways to get them engaged. How will they react? Gasp? Clap? Be thinking about how you will cue the audience while you are interviewing. Consider creating a backdrop for your T.V. show called Planet T.V. that can remain for your T.V. studio.

7. Once everyone is prepared it is time to get ready for the Show!
 - a. Randomly select the planets or sun to be interviewed. They will either be seated for your introduction as the T.V. host or they will be in the wings waiting for your introduction. Welcome your audience to Planet T.V. Introduce your special guests and begin asking questions.
 - b. Time each group to be no longer than 4 minutes unless you plan on splitting your planets up on different days. Short interview times keep the pace moving and keep the kids attention. Some questions might include basic ones to give everyone a chance to answer like: Where are you in relation to the sun? Are you an inner or an outer planet? Describe for us the surface of your planet? Then you could move into the more open-ended questions like: What would you like the rest of the solar system to know about you? What makes you special? Why should we visit you on our tour of the solar system? You may use the sample question sheet (**Attachment 3**).
 - c. Meanwhile keep the audience engaged. Remind them that a live studio audience needs to be a little overdramatic in their reactions. Ask them to think about a T.V. show where they have heard the audience's reactions for reference. Normally when I jump from T.V. host Mrs. Frizzle to T.V. show director I'll have different accents/voices for each so that the kids will know whom to follow. You may also have a piece of clothing to indicate the different characters (i.e.hat/a scarf). The more engaged the audience is the better the planet performances are.
 - d. Wrap up the show and thank the guests. Sign off the show to let the students know that the interview has been completed.



REFLECTION QUESTIONS (EXIT TICKET)

1. What did you learn today about a planet or the sun?
2. How did using body, voice, and imagination help you understand the solar system?
3. What did you see go well today with the interviews? What could you do to change?
4. What are the differences between the inner and the outer planets?
5. What are some learning strategies you used today to help our T.V. show?



ATTACHMENT 1

Group Planet/Star Questionnaire

Name of the Group Members: _____

Planet or Star: _____

Circle one: Inner Planet Outer Planet

Circle one: Rocky Little Gas Giant

What are three characteristics of your planet?

1. _____

2. _____

3. _____

Discuss with your team the following personality traits:

What prop will you use? What accent will you have if any?

What makes your planet or star special? What advice might you give other planets? How close are far away from the sun are you?

ATTACHMENT 2

Sample Props / Costumes

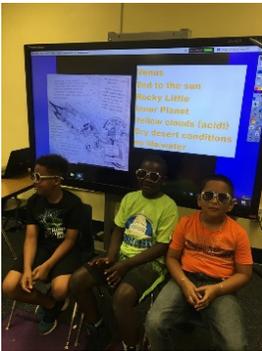
Sun moon earth



Mercury (trophies because they make the orbit around the sun the fastest)



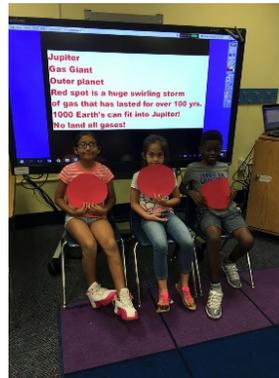
Venus (glasses because it's hard to see through the yellow acidic clouds)



Mars (red planet, red award medallion may change to red bandana)



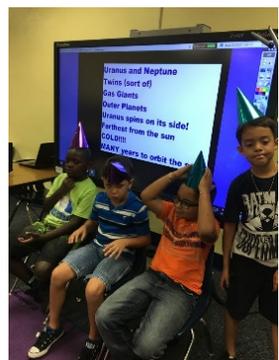
Jupiter (red dot obviously)



Saturn (kids are wearing fancy fake rings)



Uranus and Neptune (twins same party hats, basically the same size and distance from the sun)



ATTACHMENT 3 - Sample Teacher Interview Questions

Possible TV host interview Questions that could be used for basically all the planets. I always think of someone like Wendy Williams when I become the TV host, almost as if I am looking for gossip or "shocking" news.

What makes you one of the chosen planets of our Solar System?

Would you say that you are a rocky little or a gas giant?

I know our viewers would love to visit your planet, can you give us some travel tips? (lead the students into discussing the specifics about the surface of their planet.. gas planets wouldn't allow for a parking space.. or the atmosphere would melt the ship.. that kind of thing)

Tell us honestly, can humans breathe on your planet?

What's it like being so close to the sun, you know the literal center of our universe? (if it's something closer to the sun)

Do you ever wish you could get warm? (if it's one of the gas giants)

What can you tell your fans about your planet that they may LOVE to know?

Additional Questions:



CREATE A STARRY NIGHT

By Freda Williams



STANDARDS

SC.4.E.5.1.1 Recognize that there are many stars in the sky

SC.4.E.5.1.2 Identify a full, half, and quarter moon.

ELA.3.C.5.1. Use multimedia such as art to enhance comprehension

VA.3.C.1.2. Reflect on a piece of artwork using observation skills and prior knowledge.

VA.4.S.2.2 Demonstrate the art process of creating an end product

STUDENT LEARNING INTENTIONS AND SUCCESS CRITERIA

Today we will study the nighttime sky so that we will learn that the moon has phases and stars are different colors depending on their temperature. We will select a moon phase and colors for our own creation of Starry Night.

I know I am successful when I can write an artist statement describing the choices of the moon phase and star color using the correct vocabulary and description.

GOALS

Students will:

1. Learn about the master painter Van Gogh and his painting Starry Night
2. Analyze Starry night to understand the purpose of the master piece
3. Create a simulated Starry Night art piece with accompanying artist statement.

MATERIALS

Each student will need the following:

Attachments 4-6

Crayons in assorted colors

½ sheet (6" x 9") of watercolor paper

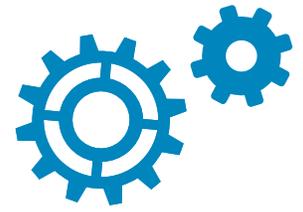
Watercolors or one bottle of liquid watercolor and brushes

Cup for water



GUIDING QUESTION(S)

How can artists show information about the moon and the stars in their work?



SKILL BUILDING AND PROCEDURE FOR LESSON

- GROUP DISCUSSION:** What are some things you might see in the night sky? What do you notice about the pattern of the stars? Display a poster of *Starry Night* and an image of Van Gogh on the board. How can art teach us about the stars in the sky?
- PARTNER DISCUSSION:** Pass out a print of *Starry Night* (**Attachment 4**) to each pair of students. Encourage students to ask each other questions and listen to each others responses to the following:
 - I notice _____
 - I think _____
 - I see _____ (quantity, colors, shapes, lines)
- OPTIONAL:** Show the following video which gives an animated view of *Starry Night* showing the movement of wind in the night sky: <https://youtu.be/91mSLGOfH2E>
- GROUP DISCUSSION:** Ask the group the following discussion questions based on some of the science concepts inspired by the painting. Do you think this piece of art shows movement? How? What is the phase of the moon depicted in the image? Explain. Moon phases in *Starry Night* Van Gogh selected to show the Crescent moon. The moon phase is one of the shapes of the moon that it seems to have as it orbits the Earth. (**Attachment 5**)
- GROUP DISCUSSION:** Take a look at the moon phases. When creating your *Starry Night* illustration which moon phase will you select? Be ready to explain which phase in your artist's statement.
- GROUP DISCUSSION:** What do you notice about the stars in *Starry Night*? Some are different sizes but most are the same color. In the actual night sky stars are actually different colors. Explain that though stars look small, they are NOT small! They are gigantic balls of hot gases. Stars come in different sizes, colors, and brightness. Cooler stars appear red and hot-ter stars appear blue or white. In your *Starry Night* illustration decide what colors you will use for your stars. Be ready to include those choices in your artist's statement.

