

Beverley Taylor Sorenson Arts Learning Program

Lesson Plan Title: Soil Profile Batik

Grade: 4

Specialist: Alisa Petersen

School: Iron Springs Elementary

District: Iron

<p>FINE ARTS OBJECTIVE Visual</p>	<ol style="list-style-type: none"> 1. VALUE: mimic patterns and textures 2. SHAPE: Geometric and organic shapes 3. DESIGN: create pattern 4. DESIGN: create rhythmic repetitive line designs 5. DESIGN: Think abstractly 6. LINE: Line variety
<p>CURRICULAR OBJECTIVE Science</p>	<ol style="list-style-type: none"> 1. Standard 3 Objective 3: Observe the basic components of soil and relate the components to plant growth. <i>Observe and list the components of soil (i.e., minerals, rocks, air, water, living and dead organisms) and distinguish between the living, nonliving, and once living components of soil.</i> <i>Diagram or model a soil profile showing topsoil, subsoil, and bedrock, and how the layers differ in composition.</i> <i>Relate the components of soils to the growth of plants in soil (e.g., mineral nutrients, water).</i> <i>Explain how plants may help control the erosion of soil.</i>

LEARNING OBJECTIVE The student will ...

<p>Curriculum Tie-In Art Form: experience, identify, investigate and build skills</p> <ol style="list-style-type: none"> 1. View batik fabric and determine how it was made. 2. Identify and describe the layers of a soil profile. 3. Create patterns and textures that represent layers of a soil profile, using lines, shapes and dots. 	<p>Core Subject:</p> <ol style="list-style-type: none"> 1. Visually represent the components of a soil profile.
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Vocabulary: Terms for students to learn

Term	Definition
BATIK	"wax writing"

INTRODUCTION PROCEDURES

1. Introduce the process of batik and briefly explain its history. If possible, bring in batik fabric or clothing to use as examples while you explain the process.
2. Explain that batik is a fun art form but that it can be dangerous and messy to use hot wax in a classroom. Tell them that you have a safer and simpler way to batik with glue and paint instead of wax and dye. Show an example of batik that you have made with this project.
3. Next explain that the class will make abstract batik designs that represent a soil profile. Have the students help you draw the soil profile on the board, then write descriptions of each layer.
4. Now ask students to help you draw patterns or designs (on the board) to represent each layer. You can talk about organic versus geometric shapes, thick and thin lines, symbolism, and repeating designs.

WORK PROCEDURES (Specialist and Classroom Teacher work together)

SPRINGBOARDS	<ol style="list-style-type: none"> 1. Now have students begin with a square sheet of paper and draw three lines across, to divide it into four sections, organic matter (above the soil), topsoil, subsoil and bedrock. 2. Next they'll fill in each layer with their own designs based on the soil profile. They should keep the designs very simple, with bold shapes instead of small details. These are their preliminary sketches. 3. Once the sketches are finished, the students will create the batik by transferring these drawings directly onto fabric with glue. They'll draw the three lines and the patterns with washable glue straight from the bottle. It helps to place a piece of waxed paper beneath the fabric to keep the table clean. 4. Allow the glue to completely dry. 5. When the glue is dry, paint the fabric. Keep it on the piece of waxed paper and brush the paint onto the fabric, even covering the glue. Experiment beforehand to see if you need to water your paint down slightly or mix it with a fabric medium to soften it. 6. After the paint is dry and set, gently wash out the glue in a tub of warm water. It should turn slimy and then come off the fabric. Students can do these in groups at their tables or one by one at the sink. 7. Finally let the fabric dry then iron it, if necessary. Fray the raw edges to create a decorative edge, if you like. Display these "flags" by stringing them from the ceiling as swag or bunting.
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CLOSURE PROCEDURES

- Connect, Perceive and Assess*
1. When the project is finished, have the students describe each layer of soil, then explain WHY they created their designs and how they represent each layer.

ASSESSMENT: RUBRIC OR QUESTIONS

Core Subject: Test students on the layers of a soil profile.

Art Form: Ask them to describe the batik process.

INSTRUCTOR REFLECTION

Suggestions:

SUPPLIES AND RESOURCES

1. White board and markers
2. White paper (about 8 ½" square)

