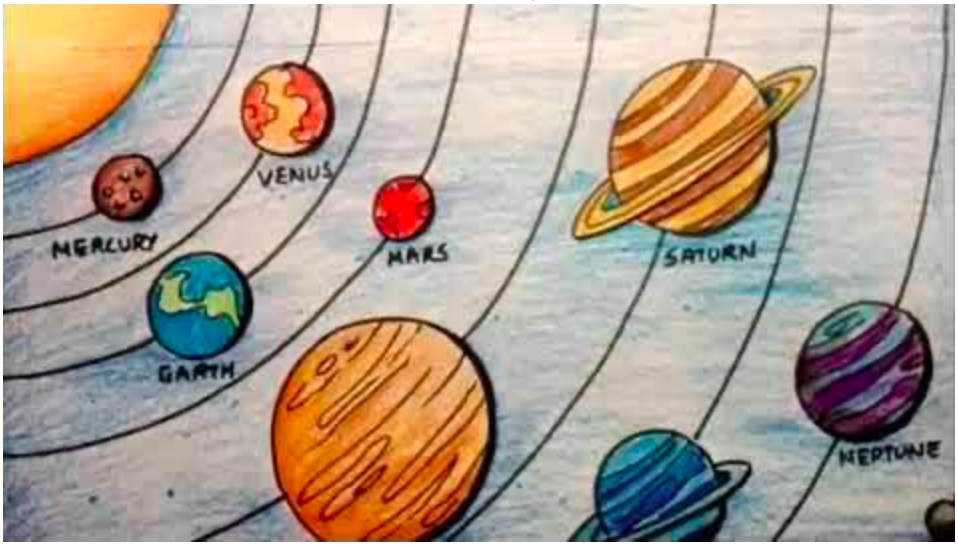
CRAYON COLLECTION

COLLECT -> CONTRIBUTE -> CREATE

Our Solar System



Lesson developed by artist, Vincent Johnson

Objective
Students will learn the planets in the solar system by drawing and labeling them. They will explore shape, space, and color as they dive into this astronomy-centered activity.

Age Kindergarten and up

Time 45-50 mins

Focus Classification of Materials, Visual Arts (Color, Space, Shape, Line)

Material

- White Paper
- Crayons
- Printed Solar System Example Drawing

Core Standards

Next Generation Science Standards - Patterns in the Sky

(See below for a full list of standards.)

Opening (5 mins)
Begin the lesson by asking students what they know about the solar system. Introduce the basics to them. You may also share pictures of planets with students.

- *The solar system is where the sun, stars, and planets exist. The solar system is made up by the sun and all of the planets that orbit it. Did you know that Earth, (the planet that we live on), spins around the sun?*
- *There are seven other planets that make up the solar system. Can anyone name the other planets? (Allow time for answers). They are Mercury, Venus, Mars, Jupiter, Saturn, Uranus, and Neptune. Ask the class to repeat the names of the planets aloud.*
- *The planets are all different sizes and colors -- but one thing that they have in common is their shape. Does anyone know what shape they are?*

This lesson plan was made possible by Cindy and Bill Simon.

Next, explain the activity. *Today we are going to draw the solar system. We are going to draw the sun and the eight planets that orbit it. We are also going to label the planets so that we remember them.*

Distribute paper, crayons, and the solar system example drawing (located on the Additional Resources page.)

Instructions and Guided Practice (10 mins)

Step 1: *Take the example drawing and locate the sun and each of the planets. Notice their colors, shape, and size.*

Using the drawing as a model, discuss the solar system with the students. Ask the class questions about the solar system*:*

- *How many planets are there?*
- *What colors are they? What color is: Earth? Mars? Neptune? etc.*
- *What color is the Sun?*
- *Which planet is closest to the Sun? Which planet is furthest away?*
- *Which planet is the biggest? Smallest?*
- *What else do you notice about the planets?*

Step 2: *Using the example drawing as a reference, draw the solar system on your blank piece of paper. Make sure to remember the color, size, and shape of the planets. Also, pay attention to the distance the planets are from the sun. Have fun drawing and make sure to use lots of color!*

Step 3: *Once you are finished drawing the solar system, please write the name of each planet next to each of them.* (Help students with spelling or have them copy the example drawing to help them learn the spelling of each planet.)

Step 4: *Once you have labeled each planet, you can keep drawing by coloring in the background if you wish. Perhaps you'll want to draw some bright stars or the atmosphere.*

Work Time (25-30 mins)
Circulate throughout the room to support students.

Students should continue drawing. If they finish early, you can ask them to draw a background.

Closing (5 mins)
Ask students to share which planet (or sun) is their favorite and why.

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Philosophy

Art is an essential tool for early childhood development. Studies have shown that art education helps to increase comprehension of STEM and literacy concepts as well as offering students an outlet to process trauma, develop self-discipline and self-management, and interpersonal relationship skills. Active engagement in the arts can yield positive benefits in social and emotional growth. The art lessons developed by Crayon Collection are meant to support this growth.

Standards

Common Core Standards

Speaking and Listening
6. Speak audibly and express thoughts, feelings, and ideas clearly.

Next Generation Science Standards

Introduction to Weather; Patterns in the Sky
Observe, describe, and illustrate objects in the sky such as the clouds, moon, and stars, including the sun.

Classification of Materials
Observe and record properties of objects, including bigger or smaller, heavier or lighter, shape, color, and texture.

