

## Lesson 2

# Water Reflections

What are some examples of water reflections?  
How may water uses be expressed in art?  
How may water reflections be expressed in writing?

**GOAL** To understand that water as a finite resource provides opportunities for reflections and expressions in art.

**OBJECTIVES** Students will:

- ✓ identify words associated with water
- ✓ reflect on uses and aspects of water
- ✓ create a collage from re-used art materials
- ✓ write a poem or paragraph about the importance of water

**MATERIALS** 11 x 17 construction paper, oak tag or cardboard, assortment of re-used materials for art, glue, tape, music or sounds of water, book, *Water, Water, Everywhere*, pencils

### CORE CURRICULUM CONTENT STANDARDS

- Language Arts 2(1,2)
- Science 1(4), 7(5), 8 (6-8)
- Arts 2(3)

**VOCABULARY** collage, reflection

### PROCEDURES

1. Ask students to refer back to water words and uses of water from *Water Limits* lesson. Provide students with a piece of construction paper, oak tag or card board. Explain that they will be creating a collage of water.
2. Explain that a collage is an expression of art. Students use different materials that are glued together onto one sheet of paper, cardboard, etc. to reflect an idea(s) or aspect of water. The artwork should have personal meaning to the students. Have students write the words, "water use(s)" in the middle of the paper.
3. For inspiration, the book, *Water, Water, Everywhere*, by Mark J. Rauzon and Cynthia Overbeck Bix may be read to students.
4. Have students take time to imagine a favorite memory associated with water. They may think about how water was used and the importance of water.

Farmington River Watershed Education Curriculum: Elementary

5. Once they have an idea or ideas, students may use an assortment of materials to form their collage. They may use items that are on hand in the classroom or brought in by students. Examples include pieces of cut up magazine pictures or photos, scraps of construction paper, Styrofoam pieces, scraps of cloth material or any other re-used material.
6. Have students place a variety of items on paper to form a collage or piece of artwork that reflects water usage. Students may glue, staple or tape items onto the paper.
7. After creating their artwork, students may write a poem or a few sentences explaining the importance of water.
8. Listening to soothing, recorded sounds of a river or other calming music may provide motivation to the students.
9. An example of a type of poem that may be created:
  - a) The Haiku – a Japanese form of poetry that expresses a reaction to nature.

Ex.	Water flows to streams	(5 syllables – 1 <sup>st</sup> line)
	Trickling down the mountain tops	(7 syllables – 2 <sup>nd</sup> line)
	Calmly forming pools	(5 syllables – 3 <sup>rd</sup> line)

### EXTENSIONS

1. Have students reflect upon how water can be used for recreational purposes. Have them name and list (swimming, fishing, boating, catching insects, etc.). Have students think of bodies of water around their community that can be used for recreation. What bodies of water are in the Farmington River Watershed that they could use for recreational uses?
2. Have students visit a stream, brook, river, or other type of body of water. Let them listen to the sounds of water and wildlife around them. On a pad, journal, or piece of paper, students can write down their thoughts.

### GLOSSARY

**collage** - an artistic composition of materials and objects pasted over a surface, often with unifying lines and color

**reflection** - something, such as light, radiant heat, sound or an image, that is reflected