

**Lesson Plan Title**

Bees, Bees Buzzing Around

**Grade Level**

1st Grade

**Subject Area**

Science

**MSCCRS**

L.1.3B Students will demonstrate an understanding of the interdependence of flowering plants and pollinating insects.

L.1.3B.1 Identify the body parts of a pollinating insect (e.g., bee, butterfly) and describe how insects use these parts to gather nectar or disperse pollen. Report findings using drawings, writing, or models.

**Art Form**

Visual Art

**MSCCR Creative Arts Standards**

VA: Cr1.2.1 Generate and conceptualize artistic ideas and work.

- a. Use observation and investigation in preparation for making a work of art.

VA: Cr2.1.1 Organize and develop artistic ideas and work.

- a. Explore uses of materials and tools to create works of art or design.

VA: Cr3.1.1 Refine and complete artistic work.

- a. Use art vocabulary to describe choices while creating art.

**Duration**

1 Hour

**Materials**

Watercolor paper

Watercolor paint

Water

Cups or bowls for brushes

Paintbrushes

Oil pastels (black)

Chart paper

Permanent marker

## **Objectives**

TSW identify the body parts of a bee

TSW understand and utilize elements of art in a work of art.

## **Vocabulary**

Shapes (circle, oval)

Lines (vertical, horizontal, diagonal, curvy, zig zag, straight)

Resistance (the art technique when watercolor over oil pastel)

Contrasting colors (black and yellow advance)

Cool colors (blue recedes, why it is used as a background)

Proportion/ composition

Background

Bee

Head

Thorax

Abdomen

Antennae

Legs

Wings

Compound eye

Pollen baskets

## **Lesson Description**

TTW begin the lesson with the whole group (on the carpet) with a KWL chart (what I KNOW, WANT to know, what I LEARNED) about bees and their body parts. TTW ask students what they know or want to know about bees and complete those two columns on the KWL chart.

TTW play the youtube video <https://youtu.be/hL0FKSrhiJA>

TTW identify how many body parts a bee has (3- head, thorax, abdomen) and additional parts of a bee as stated on the video. (introducing vocabulary)

TTW have an anchor chart with a model/diagram of a big bee on it and TSW (as a class) label the parts together with the teacher.

TTW look back at the diagram with the students and ask "What shapes are used to create the head, thorax and abdomen"? (circle and oval) TTW ask "What types of lines are used when creating the legs and antennas?" (curvy, straight, zig zag)

TTW refer back to the KWL chart and ask students "Can anyone tell me something that they have learned now about a bee and their body parts"? TTW write on the KWL chart as students give responses.

TTW say "Now you are going to have a chance to create your own bee and label each part like we did together."

TTW have students go back to their seat for the art lesson.

TTW say "Today you are going to create a bee. You want you to think about the size of your paper and what size you are going to want to make your bee. (Proportion) Remember we want your picture of the bee to cover most of your paper. You are going to use black oil pastels to draw the body, eye, antennas, and legs. Remember what shapes we should use when drawing

the body parts, and what kind of lines we should use to draw the antennas and legs.” TTW allow students a few minutes to draw their bee. Students may also put lines on the thorax or abdomen on their bee, as seen on some images of bees.

TTW/ TTA will pass out watercolors, paint brushes and water while the students are drawing. TTW remind students how we use watercolor paint (do not dig in the paint; dip the brush into the water and lightly dab the brush in the watercolor paint)

TTW ask students “what color paint should we use for the body of the bee... the head, thorax and abdomen?” TSW respond “yellow”. TTW allow students to paint the body parts of the bee.

TTW ask students “does anyone know what the term background means”? TTW explain that the background is the area or scenery behind the main object.

TTW allow students to paint the background of their artwork. (blue)

TTW ask students “did anyone notice that you were able to paint over the black oil pastel without it being affected”? TTW let students respond. TTW say “this is an art technique known as resistance (this is also a scientific concept, water and oil do not mix), which means because of the oil in the pastels, the watercolor paint can go over it without changing it or messing it up.”

TTW let the students' artwork dry. TSW then go back later and label the body parts, using the anchor chart used at the beginning of the lesson.

### **Recommend Resources**

Youtube.com video about the parts of a bee <https://youtu.be/hL0FKSrhiJA>

### **Extended Learning Activities**

The teacher could incorporate a writing lesson by having students write about the body parts of a bee. Ex. A bee has three body parts. Bees have a head, thorax and abdomen, etc.

Other art ideas for this science standard: use scissors and cut the body parts of a bee, glue, then label; draw a bee with a pencil or marker and use yellow torn paper to cover the body of the bee, label the parts.

### **Sources**

Youtube.com video “Parts of the Honey Bee- Montessori Zoology Presentation”

Link above in lesson description.

### **Tips**

This art activity can be completed in a whole group or in an art center, as long as the info and directions for the lesson are presented prior to the art center.

### **Author**

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