

## **Lesson Title: African Animals: Exploring the Savanna**

**Your name: Rachel Vredenburg in collaboration with Mrs. Therrien**

**Number of Students: 20**

**Grade Level: 1st**

**Length of each class period: 40 minutes, 3 days**

### **LESSON Rationale**

This lesson focuses on exploration of the African Savanna by connecting art to zoology and Life Science. For instance, students watched a video and discussed the environment of the African Sahara, Savanna, and Rainforest. This involves observing the species, characteristics, and climate in the brief video. Then, they will share observations with the class and connect these to art vocabulary such as the warm colors: orange, red and yellow used to create their backgrounds. Other connections might be organic shapes in a giraffe's coat, pattern in a zebra's coat, or zigzag lines used to create a lion's mane. Students will connect this idea to the warm climate of the African Savanna. Students will also use observational skills to name animals that are native to this environment such as Lions, cheetahs, zebras, giraffes, etc. Then, they will focus on one animal as a class and use their prior knowledge of shapes to construct a complex animal using simple shapes. Tracing and drawing these shapes will allow students to practice fine motor skills and break down a complex object into manageable sections. Students will also practice active listening to follow along with the painting and drawing demonstrations at various points in the lesson. By practicing these observational, listening, and critical thinking skills, students will develop skills that are applicable to other areas of their lives both within and outside of academia.

**PROCESS** (printmaking, coil pots, pastels, collage, weaving, recycled art, painting, drawing, etc.)

Tempera watercolor, Crayon, sharpie,

#### **Artists:**

##### **Daniel Njoroge**

He was “born in Embu, Kenya, is a celebrated artist renowned for his vivid and realistic depictions of Africa’s culture and wildlife art in its most realistic depiction. As a leading figure in both national and international art circles, Njoroge’s work has garnered significant acclaim, capturing the essence and beauty of Africa’s natural world” (Njoroge, 2019). On his website, he notes that he developed “profound appreciation for nature, wildlife and culture” even in childhood (2019).

#### **BIG IDEA(s): Zoology**

#### **LEARNER OBJECTIVES:**

Students will be able to recognize and describe different African animals.

Students will be able to draw an African animal using simple shapes.

Students will be able to trace over pencil marks with a black marker.

Students will be able to color in neatly.

Students will be able to cut neatly.

Students will be able to use liquid glue correctly.

**3 National Standards for Visual Arts (VAS) (list numbers and full description for each standard) [National Visual Arts Standards At-A-Glance • National Art Education Association \(arteducators.org\)](#)**

VA:Cr1.2.1a: Use observation and investigation in preparation for making a work of art

VA:Cr2.2.1a: Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.

VA:Cr3.1.1a: Use art vocabulary to describe choices while creating art.

**3 VA State Standards of Learning (SOL) in the arts: [Visual Arts | Virginia Department of Education](#)**

1.12 The student will identify and use the following in works of art: a) color- warm; b) line- zig zag, dotted, wavy, spiral; c) shape- geometric, organic; d) texture- visual, tactual; e) pattern- alternating,

1.13 The student will identify and apply spatial relationships for composition. a) Arrange shapes in space within the picture plane. b) Identify and use figure ground relationships

1.16 The student will apply a variety of media, materials, techniques, and processes to create artwork.

**Science SOLs [Link](#)**

1.5 The student will investigate and understand that animals, including humans, have basic life needs that allow them to survive. Key ideas include a) animals need air, food, water, shelter, and space (habitat); b) animals have different physical characteristics that perform specific functions; and c) animals can be classified based on a variety of characteristics.