MAIN ACTIVITY

- Explain that today the students will be creating their own version of Van Gogh's *Starry night* using crayons and liquid watercolor.
- Have students make their way back to their seats at tables. Pass out drawing/watercolor paper and crayons.
- To begin make sure the students have their paper on their desk landscape style and follow the step-by-step instructions if needed (**Attachment 6**).



- a. Ask them to find a brown crayon. Place your left hand on the bottom left of the paper palm side down with your fingers close together. Trace the outside of your hand and then have the students do it on their papers. This is the Van Gogh outline for the tree.
 - b. Ask the students to pick up a green crayon and then model for them how to draw the horizon line between the city and the sky. Put an index finger on the edge of the paper on the right side. Put a small dot to mark your place. Then extend the mark to make a line from the edge of the paper until it hits the tree. Call this "Bump and Jump". Bump into the tree, jump over the tree, and then continue the line until the other edge of the paper.
 - c. Draw the moon. First, have students recall the moon in the Van Gogh painting. What phase is it, and what others could they draw? Encourage students to follow the steps for a crescent moon or show a different moon phase/ For a crescent moon, have the students to pick up a yellow/orange crayon and in the upper right-hand corner write the letter C. Then make the letter C by writing another C beside it to create a bubble letter effect. This is the moon. The model drawing dashes around the moon in Van Gogh style.
 - d. Draw the wind. About the middle of the paper write the letter C. Not as large as the moon. Then draw 3 wavy lines that begin at the C and move over the Tree. Once the 3 wavy lines are drawn go back to the bottom of the C and connect a spiral to the inside.
 - e. Add the stars. Remind the students that the pattern of the stars in the sky is random and not in order. Model how to draw a Van Gogh star. Draw the star color in one oversized dot and then circle it with dashes. Then trace 2 more times with dashes to mimic the Van Gogh star. Have students select the color of the star (cool or hot) they will show.
 - f. Move on to the town area of the drawing. Explain that we will add 3-4 houses in our little town. Show them by drawing triangles and squares to represent the homes. Later they can add windows and doors but for now, we are just drawing in the basics.
 - g. Color in the tree. To color the tree in Van Gogh style you will need a brown, black, and green crayon. To color explain that it is a series of squiggle lines to fill in to show the different colors. Mostly brown and black with a little green.
 - h. Finishing touches with the crayons. To fill in the sky and the land area use a series of dashes mimicking Van Gogh. For the sky use horizontal dashes and for the land use vertical dashes.
4. Finally, when the illustration is complete use the liquid watercolor to make a final coat over the entire artwork. The crayon will create an interesting resist to the paint. The paint will add to the mood of the artwork.
 5. Be prepared to share your creation with your shoulder partner. Explain the images you decided to put in your artwork. Share how the movement is displayed throughout your artwork as in Van Gogh's style. What colors did you select and why? Did you select a different moon phase or add a constellation? Once you have had a chance to share your ideas verbally be ready to write your artist's statement including the same information discussed with a partner.

REFLECTION (EXIT TICKET)

Have students to walk around (Gallery Walk) the room and admire the artwork of their classmates. Once everyone has had a chance to view the artwork pull them back for final discussions.

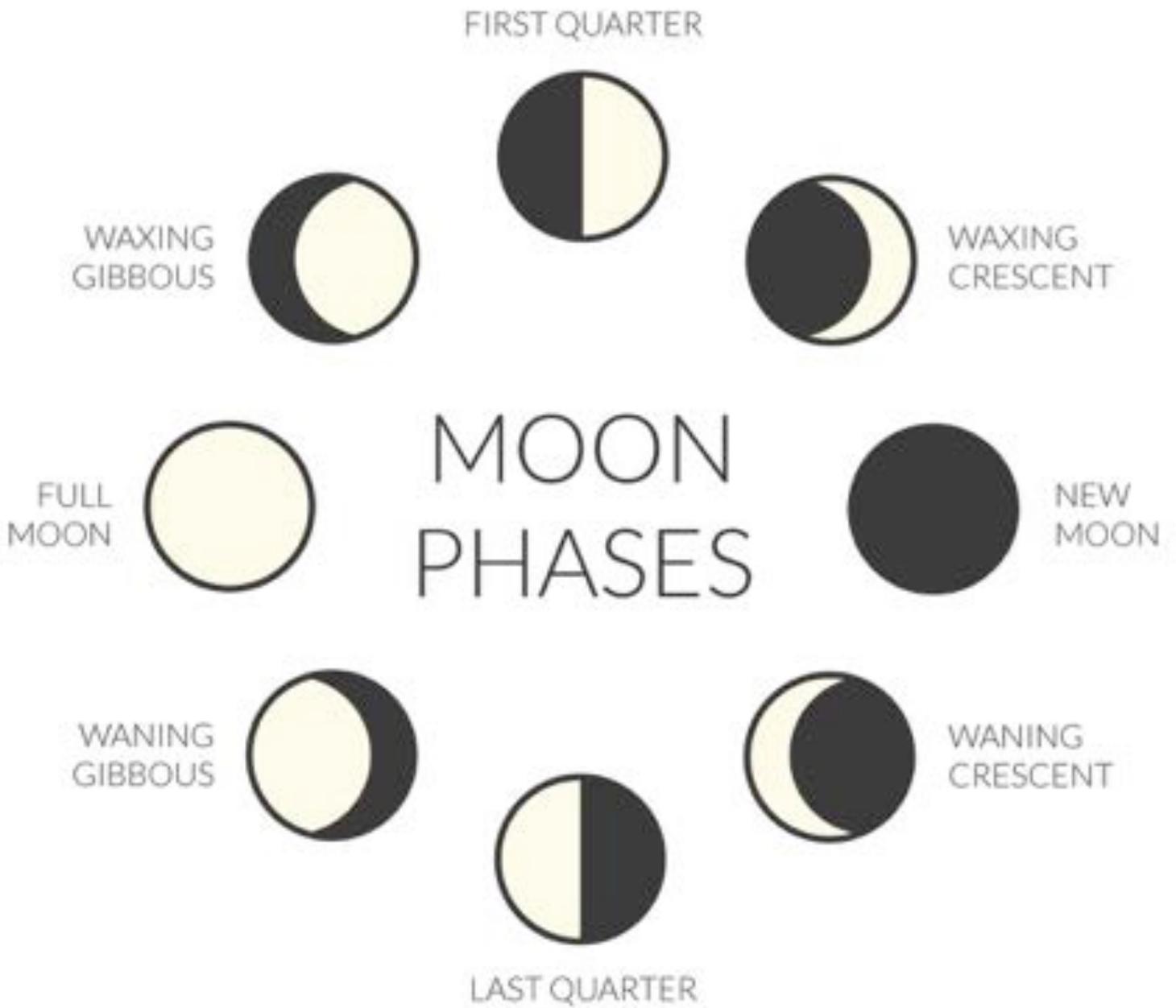
1. How can artists show what is in the nighttime sky?
2. How does your artwork show that stars are random patterns and are of different sizes?
3. How did Van Gogh show the differences in his stars? How did you? How does his style help us understand the moon and stars?
4. Does your artwork look like Van Gogh in style? Why or why not?



