



## Wonders of Nature Kindergarten Curriculum

### Quarter 1 - Unit (unit one lesson plans are included in this document)

#### ***Fall - Art and Nature: Introduction to a Sense of Wonderment***

1. Cob Wall Introduction - making and playing
2. Seeing Color ( Making color from natural materials)
3. Sounds of Nature (chimes)
4. Smells in Nature (nature sachets)
5. Touch in Nature

### Quarter 2 - Unit

#### ***Winter - Feeling Sleepy: Hibernation***

1. Animals that go to sleep/dormant for winter
2. Furry Friends - Clay winter animals
3. Winter Birds
4. Snowballs - felting or paper-mache or paper making
5. Ojibwe cradle boards and sleeping babies

### Quarter 3 - Unit

#### ***Spring - Rain, Sleet and Sometimes Snow***

1. Melting
2. Floating Worlds
3. Water worlds
4. Rain drops or rain showers
5. Awakening frogs, lizards and turtles. Animals that wake up from Winter!

### Quarter 4 - Unit

#### ***Summer - Butterflies and Rain Gardens***

1. Sprout Gardens
2. Insect sculptures
3. Mini art Gardens
4. Wild Flowers
5. Butterfly Art Installation and Butterfly books
6. The Hungry Caterpillar

## **Lesson: Introduction to Natural Wonders of the Cob**

*\*Midvale students have a cob wall on their school playground, created by an artist in residence who collaborated with art students to design and build it.*

**Objective:** Students learn the properties of cob by mixing it with natural materials and turning it into an organic sculpture.

**Materials:** sand, subsoil, clay, straw and water. Tarps, sticks, bins, leaves and sifting screens. Tagboard/paper strips for names, pencils. Soil tester: salt, jar and soil sample from playground. Natural Materials for ears, eyes, nose or tails or legs. (rocks, pinecones, sticks, leaves)

### **Introduction and Motivation:**

When you go outside to play on the playground, there is a wall that is covered with a tarp. Students long ago made it with cob which is made of loaves of earthen balls of clay. They harden to form a wall. Today we are going to make some cob, so you will know how the wall is made.

**Demonstration:** (Make the project outside and visit Cob wall if time/weather permits)

1. Write name on a slip of paper with pencil.
2. Gather around in a circle to look at the materials: clay, straw, sand and soil.
3. Show how you can figure out the layers by testing the soil.
4. Look at the layers in the jar.
5. Take turns sifting sand through the screen into the bin to separate the rocks.
6. Feel the straw.
7. Smell the soil,
8. Pinch the clay
9. Teacher can pass out each student a plastic tarp.
10. Students mix small amounts of straw, soil, clay with sand that has been distributed by the art teacher on their tarps.
11. Each student can add water by pouring a small cup of water in the well of the natural materials.
12. Mix by folding over the tarp one way and then over onto the other way until it is mixed thoroughly.
13. Students can pick it up off the tarp and shape it into a ball or loaf.
14. Add natural objects for eyes, mouth or ears, legs.
15. Attach name and set aside to dry on a tray.
16. Wash hands.

# Lesson: Mouse Paints!

**Objective:** Students learn how to mix colors by re-creating the story about Mouse Paint through art making and dramatic play.

**Materials:** cat water bowls, paint brushes, small jars of primary colors of paint, white paper. Toilet paper tubes, stapler, glue, white paper for ears, legs - brown paper bag paper. White paint and black marker for nose and red for eyes, pencils. Set up 4-5 trays with glue and glue sticks and scissors, pencils. Arrange 4 -5 sets of paints of primary colors. 4-5 large papers, 1 basket of supplies for each table. Masking tape and yarn or string for tail.

## Introduction and Motivation:

- Color...where does it come from?
- Which colors are the most important?
- Why are these three colors (red, yellow and blue) the most important?
- What can you do with them?
  
- Let us find out what the mice do with these three colors.
- We call them the primary colors. This means these are the FIRST colors.
- Read the story: Mouse Paint

## Dramatization:

Now let's watch how my mouse dance in the paint.

Art teacher spoons or squirts three colors of paint on the paper.

The mouse jumps in the middle and does a little dance and see how it mixes.

\*Arrange the paint so the colors are paired up.

(red and yellow) (Yellow and Blue) (Blue and Red)

## Demonstration:

1. Fold over white piece of paper and draw a circle. Cut on the lines and make two circles to form ears. Glue ears in place.
2. Cut 4 rectangles of brown paper bag paper. Add claws by cutting out tiny triangles at the ends. Glue arms onto the mouse.
3. Add nose with black marker. Add eyes with red markers.
4. Tape the yarn or string inside of the mouse to make a tail.
5. Write name inside mouse.
6. Paint the mouse with white paint that is wash like so it dries easily.

