

Japanese Feathers Grade 1

SC Standards:

6.1 Describe the relationship between the illustrations and the characters, setting, or events.

11.1 Identify the author's purpose—to explain, entertain, inform, or convince.

13.1 Engage in whole and small group reading with purpose and understanding

SC Visual Arts Standards:

1.3 Use a variety of materials, techniques, and processes to create works of visual art.

4.1 Identify works of visual art as belonging to a particular time, culture, and place.

6.1 Identify similarities and connections between the visual arts and other subjects in the school curriculum.

Objectives:

The student will be able to listen attentively and to discuss the fable of Tsuru no Ongaeshi in a large group.

The student will be able to successfully and safely create at least three feathers of their own out of the provided materials.

The student will be able to write their own short fable that involves feathers as a prominent object.

Materials:

- Brushes
- Glue
- Watercolors
- White paper
- Plastic straws

- Scissors

Procedures:

1. Read Tsuru no Ongaeshi to the students and lead a short discussion about the story.

What are the motivations of the main character? Have students think about this while distributing materials. 2. Fold sheets of white paper in half to create a seam. Using the seam as a guide for the center of a feather, have students paint their own feathers with watercolor paints. Encourage them to experiment with different colors and patterns. 3. Using the scissors, cut out the shapes of the feathers and line the edges with small slits. 4. Use glue to attach feathers to plastic straws. Since this project is short, students are

expected to create multiples. 5. After completing their feathers, students will write and exchange their own short fables

with their peers.

Assessment Rubric:

Exemplary Proficient Basic Below Basic

Technique The student

safely handles the given materials and keeps their work area clean. Watercolors are not muddied and scissors are used with care.

The student safely handles the given materials and keeps their work area relatively clean. Watercolors are only muddied a little and scissors are used with care.

The student handles the given materials with a relative safety and their work area is left messy. Watercolors are muddied and scissors are mostly used with care.

The student handles the given materials unsafely and their work area is left messy. Watercolors are extremely muddied and scissors are treated like a toy.

Product The student

creates more than three complete feathers that utilize different color schemes and designs.

The student creates three complete feathers that utilize different color schemes and designs.

The student creates less than three or three nearly-complete feathers that show some variation in color schemes and designs.

The student creates less than three feathers that do not have a variation in color schemes or designs.

Story The student

writes a story involving their feathers that is at least five sentences long. It is both creative and original.

The student writes a story involving their feathers that is three or four sentences long. It is both creative and original.

The student writes a story that is three or four sentences long. It, however, does not relate to their feathers.

The student writes a story that is only one or two sentences long. It does not relate to their feathers.