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**MATERIALS NEEDED FOR UNIT (*be specific*: how many of each item, what size paper, what color markers/paper, what kind of recycled materials, what size brushes, what kind of markers finepoint/broad tip, name tags, permission slips, etc.)**

A. **Art Supplies:** 20 sheets of 9x12 painting paper per class, 20 medium flat or round brushes, 9x12 drawing paper, 20 pencils, 8 erasers, 20 sharpies, 20 messy mats, red, yellow, orange watercolor paint, 8 paint trays, 2 drying racks, sink, a roll of paper towels, 10 sheets of green and brown construction paper, 20 liquid glue bottles and 20 pairs of scissors

B. **Additional Materials:** (What books, images, websites, handouts, and other reference materials did you consult in planning this lesson and/or use in presenting it to your students? Include any links to museums or

other resources you used. *Include a link to your presentation for introducing artists and the unit/lessons to your students.*)

African Animals <https://www.youtube.com/watch?v=PSYHMWmyVfo>  
Elephant <https://www.youtube.com/watch?v=Fk3VdpuFx0Q>  
[African Wildlife Painter Daniel Njoroge | True African Art.com - YouTube](#)



### **PowerPoint Presentation**

#### **VOCABULARY/DEFINITIONS:**

Warm colors: Yellow, Orange, and Red

African Savanna: Temperate plains between the African Rainforest and African Sahara

Mammal: An animal that gives liver birth, nurses babies, etc

Background: furthest space from the viewer

Foreground: Space in front of the background

Organic shape: Those found in nature

Geometric shape, shapes we can name such as circles, squares, triangles, etc.

#### **MOTIVATING STUDENTS: PERSONAL and SOCIAL RELEVANCE**

Students will be inspired by the African Savanna video as well as the teacher sample. They will follow along with the demo and gain confidence in themselves as artists through participation.

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**UNIT PROCEDURES (Remember do not write in first person)** As part of the planning process create teaching samples for your own learning purposes, and a series of process samples and visuals to use in teaching each lesson. Include 4-6 process images at the end of each lesson plan.

#### **A. Teacher/Classroom Prep:**

Teacher will prepare a PowerPoint presentation, prepare red, orange, and yellow watered down tempera paint in mini cups, prepare bag of sharpies to pass out, baskets of crayons for each table, fill 6 containers with water, and place 3-4 small brushes in each water container.

**B. Pre-assessment:**

Students will remember some of the animals that live on the African Savanna, they will also be able to suggest simple shapes including geometric and organic shapes, to construct their animals during the demo.

**Behavioral Expectations:** (*What are the students expected to do as they function in the classroom*)

Students are expected to sit in their seats, listen while the teacher is talking, and participate in any class discussion.

**C. Organizer:** (*How will students be informed of the learning objectives and major activities of each lesson? Will you have handouts? Visuals? Will you put the objectives in a PowerPoint?*)

The teacher will create brief PowerPoint to share important ideas and recap questions with students. The teacher will conduct different demonstrations at each stage of the projects such as painting the background and drawing the animals, so that student may follow along and build certain skills such as tracing, painting, and blending.

**D. Extension Activity:** (*students who finish task early should have another activity or station to continue to be engaged during class time. Explain that activity/work station*)

Students may free draw, but they will likely need the entire class to finish.

## UNIT SEQUENCE (scripting and timing).

### 3 days/classes:

#### Teacher Actions DAY 1 (1:20-2:00)

1:20 Teacher will greet students and invite them to take their seats

1:20-1:30 Teacher will explain introduce the African Savanna through a thematic PowerPoint presentation. Most of the time will be spent watching a National Geographic video for kids about this environment and the animals that live there the teacher will emphasize connections to science and zoology. Teacher will also connect the art element of color, specifically warm colors, that correlate to the hot conditions on the Savanna. After the video, teacher will ask questions such as “what did you see in the video? What Animals did you see? What was the weather like?”

1:27-1:28: The teacher will pass out 9x12” pieces of paint paper and messy mats to each

#### Expected Learner Actions DAY 1

1:20 Students will say hello to Mrs. V and Mrs. T

1:20-1:30 Students will pay attention to the video about amazing African animals and will also connect the art element of color, specifically warm colors, that correlate to the hot conditions on the Savanna. After the video, students will answer questions such as “what did you see in the video? “I saw a river and giraffes and zebras! What was the weather like? “It was super hot like the desert!”