## Group Activity:

Clear away the supplies. Set out a cat water bowl, brushes and art teacher add primary colors scattered about on the paper. Students take their mice and dance on the paper together...to music if you have some!

# Lesson: Blue Mustangs

**Objective:** Students learn how to mix colors by discovering how two primary colors blend together while painting a horse inspired by Franz Marc and Eric Carle.

**Materials:** primary colors watered down in jars, water dish, black markers, scraps of assorted paper for eyes and hooves, straw, glue, scissors, green paper, pencils, brushes.

## **Introduction and Motivation:**

Make the wooden horse gallop into the room and jump, eat, winnie, sleep etc. Our school has a mascot called the Mustang. A mustang is wild horse.

Today we are going to DRAW and PAINT a blue mustang.

We are going to discover how two colors blend together to make a NEW color on the tail and mane.

What does a horse eat? Straw, carrots and apples

## **Demonstration:**

1. Write name with pencil on the back of the paper.
2. Tear the green paper and glue on the bottom for the ground.
3. Draw ovals and circles to make the mustang's body with the pencil.
4. Draw legs. Introduce how to sketch with the pencil.....draw lightly!
5. Get a brush and paint the body with blue paint.
6. Paint the mane with red or yellow.
7. Paint the tail with red or yellow.
8. Add another color on top of the mane to create a new color. Repeat on the tail.
9. Cut out an eye. Draw an eye ball with the black marker.
10. Cut a mouth with scrap paper.
11. Cut hooves with black paper
12. Add a sun by cutting out a circle.
13. Add flowers.
14. Apply glue on the ground.
15. Press into the straw (which was also used in the cob wall project).
16. Place in dry rack to dry.

**Assessment:** Students can name the three primary colors: red, yellow and blue.

# Lesson: An Introduction to Weaving with Nature

**Objective:** Students work with natural objects and weave it into a simple biodegradable loom. Since this is Kindergarten students make the weaving -- it is an INFORMAL FREEFORM WEAVING activity.

**Materials:** 6x8 cardboard, string/yarn, fabric strips, natural grasses, sticks, found natural materials, scissors, paint, brushes , masking tape and water cups.

## Introduction and Motivation:

Look at an array of natural materials and feel them.

Talk about where they come from and their names.

Show how all the natural objects can be held together in the loom by the strings.

Tip it sideways or stand it up. Turn it around.

**Large Group Activity:** Students weave with a giant replica of a simple loom with their bodies.

## Demonstration:

Part 1

1. Write name on the cardboard with pencil.
2. Make 4-5 cuts on one side.
3. Turn it around so the cuts are on the opposite side and make another set of cuts.
4. Tape one end and wrap the string around both sides.
5. Tape the remaining end.

Part 2

1. Select natural and man-made objects. Use a scissors to cut sections that will fit across.
2. Show how to go UNDER and OVER with the natural and found materials.
3. Continue to fill up the loom.

Part 3

Paint primary colors in chosen spaces on the loom.

**Assessment:** Students can identify natural materials and understand how a simple loom works.

# Lesson: Leaf Person

**Objective:** Students create a person out of printed and cut out leaves that enhances the story of LEAF MAN by Lois Ehlert.

**Materials:** found leaves, paper, towel, tempera paint, sponges, rollers and brushes. Detail materials and tools: markers, scissors and glue.

## Introduction and Motivation:

LOOK at the pile of leaves on the blue tray.  
Blow on them and pretend they blow away.  
All the leaves are gone but come back as LEAF Person!

LOOK at the leaves and make it come alive by pretending it is animated like a person.

The leaf person can dance, jump and sit.  
How did you make the leaf person from the story?  
Where did the leaf person come from?

Read the book: LEAF MAN

## Demonstration:

1. Write name on white paper and turn over.
2. Select 5-6 leaves from the bin.
3. Students arrange them on the tray.
4. With a brush or sponge the student applies paint on a leaf.
5. Student turns the leaf over at the top of the paper for the head and presses it down.
6. Press with hand and share rollers.
7. Continue applying paint to the leaves and printing them onto the paper to form arms, legs, stomach and feet etc.
8. Glue on eyes, nose and mouth with paper or place found natural materials to make them.

Leaf Person can be cut out after it is dry or mounted on colorful paper.

**Assessment:** Students can repeat the phrase/saying in the book, "Leaf Man has gotta go where the wind blows!"

# Lesson: Raking Up Leaf Man

**Objective:** Students make a child-size rake that works to rake up Leaf Man and paper leaves relating to the story LEAF Man by Lois Ehlert.

