

Title: <p style="text-align: center;">Northern Lights Watercolor</p>	
Developed by: Jane Blaile 2008 Wells Fargo Teacher on the Trail	
Discipline/Subject: art	
Topic: Aurora Borealis	
Grade Level: 3-8	
Resources/References/Materials Teacher Needs: pictures, postcards, calendar pages, Internet sources that show examples of the Aurora Borealis	
Lesson Summary: Following an introduction to the Aurora Borealis, the students will use watercolor techniques to represent the different colors (red, blue, green, violet) and shapes (curtains, arcs, bands, pulsating flames).	
Standards Addressed: national standards: NA-VA.K-4.1 Students know the differences between materials, techniques, and processes and students use different media, techniques, and processes to communicate ideas, experiences, and stories NA-VA.K-4.2 Students use visual structures and functions of art to communicate ideas NA-VA.5-8.5 Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art NA-VA.5-8.6 Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts Alaska state standards: A.3 appropriately use new and traditional materials, tools, techniques, and processes in the arts A.6 integrate two or more art forms to create a work of art Arizona state standards: S1-C1-PO202 Demonstrate purposeful use of materials, tools, and techniques in his/her own artwork. S1-C4-PO202 Create artwork that serves a function S2-C1-PO305 Make connections between art and other curricular areas	
Learning Objectives: The students will: <ul style="list-style-type: none"> ○ correctly choose colors to represent the Aurora Borealis (evaluation) ○ distinguish the differences between common shapes of the Aurora's light patterns (analysis) ○ use watercolor techniques (application) ○ show perspective of foreground and background (application) 	Method of Assessment for Learning: evaluate end product for accuracy to guidelines given
Procedural Activities: <ol style="list-style-type: none"> 1. Provide students with opportunities to view video and still pictures of the Aurora Borealis. 2. Have students brainstorm patterns that they notice. 3. Lead them to formulate generalizations about the colors and patterns of the aurora, record generalizations for future reference. Also, list what the lights are NOT i.e., rainbow stripes, polka dots, brown and black colors, etc. 4. Distribute art materials and review watercolor techniques using practice paper. 5. As students are painting, circulate around the room to find examples that show how "alive" and moving the lights are. 6. When backgrounds are dry, ask students to name what they might see in the foreground silhouetted against the sky. 7. Demonstrate how to cut the silhouette from one piece of black construction paper. 8. Students glue silhouettes onto backgrounds. 	

Materials Students Need:

access to water, watercolors, paintbrushes, cups for water, watercolor paper cut into 5 x 7 pieces, practice paper, newspaper to cover desks, paper towels to blot brushes (and wipe up spills ☺), black construction paper cut into 4 x 7 pieces, scissors, glue or glue stick

Technology Used to Enhance Learning:

Internet access to information

<http://www.gedds.alaska.edu/AuroraForecast/>

<http://www.geo.mtu.edu/weather/aurora/>

Other Information:

This lesson coincides with science learning of causes, patterns, forecasts, etc., of the aurora.

Modifications for Special Learners/Enrichment Opportunities:

Students might create a similar product using KidPix.

Use fluorescent paint on some of the backgrounds to get a "glow".

Students who struggle with fine motor skills or younger students with undeveloped cutting skills could use precut shapes such as die cuts for the silhouette.