1:27-1:28: Students will thank the teacher for the paper and write their names on the back.

group. Teacher will remind students to write their names on the back as soon as they get their paper.

1:20-1:30 Teacher will conduct a demonstration in which students will follow along step-by-step to paint their backgrounds. Teacher will ask guiding questions like, "What color should Ms. V do first?" To emphasize participation. "Red!" Teacher will remind students to roll up long sleeves.

1:30-1:35: Teacher will pass out 3 warm colored watercolors, a water cup, and 3 brushes and 4 paper towels per tables.

1:35-45: Teacher will walk around and encourage students as they create their textured backgrounds. Teacher will remind students that they take the whole messy mat to the drying rack after they finish.

1:50-: Teacher will announce cleanup and ask that students use walking feet placing their papers on the drying rack. Students will wash hands if they need to.

1:52-1:54: Teacher will call students to line up. Teacher will ask follow-up questions about what students learned. What types of shapes did we use to draw our elephants today?

1:55: The homeroom teacher picks up students and the teacher says goodbye as they leave.

## DAY 2

1:20: Teacher will greet students as they arrive and listen to their cool stories from over the weekend. Teacher will introduce Dr. Mcdermott to students once they are seated.

1:21-1:24 Teacher will briefly recap on the African savanna. Teacher will ask students refresher questions such as "who can tell me what we did last time? A video specifically about elephants will be shown to Monday's group of students to focus in on this specific animal. After the video, teacher will ask open ended questions such as "Name something you learned about elephants? What is the name of their nose?"

1:27-1:28: The teacher will pass out 9x12" pieces of sketchbook paper to each group. Teacher will remind students to write their names on the back as soon as they get their paper.

1:20-1:30 Teacher will conduct a demonstration in which students will follow along step-by-step to draw their elephants. Teacher will ask guiding questions like, "What shape should Ms. V do for the head? "A rectangle!" "Is that a geometric or organic shape?" "Geometric!"

1:30-1:35: Teacher will walk around and pass out markers and admire students' work, encouraging them helping students to even out any areas they want help with.

1:20-1:30 Students will pay attention and volunteer what colors Ms. V should use next when prompted.

1:30-1:35: Students will use what they learned in the demo to fill in their whole backgrounds with warm colors and dab texture on top with a paper towel.

1:35-45: Students will continue working on painting their papers as the teacher walks around and encourage students. Students will take the whole messy mat to the drying rack after they finish. Early finishers may free draw.

1:50-: Students use walking feet when placing their papers on the drying rack. Students will wash hands if they need to.

1:52-1:54: Students will line up. Students will answer follow up questions like "where did all of these animals live?" "On the African Savanna!"

1:55: The homeroom teacher picks up students and the teacher says goodbye as they leave.

## DAY 2

1:20: Students will say hello as they enter the classroom. Students say Hi to Dr. Mcdermott when she is introduced.

1:21-1:24 Students will answer the question "who can tell me what we did last time? "We watched a video about animals!" "What tye of animals? "Lions and zebras in Africa" Students will pay attention to the next video about elephant. After the video, teacher will ask open ended questions such as "Name something you learned about elephants? "They eat plants!" What is the name of their nose?" "a trunk"

1:27-1:28: students will thank the teacher and write their names on the back.

1:20-1:30 Students will follow along step-by-step to draw their elephants. Teacher will ask guiding questions like, "What shape should Ms. V do for the head? "A rectangle!" "Is that a geometric or organic shape?" "Geometric!"

1:30-1:35: Teacher will walk around and pass out markers and admire students' work, encouraging them helping students to even out any areas they want help with. "Can you help me with the ears?" "Yes, of course, that you for asking nicely"

1:35-45: Students will thank the teacher when they receive their crayons.

