**Title:** Constellation Telescope

**Sequence Theme/Big Idea:** Constellations

**Grade Level:** 2

**Time Frame:** 3 40 minutes

[Link to presentation](https://docs.google.com/presentation/d/1jdXRsHdNRVKyMX6eDtsvJmoa8EMxDf3Zv09IsfTJOqU/edit#slide=id.p)

**Lesson Narrative:** This lesson allows students to learn about constellations and create a galaxy painted watercolor telescope where they can see 3 different constellations when looking through it. Students will learn about various watercolor techniques.

**Standards:**

*5PE* Identify and describe cultural symbols, image and contexts of works of art.

*1PR* Demonstrate increasing skill and craft in the use of art tools and materials with attention to their diverse qualities.

*1RE* Use basic self-assessment strategies to improve their artworks.

**Objectives:**

Students will…

* Identify and describe constellation symbols
* Use a variety of art materials, including watercolor, hole punching and tracing to create a well crafted, useful work of art
* Use basic self-assessment strategies to think about how to better their work

**Materials:**

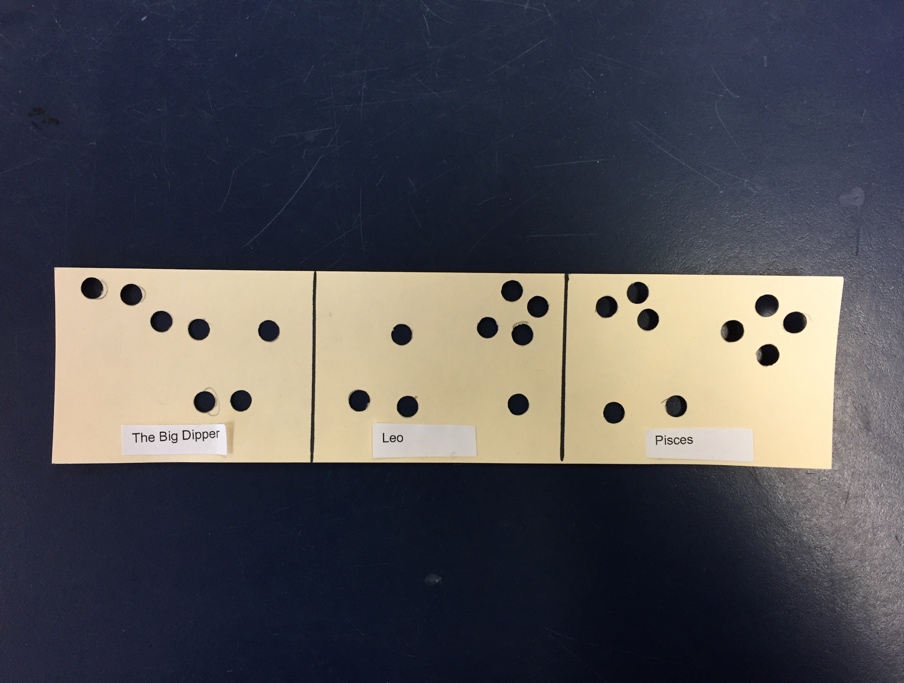
* 9”x9” watercolor paper
* 9”x9” tag board templates with two 3.5” slits cut approximately 1 inch from the top and ½” from either side

1 inch

3.5” inches

9 inches

9 inches

* blue, pink, purple and black watercolor
* brushes
* water cups
* salt
* gold shiny tempera paint
* toothbrush
* 3”x9” blue paper
* hole punchers
* pencils
* small labels reading: The Big Dipper, Leo, Pisces
* 3”x9” tag board constellation template
  + ****
* Scissors

**Vocabulary:**

Constellation- a group of stars that form a pattern, either an animal, object, human or mythological creature

The Big Dipper- the formation of stars that form a large spoon

Leo- the formation of stars that form a lion

Pisces- the formation of stars that form fish

Depth- something that is deep or dense, like outer space

**Procedure:**

Day 1:

* Introduce the idea of constellations with the slide show and talk about stars and shapes of constellations. Introduce the project and then talk about The Big Dipper, Leo, and Pisces specifically. Hand out blue paper and constellation templates. Have students trace the hole of just the Big Dipper and draw a line after drawing those holes. Students will then hole punch them out and put The Big Dipper label underneath. Repeat for Leo and Pisces. Put your name on the back.

Day 2:

* Hand out 9”x9” watercolor paper and have students write their name on the back. Give out cut templates, have students trace the slits and draw dots on both ends of each line. Explain how to cut out the lines from the inside out, stopping at the lines. Introduce the galaxy watercolor image. Have students paint pink, blue and purple wash “clouds” all over their white paper, eventually intersecting them. Add black watercolor in between clouds to create depth. Give out pinches of salt for students to put on their wet works. Show students how to splatter paint with a toothbrush and line students up at a sink to splatter paint with the gold paint one at a time. Put in drying rack.

Day 3:

* When works are dry, staple them into a telescope and put the constellation strip through the slit
* Talk about what went wrong and how they could change their works if they were to do it again

**Assessment:**

**O**-Student used all techniques of watercolor and clearly grasped the idea of overlapping clouds and depth. Student did not use too much water or too little. Student completed an accurate constellation strip.

**S**- Student completed assignment but did not grasp all concepts: too much or too little water, was unsuccessful with overlapping clouds and depth, or did not complete an accurate constellation strip.

**N**- Student did not complete all steps

**U**- Students did not create a constellation telescope