**Materials:** tagboard, cardboard strips for handles, glue, scissors, wide masking tape, oil pastels, REAL rake and leaves, Leaf Person pictures made last week, newsprint and assorted paper.

## Introduction and Motivation:

Look here a pile of leaves. Let me rake them up!  
Oh my goodness....there is LEAF Man!  
“Leaf Man’s got to go where the wind blows!”  
Let me show you how to make your own rake.  
Afterwards, so you can rake up the Leaf Person you made last week!

## Demonstration:

### Part 1 - Rake

1. Glue the rake in the middle of the tagboard.
2. Fold over sides to make triangle flaps.
3. Glue and tape down so it will not flop or wiggle when raking.
4. Write name on the handle.
5. Turn over and glue a band of construction paper across.
6. Cut tines of the rake across.
7. Bend the ends of the tines so it can pull up leaves when raking.
8. Make a circle and glue on the front of the rake.

### Part 2 - Leaf Person and Leaves

1. Cut on the pencil line around the leaf person.
2. Draw and cut out leaves of newsprint.
3. Draw veins with oil pastels.
4. Color the front of the rake if time is available.

### Part 3 - Play and Learn

Try out the rake and rake up Leaf Person.  
“A Leaf Man’s got to go where the wind blows!”  
Where a Leaf Man will land, only the the wind knows. So listen for a rustle in the leaves.  
Maybe you’ll find a Leaf Man waiting to go home with you.

# Lesson: Pumpkin Painting

**Objective:** To create a three-dimensional pumpkin and paint it with paint that contains REAL pumpkin.

**Materials:** 12x12 white paper, newsprint, oil pastels, cardboard, tissue paper of brown, green and tan, glue, pencil, scissors, tissue paper, tape, pumpkin pie filling, yellow paint and white paint. \*

## Introduction and Motivation:

Selection of Books to read to class: HOW BIG CAN YOUR PUMPKIN GROW?

Show a REAL pumpkin and talk about its shape, color and size. Look and feel the lines that are on the pumpkin. What parts are smooth? What parts are rough? What color do you see?

## Demonstration:

### Part 1

1. Write name on the cardboard base with pencil.
2. Turn over.
3. Use an oil pastel and draw diagonal lines across until the paper is filled up.
4. Smear glue inside the middle.
5. Make a ball with the newsprint and press it in the middle
6. Pick up the corners and twist them together.
7. Use a strip of masking tape to secure the stem.
8. Put glue onto the stem and wrap a piece of tissue paper around the stem.
9. Glue to the cardboard base.
10. When all the students have the pumpkins constructed then stop the class and gather around the demonstration table to show how to paint the pumpkin in a special way.

### Part 2 Pumpkin Paint

Teacher preps a tray of small cups with 2T. Of yellow paint and a small squirt of red paint.

Add a teaspoon of canned pumpkin. Students can take a pinch of cinnamon to add into the cup when they pick it up.

1. Students bring a brush and cup of paint to their work space.
2. Paint the body of the pumpkin.
3. Wash out brushes.
4. Set pumpkins on a tray to dry.
5. Label the tray of pumpkins.

**Assessment:** Students can explain how they made the pumpkin from a flat piece of paper into a three dimensional object. They recognize the smell of pumpkin!

# Lesson: Room on the Broom

**Objective:** Students create characters by drawing and cutting out shapes from the story: Room on the Broom in a linear fashion.

**Materials:** raffia, grass, tape, markers, glue, scissors, tissue paper-black, construction paper and a 1x12 inch piece of cardboard for the broom. String or yarn.

## Introduction and Motivation:

Art Teacher flies the broom with the witch from the story in front of them. Show how the animals are added to the broom. Is there ROOM on the Broom? Where?

Read the story: *Room on the Broom*

## Demonstration:

### Broom

1. Write name on the cardboard strip in the middle with a pencil.
2. Add straw/raffia to the end of the broom and tape it around.
3. Add glue on top of the tape and wind the yarn or string around it to make it secure and look like a broom.
4. Cut the end of the broom handle.

### Witch (Sideview)

1. Draw the profile head of the witch using wiggly lines.
2. Draw details of the side view of the head: eyes, warts, hair, ear.
3. Cut out dress, cape and hat.
4. Add arms and hand.
5. Cut strips for feet and add shoes.
6. Glue on hair.
7. Add details with markers.

### Animals:

Show what is FRONT View and what is SIDE view.

1. Show how to draw a dog (front view) cat, bird and frog.
2. Cut out and glue onto the broom.

**Assessment:** Linear placement of characters from the story are on the broom. Dog, Cat, Bird, Frog