

Lakewold Gardens Deep Discovery Video Series Curriculum Standards

Deep Discovery Episode 1 Pacific Northwest Forests

- Explore Nature and Art through Guided Observation
- Theme: Pacific Northwest Forests – How Trees, Plants, and Animals Grow & Live
- Subthemes – Plant Growth & Functions, Engineering that Mimics Nature, The World Below Ground, Habitat/Owls, Care/Stewardship – Interactions, Observation, and Care

Washington Visual Arts Standards

(Art Activities included in video – Nature Design/Composition; Bark Rubbing – observation, textures, shapes; Mask Making – suggested for school)

Visual Arts (VA) Anchor Standard 1 - Generate and conceptualize artistic ideas and work.

Performance Standard - Creating

- VA:Cr1.1.K - Engage in exploration and imaginative play with materials.
- VA:Cr1.1.1 - Engage collaboratively in exploration and imaginative play with materials.
- VA:Cr1.2.1 - Use observation and investigation in preparation for making a work of art

Visual Arts (VA) Anchor Standard 2 – Organize and develop artistic ideas and work.

Performance Standard - Creating

- VA:Cr2.1.K - Through experimentation, build skills in various media and approaches to art-making.
- VA:Cr2.3.K - Create art that represents natural and constructed environments.
- VA:Cr2.1.1 - Explore uses of materials and tools to create works of art or design.

Visual Arts (VA) Anchor Standard 3 – Refine and complete artistic work.

Performance Standard - Creating

- VA:Cr3.1.K - Explain the process of making art while creating.
- VA:Cr3.1.1 - Use art vocabulary to describe choices while creating art.

Visual Arts (VA) Anchor Standard 10 – Synthesize and relate knowledge and personal experiences to make art.

Performance Standard - Connecting

- VA:Cn10.1.K - Create art that tells a story about a life experience.
- VA:Cn10.1.1 - Identify times, places, and reasons by which students make art outside of school.

Visual Arts (VA) Anchor Standard 11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Performance Standard - Connecting

- VA:Cn11.1.K – Identify a purpose of an artwork
- VA:Cn11.1.1 - Understand that people from different places and times have made art for a variety of reasons

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Washington Music Standards

(Music Activities included in video -Listen and View Performance)

Music (MU) Anchor Standard 8 - Interpret intent and meaning in artistic work.

Performance Standard – Responding

- MU:Re8.1.K; MU:Re8.1.1 - With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators’/performers’ expressive intent.

Music (MU) Anchor Standard 11 - Relate artistic ideas and works with societal, cultural , and historical context to deepen understanding.

Performance Standard - Connecting

- MU:Cn11.1.K; MU:Cn11.1.1 - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Environmental & Sustainability Education (ESE)

ESE Standard 2: The Natural and Built Environment. Students engage in inquiry and systems thinking and use information gained through learning experiences in, about, and for the environment to understand the structure, components, and processes of natural and human-built environments.

ESE Standard 3: Sustainability and Civic Responsibility. Students develop and apply the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability.

Next Generation Science Standards (NGSS)

(Science activities included in video – Create a model of something that creates a model of something that creates shade.)

Life Science

- K-LS1-1 – Use observations to describe patterns of what plants and animals (including humans) need to survive.
- 1-LS1-1 – Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- 1-LS3-1 – Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

Earth and Space Science

- K-ESS3-1 – Use a model to represent the relationship between the needs of different plants and animals (including humans) in the places they live.
- K-ESS2-2 - Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
- K-ESS3-3 - Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Engineering Design

Lakewold Gardens Deep Discovery Video Series
Curriculum Standards

K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.