

## Lesson at a Glance: Art of Science

### Part 1: Scientific Illustration

#### Pair Share

1. Tell students that throughout history, drawings have had a way of connecting people. Have students **pair up** to observe and discuss a variety of scientific illustration:
  - *What do you notice about the illustrations?*
  - *What do you think they are trying to communicate?*
  - *Which one are you most drawn to? Why?*
2. Give students 5 minutes to observe and talk and then invite them to share with the larger group. Discuss the connection between science and art.

#### Scientific Illustration

3. Tell students that they are going to be doing scientific illustrations and ask them to reflect on their own feelings around creating art by finishing the sentence: *when I am asked to draw I feel...*
4. Let students know that drawing is a skill that can be improved with practice, just like anything else.
5. Provide students with drawing materials and go over the “ABC’s of scientific illustration” and the activity directions in the student handout. Release students to draw.
6. When students are done invite them to post their drawings for everyone to see during a student gallery walk. Provide post it notes and encourage students to make observations about the work of others.
  - *What do they notice or wonder about what the artist is communicating?*
7. Discuss with students that scientific illustration can be a way to communicate complex concepts, details, and subjects in an engaging and comprehensible way.

#### Final Reflection:

- *Something I struggled with while doing this activity was \_\_\_\_\_*
- *Something I enjoyed about this activity was \_\_\_\_\_*

### Part 2: Art Inspired by Science

#### Gallery Walk

1. Tell students that now that they have explored scientific illustration, they are now going to explore creative artwork that is inspired by science. **ASK:** *In what ways might creative art be different than scientific illustration?*
2. Tell students that they are going to do an “art walk” around the room to observe a variety of pieces inspired by science. **Students discuss:**
  - *What type of art are you most drawn to? How does it make you feel?*
  - *What do you think the artist was trying to express?*
  - *How is it different or similar to scientific illustration?*
3. Give students 5-10 minutes to observe and talk. Invite them to stand by their favorite piece of art. Have them look at the back of the pictures and find something interesting about it to share with the group, what they liked about it and how it is the same or different from scientific illustration.

#### Artistic Expression

4. Tell students that they are going to use items found in nature for inspiration (or go outside!) to create their own art. Have them choose an item and reflect: *What inspires them about it? What feelings would they most like to inspire in others?*
5. Let students know that unlike in scientific illustration, they have creative freedom. Their work does not have to mimic what they see. Provide them the student handout and a variety of art tools (colored and watercolor pencils, pastels, paint, etc.) Allow them to spend 20+ minutes working on their creations.
6. When students have finished their work invite them to find a partner who they will find feedback to using the following sentence frames:
  - *Something I notice is \_\_\_\_\_*
  - *Something I wonder is \_\_\_\_\_*
  - *Your drawing reminds me of \_\_\_\_\_*

#### Final Reflection:

- *What did they enjoy about the process?*
- *What did they struggle with?*