**ATTACHMENT 4-
STARRY NIGHT BY VINCENT VAN GOGH**

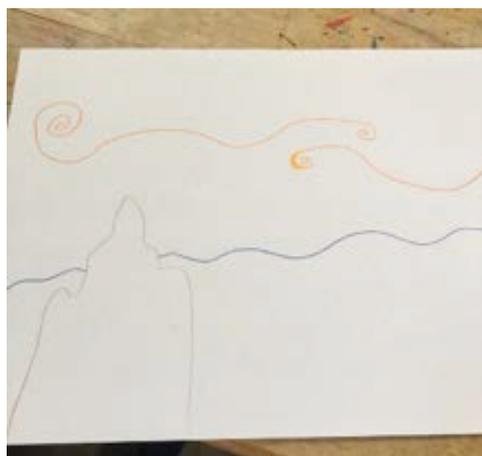
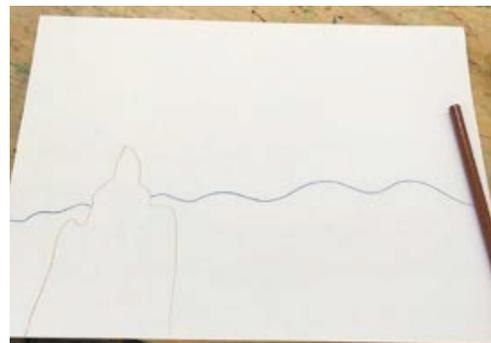
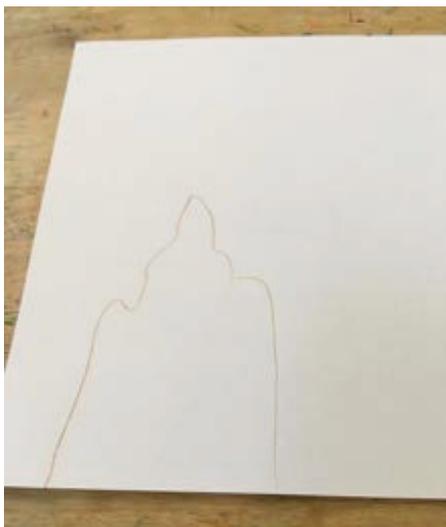
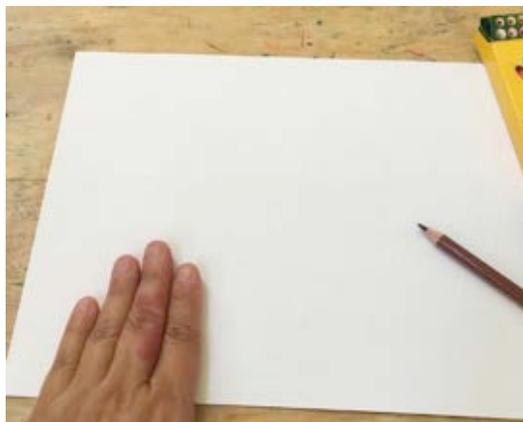


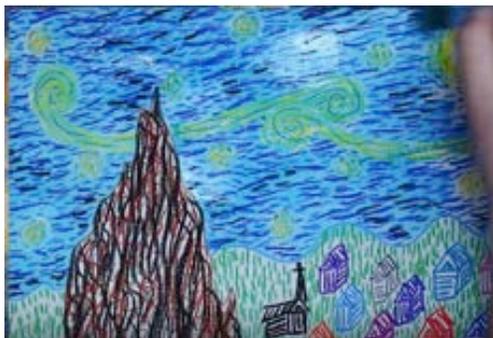
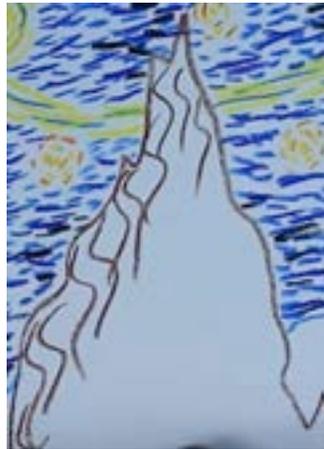
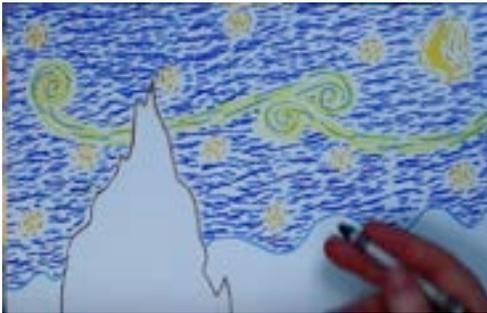
ATTACHMENT 5 - MOON PHASES



DESIGNED BY **vector open stock**

ATTACHMENT 6- STEP BY STEP OF SKETCHING STARRY NIGHT

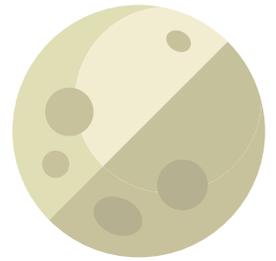






THE DARK SIDE OF THE EARTH AND MOON

by Kat Sjogren



STANDARDS

SC.3.E.5.3 Recognize the sun is the closest star to Earth

SC.4.E.5.3 Recognize the Earth orbits the sun

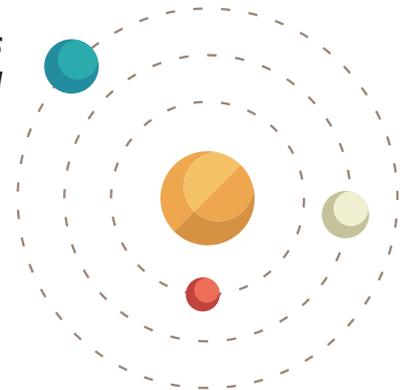
VA.4.S.2.1 Recognize basic art tools and processes

VA.3.S.5.3 Develop 2-dimensional skills using various techniques

STUDENT LEARNING INTENTIONS AND SUCCESS CRITERIA

Today we will learn how to use scale, texture, and shadow to illustrate the relationship between the Earth, moon, and sun. Additionally, we will learn techniques for using oil pastels for illustrating.