1:50-: students will use walking feet when returning their crayon baskets to the purple crayon storage station.

1:50-1:52: students will turn in their drawings to the teacher for next class as students finish.

1:52 students will line up neatly by the door

1:35-45: Teacher will pass out crayons as students finish tracing with their markers.

1:50-: Teacher will announce cleanup and ask that students use walking feet when returning their crayon baskets to the purple crayon storage station.

1:50-1:52: Teacher will collect drawings for next class as students finish.

1:52 Teacher will call students to line up

1:55: The homeroom teacher picks up students and the teacher says goodbye as they leave.

### **DAY 3**

1:20: Teacher will greet students as they arrive and listen to their cool stories from over the weekend.

1:21-1:27 Teacher will briefly recap on the African savanna. Teacher will ask students refresher questions such as “who can tell me what we did last time?”

1:27-1:28: The teacher will pass back students 9x12” warm color paintings and Elephant drawings. Teacher will remind students that they are cutting gluing, and if needed, finishing coloring from last time.

1:28-1:35 Teacher will lead a quick demo under the document camera to show cutting out the elephants and gluing them carefully to the background. Teacher will emphasize DOTS of glue. Teacher will cut strips of brown and green paper to glue in front of the elephant.

1:35- Teacher will walk around and pass out scissors and glue baskets and admire students’ work, encouraging them to carefully cut out their animals.

1:36-1:45: Teacher will pass out crayons as students finish tracing with their markers. Students will color their elephants.

1:50-: Teacher will announce cleanup and ask that students use walking feet when returning their assembled creations to the drying rack.

1:50-1:53: Teacher will ask students to line up and congratulate them on their hard work.

1:55: The homeroom teacher picks up students and the teacher says goodbye as they leave.

1:55: The homeroom teacher picks up students and the teacher says goodbye as they leave.

### **DAY 3**

1:20: Students will say hi to Mrs. T and Ms. V.

1:21-1:27 Teacher will ask students refresher questions such as “who can tell me what we did last time?” “We drew elephants!”

1:27-1:28: The teacher will pass back students 9x12” warm color paintings and Elephant drawings. Students will understand that they are cutting gluing, and if needed, finishing coloring from last time.

1:28-1:35 Students will watch the quick demo under the document camera about cutting out the elephants and gluing them carefully to the background. Students will remember to use DOTS of glue.

1:35- As the teacher walks around and passes out scissors and glue baskets students will thank the teacher for the supplies and quickly get to work carefully cutting out their animals.

1:36-1:45: Students will finish tracing their animals and use the crayons to fill in their elephants.

1:50-: Students will cleanup and use walking feet when returning their assembled creations to the drying rack.

1:50-1:53: students will line up and efficiently and display hallway behavior.

1:55: The homeroom teacher picks up students and the teacher says goodbye as they leave.

**ADAPTATIONS AND RECOMMENDATIONS:** (Note accommodations for Students with Special Needs as well as any classroom management strategies. Provide examples in your descriptions. This is not optional.)

*Students who need extra help may raise their hand and the teacher will work one on one with them briefly. Students that have trouble tracing will be given the larger marker for better dexterity. Students who need extra time drawing may finish up on day 3.*

**DIFFERENTIATION STRATEGIES:** (These should also be reflected in the unit sequence. When will you integrate these strategies into your planning? Be specific in your scripting/sequencing.)

- Flexible grouping
- Open-ended activities
- Exploration by interests
- Negotiated criteria
- Anchoring/Extension activities
- Independent studies
- Tiered activities/products
- Journal prompts
- Multiple levels of questions
- Scaffolding
- Choice: Learner profile, Readiness, Interest

## **ASSESSMENT & DOCUMENTATION OF TEACHER/STUDENT LEARNING**

- A. Assessment: (How will you collect information on what students gained from your unit? How will you evaluate that information? (**Refer back to Learner Outcomes** to decide how you will know if students learned what you hoped they would learn. Assessment strategies can include exit tickets, a list of questions you will ask students at the closure of the lesson, the critique, etc.

