

Workshop
Grades: Kindergarten-5**Lesson Overview:**

Utilizing prior knowledge and experience, as well as observations of the artwork in the museum, students will compose their own 3-dimensional real or imaginary animals out of tag board, cardboard and various art papers. Students may also add elements of a habitat to the background of their composition.

Learning Objectives:*Essential Questions:*

- What are the unique characteristics of animals?
- How do artists represent these characteristics in unique ways?
- What is sculpture?
- What are the differences between 2-D and 3-D artwork?

Students will be able to...

- Identify varying animal characteristics
- Create a work of art inspired by the unique attributes of animals
- Use paper modeling and collage to form an animal, creature or mechanical figure

Performance Tasks:

- Discussion-based observation, art-making

Mini-glossary:

Vertebrate- having a backbone

Invertebrate- without a spinal column or backbone

Zoologist- a person who studies animals

Habitat- the natural environment of a plant or animal

Mammal- a type of vertebrate animal that feeds milk to its young and usually has hair or fur covering most of its skin

Reptile- vertebrate cold-blooded animals that breathe with lungs, are covered with scales or hard plates, and have short legs or none at all

Life Cycle- the continuous changes undergone by an organism in its lifetime

Characteristic- indicating the typical or distinguishing attributes and qualities of a person, group, action, or thing

Cylinder- a three dimensional curved geometric shape

Materials for K-2:

- Cardboard pieces
- Tempera sticks
- Art sticks
- Corrugated paper
- Animal print paper
- Scrap assorted colors of construction paper
- Doilies cut in fourths
- Cupcake liners cut in half's and fourths
- White straws
- Clear tape
- Glue sticks
- Tongue Depressors
- Felt strips
- Aluminum foil
- Texture plates

Materials for 3-5:

- 3 1/2" x 6" pieces white tag board/student
- Art sticks
- Corrugated paper
- Animal print paper
- Scrap assorted colors of construction paper
- Doilies cut in fourths
- Cupcake liners cut in half's and fourths
- White straws
- Clear tape
- Glue sticks
- Felt strips
- Aluminum foil
- Texture plates

Instructions:

1. **1. Visual Thinking and Discussion:** The introduction will change based on the grade-level standards of your students. During this time, you'll facilitate a two-part discussion: describing an animal from the permanent collection and brainstorming ideas about other animals.
 - Kindergarten-
 - *Part 1:* Students describe basic characteristics of an animal in the permanent collection (Big or small; feathers or fur; color).
 - *Part 2:* Ask students to name other animals based on specific characteristics: big, small, has a long neck, has scales, has talons, has paws, can swim, etc.
 - 1st-
 - *Part 1:* Students will describe an animal in a picture from the permanent collection. Ask them to identify what that animal needs to survive (food, shelter, water).
 - *Part 2:* Ask students to name other animals based on specific needs: lives in a nest, eats plants, lives underground, can breathe underwater, etc.
 - 2nd-
 - *Part 1:* Students will extend their description of an animal from the permanent collection by considering the animal's life cycle. What did it look like when it was younger? How will it change?
 - *Part 2:* Ask students to name other animals based on life cycle: hatched from an egg, lived in a pouch, transformed in a cocoon, etc.
 - 3rd-
 - *Part 1:* Student will extend their description of an animal from the permanent collection by considering the animal's habitat.
 - *Part 2:* Ask students to name animals based on the habitat they live in: rainforest, mountains, coast, in the ocean, swamp, etc
 - 4th-
 - *Part 1:* Student will extend their description of an animal from the permanent collection by identifying the characteristics that allow it to survive OR unique behaviors.
 - *Part 2:* Ask students to name animals based on survival adaptations or behaviors: hibernation, camouflage, protects itself by its quick speed, etc.
 - 5th-
 - *Part 1:* Student will extend their description of an animal from the permanent collection by identifying if it is a vertebrate or invertebrate, a mammal, reptile, fish, or bird.
 - *Part 2:* Ask students to name animals based on their classification: mammal, reptile, fish, bird.

2. Introduce the Project: Scientists and artists are similar in many ways. Both very closely observe nature and their surroundings, looking for details like lines, shapes, colors, and patterns.

3. Connecting to Prior Knowledge and Interests: Think of your favorite animal. Is it a pet? Something you've seen in real life? At the zoo? On T.V. or in a magazine or book? Is it real or imaginary?

4. Scaffolding: What shapes is that animal made of? Does the animal have patterns on its fur, feathers, or shell? What types of lines and shapes can you find in the pattern? How will you recreate those shapes and lines with the available materials? How will you arrange those shapes to look like your animal?

5. Overview of Materials: Provide an overview of the supplies available and how to use them. Encourage students to use their imaginations.

6. Art-making: Introduce the idea of artwork that is 3-dimensional. How is this artwork different from 2-dimensional art? Why might artists decide to make a 3-dimensional artwork instead of 2-dimensional? See below for differentiated instruction guidelines:

Kindergarten -2nd grade students:

- Encourage students to imagine the animal or creature they would like to create out of the materials. Show an example. Ask students to find shapes in the example.
- Students then select an organic or geometric cardboard shape, pre-mounted on a tongue depressor.
- Encourage students to think about the main color of their creature and using tempera sticks, they will add the main color to the cardboard. Does your animal have a pattern, like stripes or spots? Can you create this pattern with another color tempera stick?
- Next, encourage students to think about other features their animal needs, like ears, legs, wings, etc. They can select 3 or 4 embellishments to bring their creature to life.
- If time remains, offer them a half of a sheet of construction paper to draw their creature's habitat, using texture plates and art sticks. Encourage students to consider what the creature needs to survive, like water, food, shade, shelter, friends, etc.

2nd-5th grade students:

- Students will be offered small pieces of cardboard and 2 1/2" by 6" pieces of white tag board.
- Students will imagine their creature and decide what the main color/pattern for their creature's body will be.
- Students layer the base coat of color with the tempera sticks or Art sticks.
- TA will demonstrate how to roll paper rectangles into cylinders to create the body of the creature.
- Using tape and glue sticks, students will create a cylinder as the basic form of their creature.
- Finally, students may use remaining supplies (aluminum foil, animal print paper, corrugated paper and felt strips to complete their creature). Doilies, cupcake holders cut in fourths could be the finishing touch.

Possible Modification:

- For younger students, use pre-cut cardboard bases
- All students should be prompted to draw a habitat for their creature, if time remains.

Advance Prep:

- Prepare tables with supplies
- Make Cardboard shapes for k-1st and mount them on tongue depressors
- Hang examples from Permanent Collection on wall
- precut tagboard, corrugated paper and animal print paper

Clean Up:

- Put supplies away
- Change paper on the tables as needed
- Stack chairs