I know I am successful when my illustration includes appropriate scales to match the sizes of the Earth, moon, and sun. I know I am successful when I use oil pastels as a creative tool that includes blending and representing different textures and shadows throughout my composition.



GOALS

Students will:

1. Learn how to create texture in illustrations
2. Use oil pastels as an illustration technique
3. Create an illustration of the relationship of the Earth, moon, and sun incorporating shadow and scale.

MATERIALS

Each student will need:

½ sheet (6" x 9") of watercolor or white drawing paper

½ sheet (6" x 9") of black construction paper

Oil Pastels: black, white, green, blue, orange, yellow, red

Copies of **Attachments: 7-14**



GUIDING QUESTION(S)

How can visual art techniques such as color, shadow, and texture help us create a recognizable drawing of the sun, earth, and moon?

SKILL BUILDING AND PROCEDURE FOR LESSON

1. Students will use the ½ sheet of white watercolor paper and pastels for the warm up.
2. Group Discussion:
 - a. *What is texture?* Guide discussion to include words like rough, smooth, bumpy, and shiny. Reference **Attachment 7** for further examples.
 - b. What are some textures that would be found on planets, moons, and the sun?
 - c. *What makes colors either warm or cold?* Reference **Attachment 7**, the color wheel for students to include in their discussions.
 - d. How do warm colors affect an illustration? Explain warm colors are bolder color selections for drawings of volcanoes or eruptions, fire, and gases. Some examples of warm colors are yellow, red, and orange.
 - e. How do cool colors affect an illustration? Explain that cooler colors are a bit calmer and are used for rivers and they are not overwhelming. Some examples of cool colors are blue, green, and violet.
3. Warm-up using oil pastels. Before demonstrating how to use oil pastels give a brief explanation of how to use oil pastels. Use **Attachment 8** as a reference for students
 - a. Explain to the students that oil pastels are actually paint, the only difference is that you don't use a brush. When students use pencils remind them to draw large otherwise they will have difficulty using the broad-tip oil pastels. It's best to have the students sketch using an oil pastel preventing them from drawing too small. Show the students that oil pastels are meant to be blended using more than one color. They should press firmly so that the result looks more painterly. Otherwise, the result will look like a drawing lightly filled in with crayons. The color results when working on colored paper will create different outcomes than if they worked on white paper. It's helpful to let the students experiment with the oil pastels on scraps of various types of paper before beginning the project. Large areas can be covered quickly by unwrapping the paper from the oil pastel and laying the pastel on its side, moving it across the paper. If the tips of the pastels become smudged with other colors you can use a dry or slightly damp paper towel to wipe the tips.
 - b. Demonstrate using pastels to create a smooth texture: ask students to take a white oil pastel and another color. Make a circle or square shape with the chosen color then blend with white until the 2 colors are **smooth** and well blended.
 - c. Demonstrate using pastels to create **cross-hatching** to show texture like fabric: Ask students to choose 4 colors and demonstrate cross-hatching. Draw angle lines in one direction using one color. Repeat using another color in the same direction. Repeat the process crisscrossing in the opposite direction.
 - d. Demonstrate using pastels to create a texture like **grass**: Ask students to choose any 2 colors and make little marks in a variety of directions.
 - e. Allow time for students to explore warm and cool colors as well as time to create textures of their own.

MAIN ACTIVITY

1. Students will use Shadow, Scale, and Texture to create a recognizable illustration of the Sun, Earth, and Moon. Show **Attachment 14** as an example.
2. Before the students begin have a discussion about **scale**. **Scale** is used to describe the size of one object in relation to another. Show students the illustration of the Chameleon from page 5 of *The Magic School Bus: Lost in the Solar System* (**Attachment 10**) and explain the Chameleon is drawn to **scale**. Is it as big or tall as the students? What if it was as tall as the students? What would you think it might be instead of a lizard? (Dinosaur) **Emphasize** that **scale** is very important so that the “**Viewer**” of the illustration will interpret the story correctly.
3. Additionally, take time to discuss why artists include **shadow**. A **shadow** is created when light is blocked or not able to go through an object. The blocked part is the **shadow** of the object. Ask students to look at the diagram illustration of the sun, moon and earth from *The Magic School Bus: Lost in the Solar System* on page 13 (**Attachment 11**). Have them discuss where they see light and **shadow**. Have students discuss what makes us see night and day, as well as the source of light we see for the sun (casting light) and the moon (reflecting light). If needed, have students reference “What Makes Night and Day?” on page 7 (**Attachment 12**).
4. Show the students the finished example of the main activity. Ask students to compare the size of the sun in relation to the earth. Ask students to compare the size of the Earth to the Moon. Ask them to notice the warm and cool colors that are used to illustrate our solar system. If needed, show them the Color Wheel (**Attachment 7**). Have students discuss the light and **shadow** used.
5. Give each student a piece of black construction paper and oil pastels. Using a clipboard or the “White Board” demonstrate and have students follow along sketching the Sun, Earth, and Moon to **scale** using a white oil pastel on the black paper. See Step by Step Directions (**Attachment 13**).
6. When complete have students share their work with a “Gallery Walk”.

REFLECTION (EXIT TICKET)

1. How did you use texture?
2. Where did you see light/shadow?
3. Was it scientifically accurate? (Why/Why not?)
4. Why was it important to show light/shadow?
5. What did you notice about the scale of the Sun, Earth, and Moon?



ATTACHMENT 7 - TEXTURE VOCABULARY

Rough

Smooth

Hard

Soft

Bumpy

Furry

Scratchy

Woven

Crinkly

Wrinkly

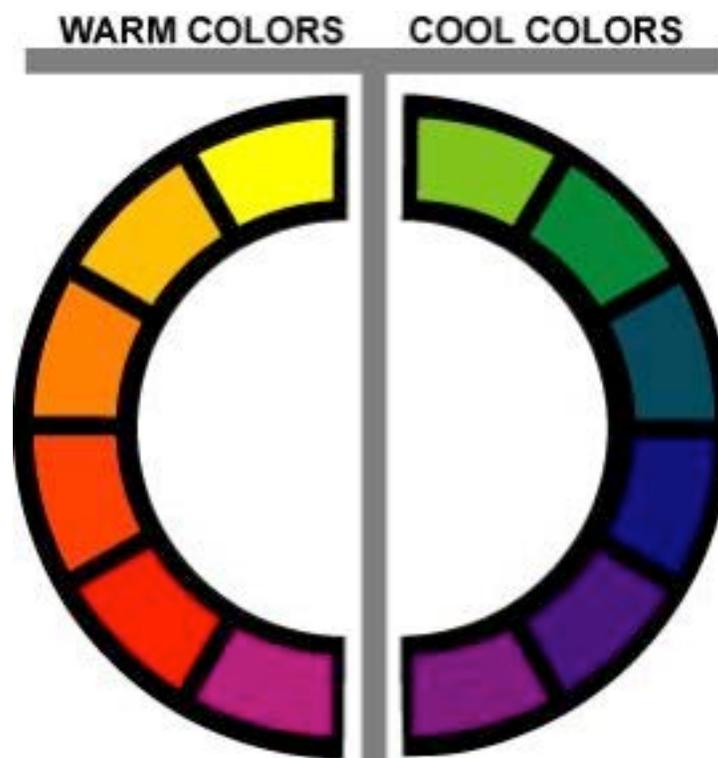
Slick

Gritty

Feathery

Fuzzy

ATTACHMENT 7 - COLOR WHEEL



ATTACHMENT 8 - SAMPLES OF ILLUSTRATED TEXTURES



ATTACHMENT 9 - "COLOR RECIPES" SWATCHES



ATTACHMENT 10- Chameleon illustration from book



ATTACHMENT II-

PAGE 13 of "The Magic School Bus: Lost in the Solar System"