*The teacher will make sure to observe as students paint, draw, trace, color, cut, and glue their projects. While working with a variety of media, students' final piece will demonstrate their understanding of the project at each stage.*

- B. Documentation:

*The scaffolding in this lesson will start immediately with the questions in the video such as What do you see? What colors did we use? Congratulating and encouraging student answers will help document the correct answers and enforce these ideas. Also, Students will use the end of day 1. By encouraging students' progress, they will be excited to continue into day 2. In day 2, students will build on this skill by creating a more detailed drawing with bold lines and color. By day 3 students will add these elements together in a culminating assessment/finished product.*

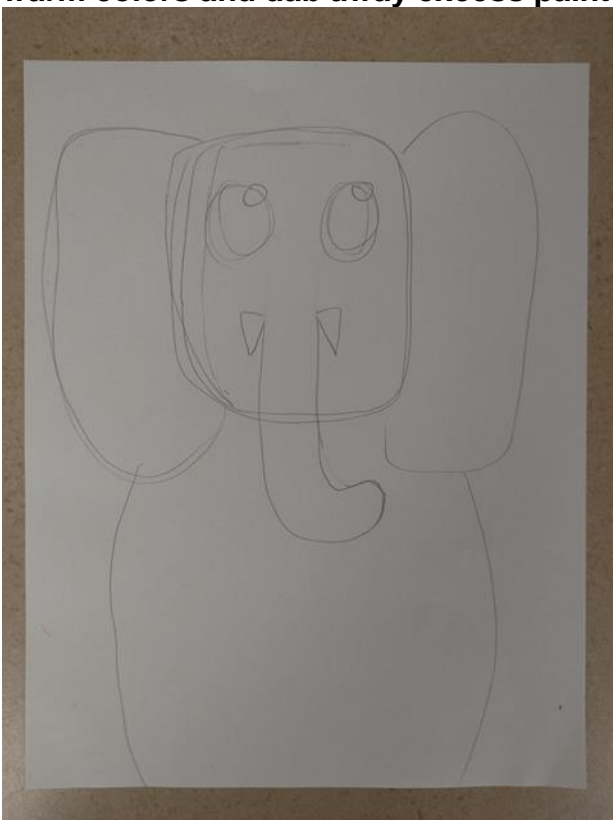
## **PROCESS IMAGES**



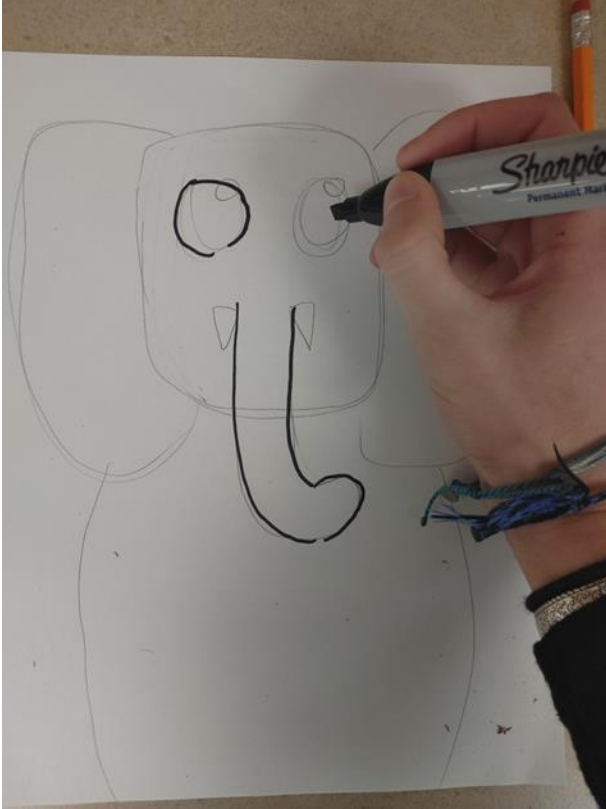
**Step1: Gather materials including watercolor, brushes, crayons, glue, scissors, sketch paper, sharpies, water cups, messy mats, paper towels, and construction paper.**