Social Emotional Competency

Social Awareness
- Respect others

Visual Arts Standards

Creating
2. Organize and develop artistic ideas and work.
    - Create art that represents natural and constructed environments.

California Preschool Curriculum Framework Volume 2, Dep of Ed.

Visual Arts
Notice, Respond, and Engage
1.2 Begin to plan art and show increasing care and persistence in completing it.

Develop Skills in Visual Art
2.1 Make straight and curved marks and lines; begin to draw rough circle shapes.
2.2 Begin to create paintings or drawings that suggest people, animals, and objects.
Create, Invent, and Express Through Visual Art
3.2 Draw more detailed figures or objects with more control of line and shape.

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About the Artist

Vincent Johnson (b. 1956, Cleveland, Ohio) is a writer and artist based in Los Angeles, which provides landscape and inspiration for much of his work. Turning his camera often toward architectural artifacts, Johnson documents the transformation and decay of North American cities. He brings to his work immense research and knowledge of cinema, architecture, and art history, effortlessly alluding to phenomena like urban decay in the absence of human subjects. He likens his textured, rich photographs to staring through the window on a Los Angeles drive — a duality between the "temporary encounter" of an object and the "enduring intimacy" that memory savors. He received his MFA from Art Center College of Design, Pasadena, CA, and has exhibited widely at MoMA PS1, New York; the SK Stiftung, Cologne; Santa Monica Museum of Art; the Studio Museum in Harlem; and LAXART, Los Angeles.

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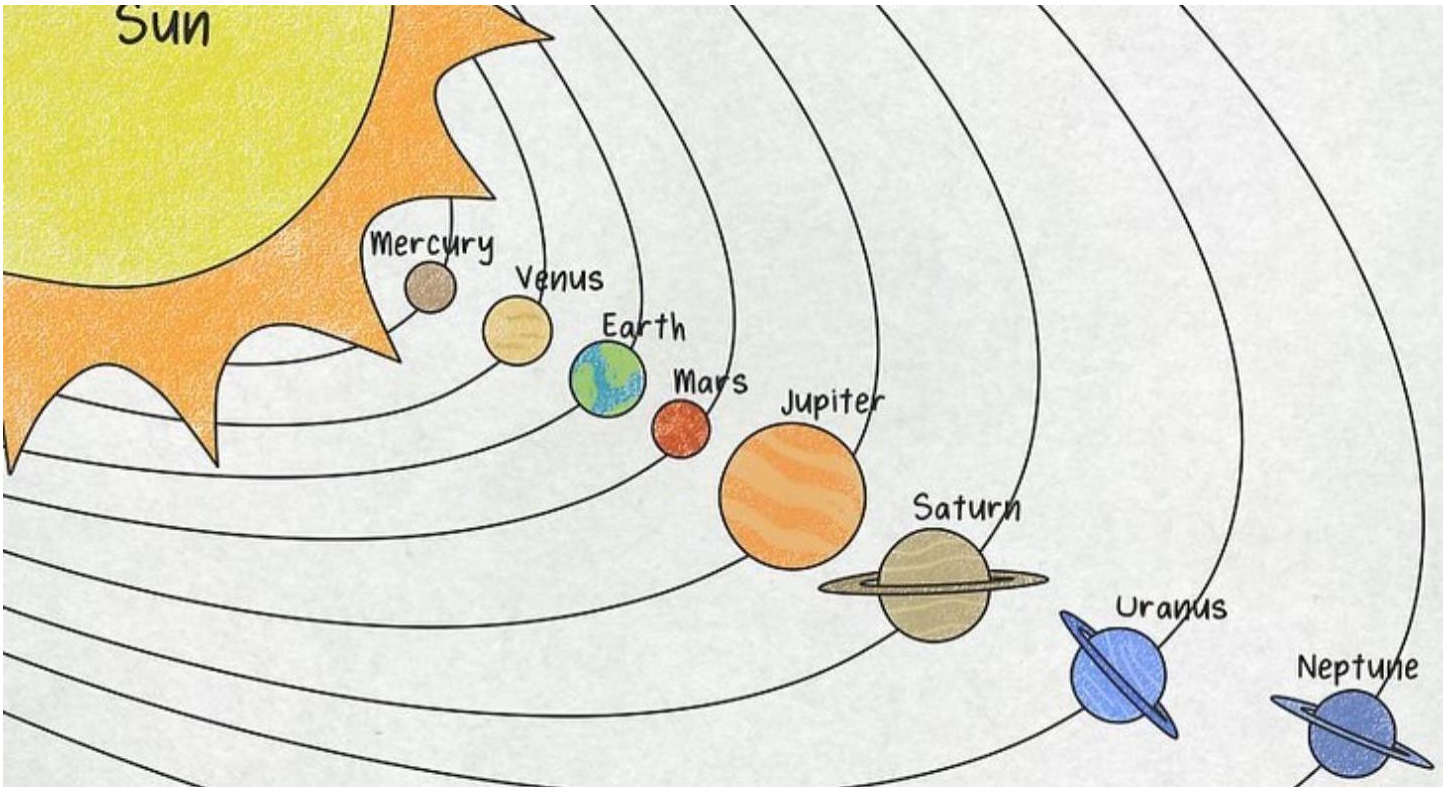
Additional Resources

Solar System Example Drawing



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