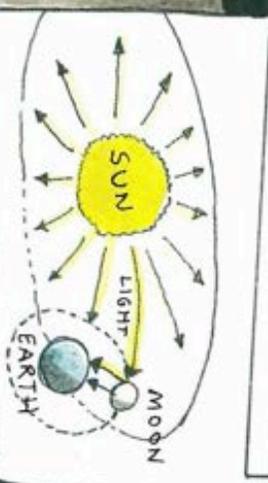
It was fun on the Moon. We wanted to play, but Ms. Frizzle said it was time to go. So we got back on the bus. "We'll start with the Sun, the center of the solar system," said the Friz, and we blasted off.

LOOK HOW HIGH WE CAN JUMP!

I WAS IN A NATIONAL JUMP-ROPE CONTEST. I WON, OF COURSE.

IS THERE A NATIONAL BRAGGING CONTEST?

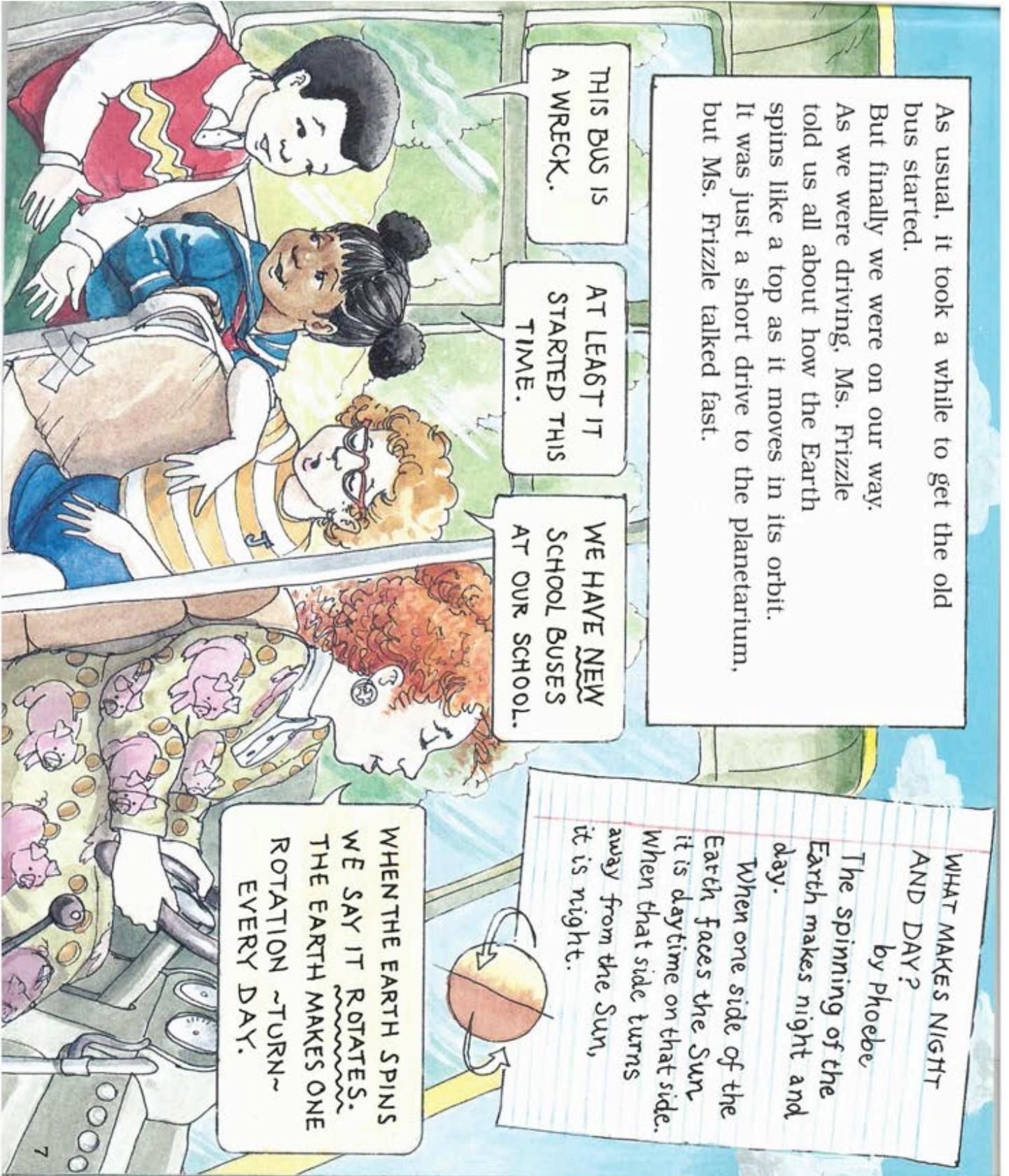
WHAT MAKES THE MOON SHINE?
by Rachel
The Moon does not make any light of its own. The moonlight we see from Earth is really light from the sun. It hits the Moon and bounces off, the way light is reflected from a mirror.



THE MOON'S ORBIT
by Amanda Jane
The Moon travels in orbit around the Earth, just as the Earth travels around the Sun.