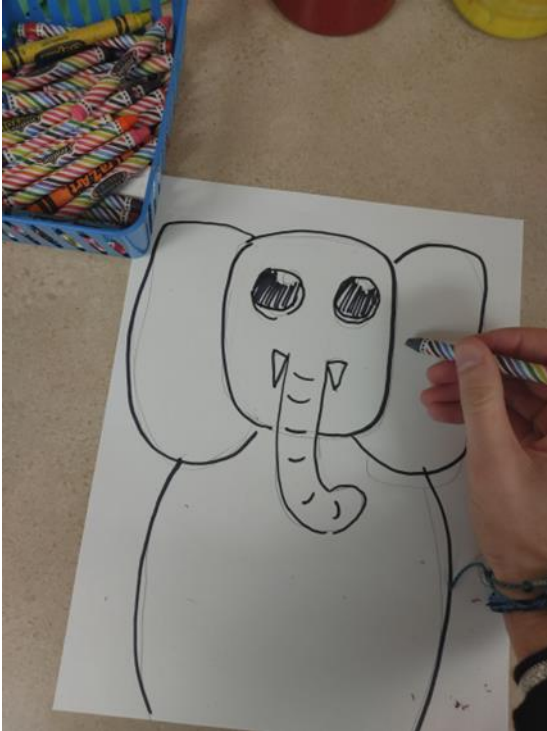
**Step 2: Using watercolor and paint paper, paint the background a mix of warm colors and dab away excess paint to create texture.**



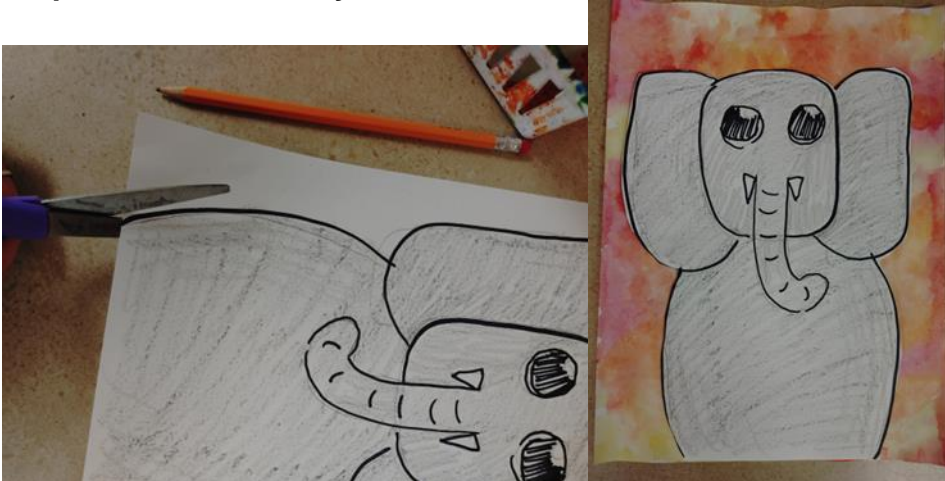
**Step 3: On sketchbook paper, sketch out your animal in pencil**



**Step 4: Trace your lines with sharpie, be careful!**



**Step 5: color with crayons!**



**Step 6: Cut out your animal shape and glue it carefully to the background.**



**Step 7: Cut strips of green construction paper and glue it to the bottom of the page as grass.**



**Other Animal Options for different classes!**

### References

National Geographic Kids. (2016). African Elephant 🐘 | Amazing Animals. In *YouTube*.

<https://www.youtube.com/watch?v=Fk3VdpuFx0Q>

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