

Turtle Rock Art

Grade 3 – Visual Art



Lesson Details

Grade Level:	3	Curriculum Links:	Visual Art, Science and Technology	Time Needed:	2 hours
Learning Goal	To artistically recreate an Ontario Turtle species, taking special note to paint the specific characteristics.				
Success Criteria	By the end of this lesson, students will understand the characteristics of the 8 different Ontario Turtle species and use art to create their own turtle rock.				
Specific Expectations	<p><i>Visual Art – Elements of Design</i></p> <ul style="list-style-type: none"> • Create two- and three-dimensional works of art that express feelings and ideas inspired by the environment or their community as their subject; • Use a variety of materials, tools, and techniques to respond to design challenges: drawing, mixed media, painting, printmaking, sculpture; • Express personal feelings and ideas about art experiences and images; • Identify and document their strengths, interest, and areas for improvement as creators of art. <p><i>Science and Technology – Understanding Life Systems: Growth and Changes in Plants</i></p> <ul style="list-style-type: none"> • Identify and describe major physical characteristics of different types of animals. 				
Materials Needed	Worksheet (attached), Pencil, Acrylic paints, Paint Brushes, Rocks (clean), Waterproof Sealer (optional).				

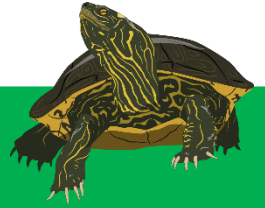
Lesson Description

Overview	Students will paint rocks that resemble Ontario Turtles, using art expressions to show the physical characteristics of each species. Then students will guess what species their peers have painted and reflect on their own work.
Activity	<ol style="list-style-type: none"> 1. Find rocks to paint by either going on a walk as a group, or by asking the students to find a rock in their neighbourhood to bring to school. 2. Discuss with the class the characteristics and distinct marks of the 8 different species of Ontario Turtles. You may want to also show images of the turtles. 3. Have students choose their favourite turtle species, and paint their rock to look like the turtle, to the best of their ability. 4. When dry, students can compare rock art creations, and using investigative skills, try to determine which Ontario Turtle species their peers have painted. 5. Students should also give feedback to their peers. 6. Finally, have students document their own strengths and areas for future improvement on the attached worksheet.
Background Information	<p>Blanding’s Turtle: Bright yellow neck, highly domed carapaces (upper shell), many irregular radiation dots (small and discrete) on their shells, large black symmetrically arranged scutes (triangular sections).</p> <p>Painted Turtle: Red colouring underneath carapace and on neck, yellow stripes on face, smooth carapace, pale plastron (under-shell).</p> <p>Map Turtle: Carapace is green to olive-brown with thin brown-yellow lines that are patterned and look like a “map” and is noted to have a thin ridge running along the centre from head to tail, small yellow spot is found behind its eyes.</p> <p>Spotted Turtle: Black carapace that is sprinkled with a few larger yellow spots, spotting</p>

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	<p>on head and limbs, both sides of the head are marked by large orange spots that look like ears.</p> <p>Snapping Turtle: Rough brown-olive to dark green carapace, large thick legs and toes with sharp claws, very small plastron, pointed jaw-tooth, rough ridges on tail and carapace.</p> <p>Spiny Softshell Turtle: Soft leathery speckled carapace, olive green to light frown yellow in colour, long pig-like snout/nose.</p> <p>Stinkpot Turtle: Tipped protruding and tiny nose, high domed carapace, light olive to black in colour, their plastron is small and yellow-brown in colour.</p> <p>Wood Turtle: Carapace has large sculpted scutes resembling irregular pyramids, the shell looks like “wood”, plastron is yellow with black spots, the skin of the neck and forearms are reddish brown to bright orange.</p>
Blacklist Masters	<ul style="list-style-type: none"> • Worksheet (attached) • Video Link(s): Ontario Turtle Identification • For more information, please visit https://www.turtleguardians.com/sample-page/id-turtles/
Place-Based Learning	While collecting their supplies, students are asked to explore their local wildlife. Remind students to take only rocks, and to leave all other wildlife.
Inquiry-Based Learning	<p>Using Open Inquiry, students will create their turtle rocks, and then investigate the rocks made by their peers to determine which of the Ontario Turtles the rock has been painted to look like.</p> <p>Ask the students:</p> <ul style="list-style-type: none"> • What do you know about turtles? • What does a turtle look like?
Turtle Stories	<p>Each species of turtle is different and carry their own unique set of characteristics. Today you made a turtle from a rock, but can you make a turtle from any other materials? Try making a turtle from only recyclables. Students are encouraged to share their experiences and pictures on the Turtle Stories website, found here: https://www.turtlestories.ca/</p>
Turtle Guardian Program Links	In Level 1 (Ontario Turtle Identification) of the Turtle Guardian Program , students will learn how to identify all 8 species of Ontario’s turtles. For more information, please visit https://www.turtleguardians.com/what-is-a-turtle-guardian/

My Notes



Turtle Rock Art Reflection

Q1. Reflect on the strengths of your painted turtle rock. What do you like about it? Why?

Q2. Reflect on the areas of improvement for your turtle rock. What would you change? Why?

Q3. After looking at the other painted turtle rocks in the class, which one was your favourite? Who created it? Why is it your favourite?