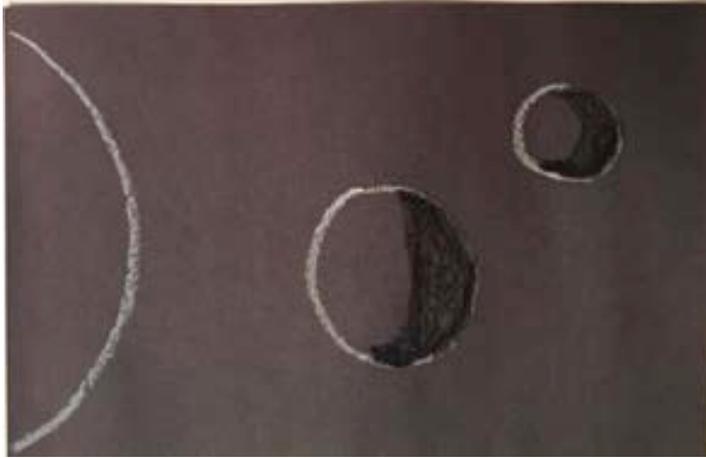
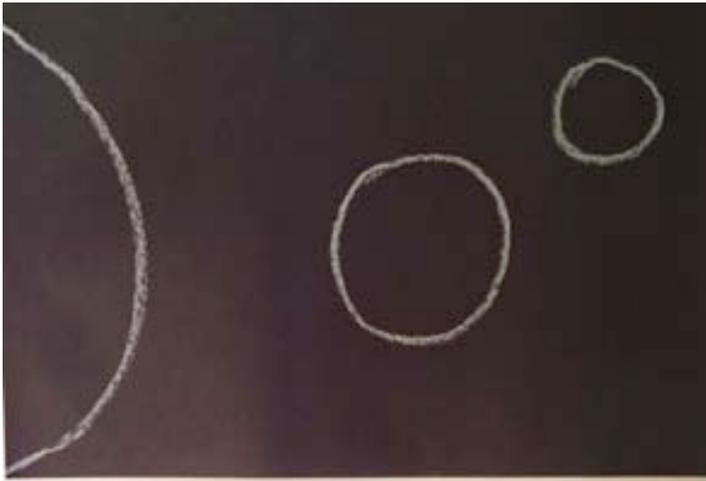
ATTACHMENT 12-

PAGE 7 OF "The Magic School Bus" Lost in the Solar System"

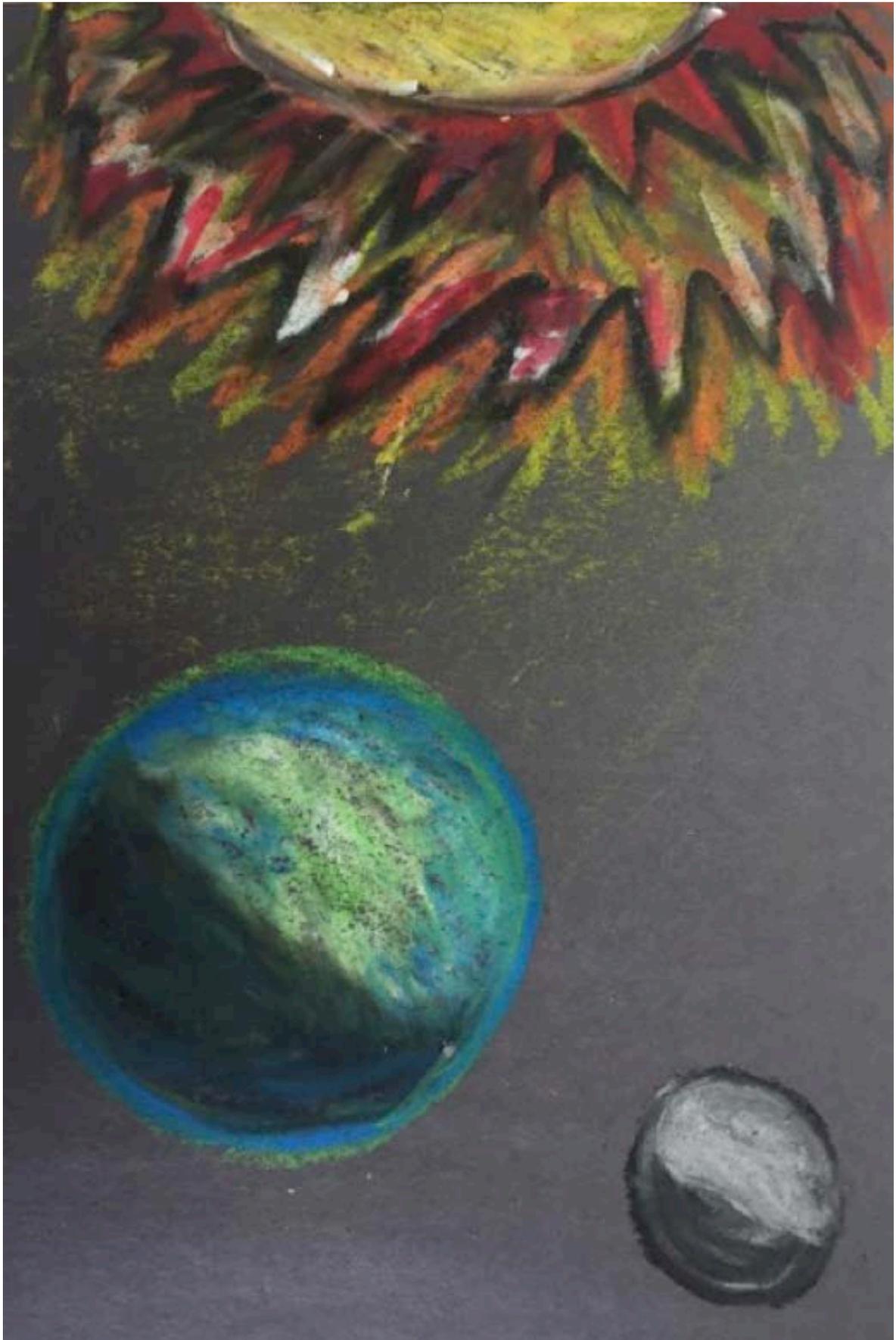


ATTACHMENT 13-

Step by Step Instructions for Drawing



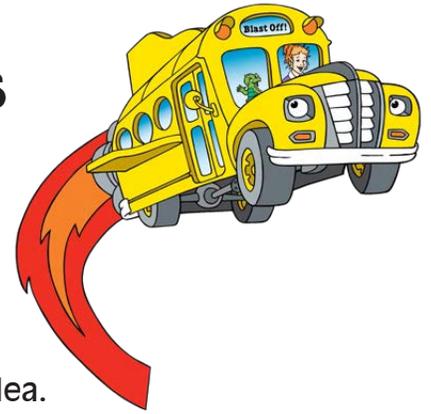
ATTACHMENT 14 - Sample Drawing





FASHIONABLE TRAVELS

by Kat Sjogren



STANDARDS

ELA.4.R.2.2 Use relevant details from the text to support the main idea.

ELA.5.C.5.1 Create an illustration to create emphasis on a topic using details from text.

VA.3.C.2.1 Assess personal artwork to assess success to meet intended objectives.

STUDENT LEARNING INTENTIONS AND SUCCESS CRITERIA

Today we will choose a planet from our Solar System and based on factual information about the planet design a Space Suit that makes a "fashion statement". We will learn how artists create "visual statements" in the fashion industry and through Public Art and Design.

I know I am successful when I create a Space Suit that will be specifically designed to meet the needs of the planet it represents. I know I am successful when my fashion statement includes a clear function, information about the planet it represents, and displays personality.

GOALS

Students will:

1. Understand the 3 functions of fashion: function, information, and personality.
2. Incorporate facts about planets into the space suit design.
3. Use watercolors and sharpies to illustrate their space suits.
4. Create an artists statement about their space suit.



MATERIALS

Each student will need the following:

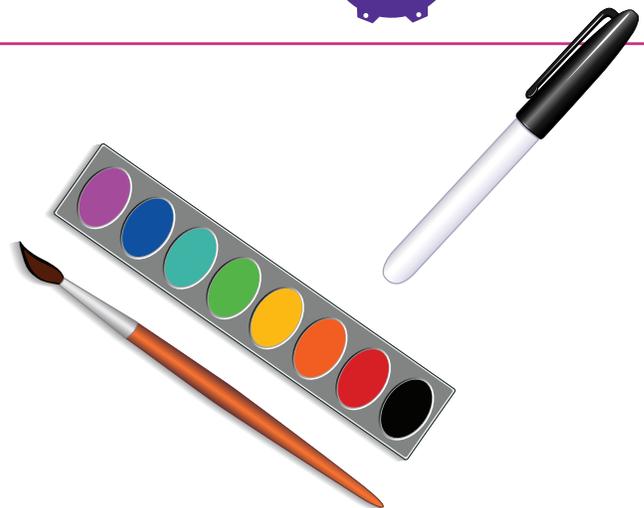
Attachments 15-20

½ sheet (6" x 9") sheet of watercolor paper

Black permanent marker

Watercolors and brushes

Cup for water

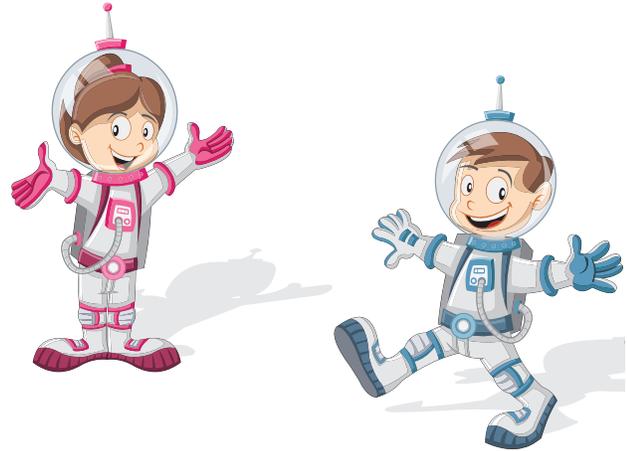


GUIDING QUESTION(S)

How can we use visual art to show knowledge of planets through designing a space suit?

SKILL BUILDING AND PROCEDURE FOR LESSON

1. Teacher should read the 2nd half of the story beginning on page 20 making sure to emphasize and discuss the **factual sidebars** in the story.
2. **GROUP DISCUSSION:** Share that there are 3 things to consider when discussing Ms. Frizzle's fashion: **Function, Information, and Personality**. Using **Attachment 17**, have students in small groups discuss the following about Ms. Frizzle's outfit:
 - a. What **FUNCTION** does the suit serve and why? (i.e. Why does it have a mask? Why does she have the pack? Why do you think it is made out of and why?)
 - b. What **INFORMATION** can you gather? (What things from the solar system can you see? What does the piece include? What is missing that could be added?)
 - c. What **PERSONALITY** is present? (Is it simple or wild? Colorful or monochromatic? What does the suit and it's design tell us about Ms. Frizzle?)



MAIN ACTIVITY

1. Students will create a space suit that includes the 3 elements that are needed for fashion design. They will create a space suit that compliments the environmental attributes of the planet of their choice.
2. Using **Attachment 17** students will take notes that will be helpful for details to include in their space suit design. Students may use *Magic School Bus Lost in Space* as well as **Attachment 16** and **Attachment 18** to research their planet.
3. Students will use **Attachment 17** to help make final design decisions for their space suit. When ready they will begin to use their black permanent marker to draw their design on the space suit template **Attachment 19**.
4. Before students begin painting remind them of the following when working with watercolors:
 - a. Remind students to give their brush a "good bath" in the water cup before switching colors.
 - b. Gently wipe the brush on the top of the cup to remove excess water.
 - c. Have paper towels handy for any spills. If a student puts too much water on their paper, the excess can be easily dabbed up using a paper towel.
 - d. Remind students if they use too many colors in one area it will start to turn "muddy".
 - e. Students should be reminded not to pick up their paper until it is dry. Should they need to move their work to a drying area, ask them to carefully carry their paintings as if they were carrying a "pizza".

5. Students will use watercolors to fill in the white spaces of their template.
6. Once complete students will write an artists statement making sure to include the function, information, and personality about the design of their space suit.
7. As the group completes the activity have each table team display their space suits and take a walk around the room to view other completed space suits.
8. Optional: Have students create an advertisement about their space suit including elements of persuasion. Create a rubric and have students evaluate the advertising effectiveness.



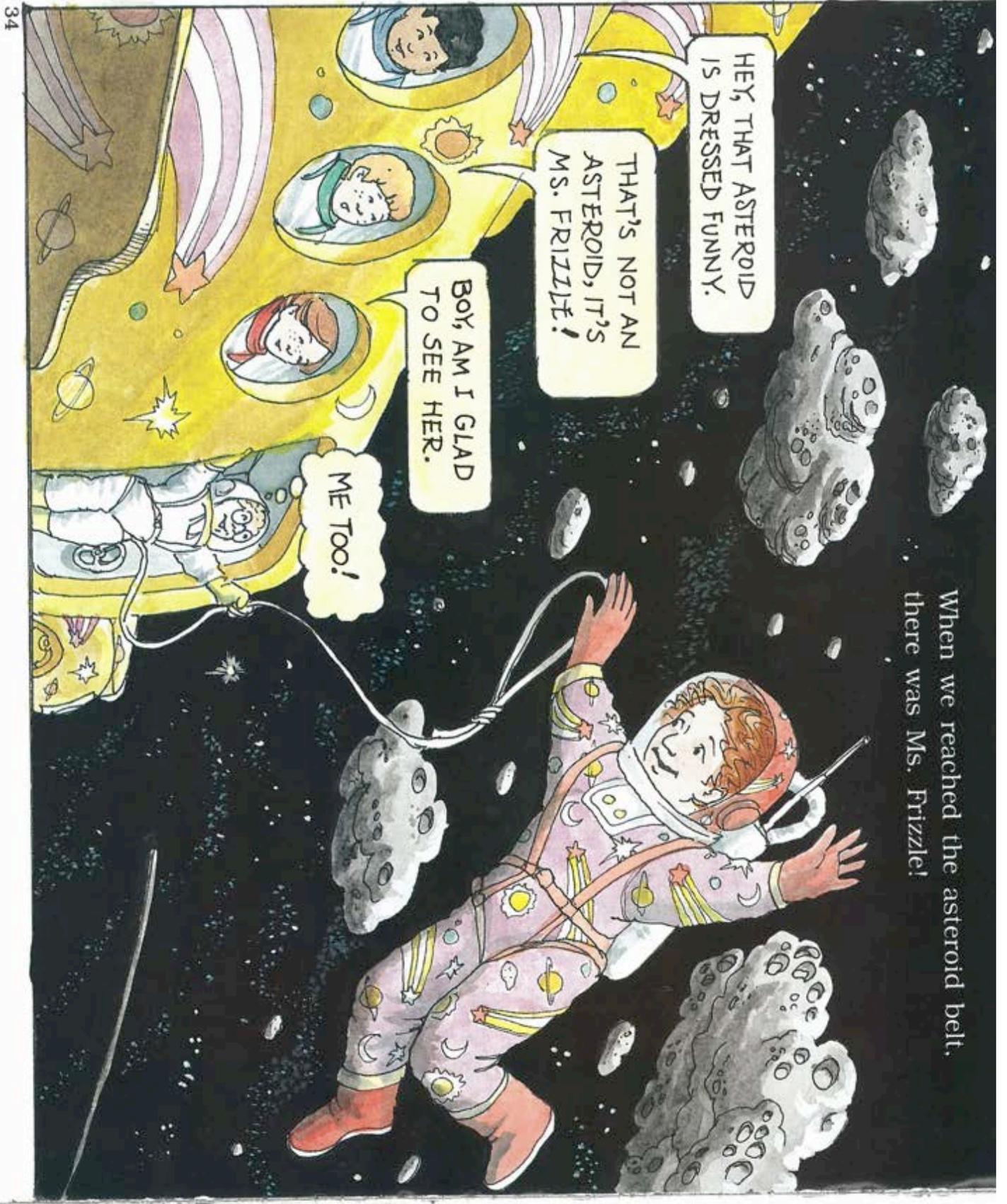
REFLECTION (EXIT TICKET)

1. What did you learn about the planets in our solar system?
2. How did designing Space Suits help you understand the conditions of a planet?
3. How is fashion influenced by Science?
4. How is Science influenced by Fashion/Art?



ATTACHMENT 15 -

Page 34 of "The Magic School Bus: Lost in the Solar System"



ATTACHMENT 16 -

Fact Sheet on Planets in our Solar System

— COOL SPACE FACTS —



THE SUN MAKES UP 99.86% OF THE SOLAR SYSTEMS MASS



MERCURY IS NAMED AFTER THE ROMAN MESSENGER TO THE GODS



VENUS SPINS IN THE OPPOSITE DIRECTION TO MOST PLANETS



THE EARTH IS 149,598,262 KM FROM THE SUN



MARS IS HOME TO OLYMPUS MONS THE SOLAR SYSTEMS TALLEST VOLCANO



JUPITER IS LARGE ENOUGH FOR THE EARTH TO FIT INSIDE 1,000 TIMES



SATURN HAS THE SECOND LARGEST MOON IN THE SOLAR SYSTEM, TITAN



URANUS IS COLDEST PLANET IN THE SOLAR SYSTEM



NEPTUNE ORBITS THE SUN ONCE EVERY 165 YEARS

**ATTACHMENT 17 -
Planet Brainstorm Sheet
Student May Take Written and Visual Notes:**

Important Facts about the Planet:

Needs for FUNCTION:

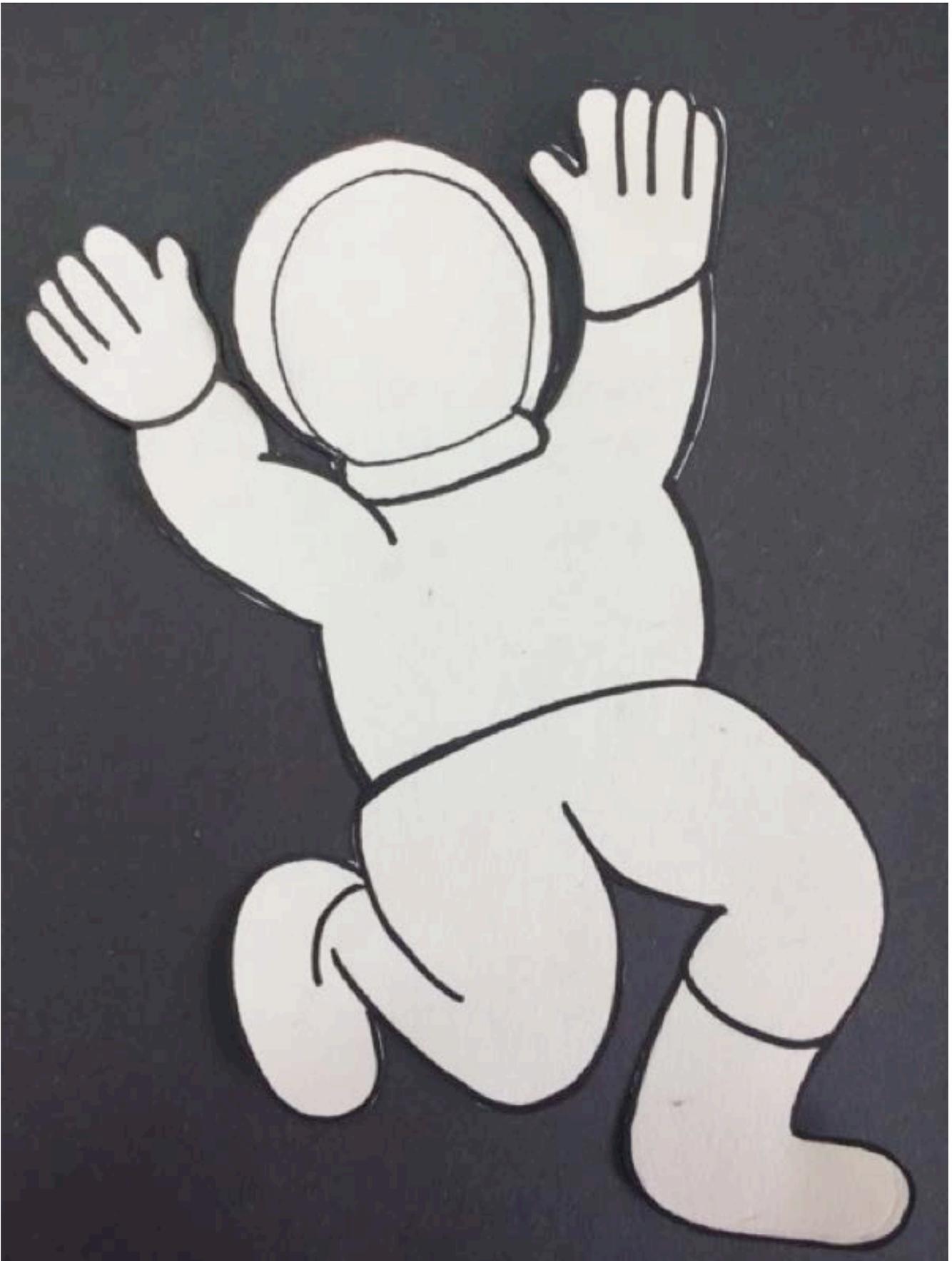
Useful INFORMATION

Ideas for PERSONALITY

ATTACHMENT 18 - Examples of Space Suits through the ages



ATTACHMENT 19 - Space Suit Template



ATTACHMENT 20 - Completed Sample

