

Unless someone like you cares a whole awful lot...

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Grade: 6-8th

Time: 4 or 5 classes-45mins



Outcome Statement:

In this lesson students will create an original morphed animal sculpture. The three dimensional sculpture will be their own “Lorax.” Their character will inform us about the dangers of lead. The students will be asked to create a poem or short story about their “creature.” This lesson is important at this level because it cultivates a sense of hope and empowerment. We can all do our part to help the environment.

Objectives:

The learner will:

- Create an imaginative combination of animals to create a three dimensional sculpture creature.
- Utilize drawing, sculpting and painting skills.
- Learn the six basic animal groups and apply to create one creature.
- Practice an artistic process of sketching and utilizing resources to create the final product.
- Bring awareness to the environmental issues of lead.
- Understand concepts and vocabulary.

Visual Art Standards:

ART.VA.I.6.1 Understand the varying qualities of materials, techniques, media technology, and processes at a developing level.

ART.VA.II.6.6 Make knowledgeable choices about materials, techniques, media technology, organizational principles, and processes to articulate ideas and communicate intended meaning at a developing level.

ART.VA.I.7.5 Produce and exhibit a final product that demonstrates quality craftsmanship and technique at an emerging level.

ART.VA.II.8.1 Effectively identify, design, and solve creative problems.

Integrated Standards:

S.RS.06.15 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.

L.EC.06.41 Describe how human beings are part of the ecosystem of the Earth and that human activity can purposefully, or accidentally, alter the balance in ecosystems.

Universal Design for Learning:

Multiple Intelligences

- Visual: watch a clip from “The Lorax”
- Verbal: listen to the famous quotes from the book “The Lorax”
- Interpersonal: bring awareness to the issues of lead.
- Intrapersonal: Hope for our environment
- Naturalist: Environmental awareness
- Kinesthetic: Clay

Learning Styles

- Abstract Random: Make a giant truffula tree for the classroom –or- wear a yellow mustache.
- Concrete Sequential: Rubric, PowerPoint and information sheet about the six categories of animals.

Anticipatory Set

Greet students at the door wearing a yellow mustache. Play a clip from “The Lorax” and tell the students a few fun facts about Dr. Seuss.

Material & Supplies:

- ✓ Magazines with animals (national geographic) –or- animal part examples
- ✓ Paper
- ✓ Pencil
- ✓ Clay
- ✓ Tempera paint
- ✓ Various clay tools
- ✓ Burlap
- ✓ Newspaper
- ✓ Sponge
- ✓ Water
- ✓ Trays for the sculptures
- ✓ Plastic grocery bags- to store clay

Resources:

- Children's book "The Lorax"
- Video clip of "The Lorax" <https://www.youtube.com/watch?v=3nNgHSJNbEE>
- Magazines, books, images for animal references.
- Operation Paydirt video: <http://vimeo.com/86638008>- (Explains the issues of lead in an easy to understand video)

Concepts and Vocabulary:

- Score: this **means** that you make scratches in the surfaces that will be sticking together
- Slip: wet the surface of the clay with some slip, using it like glue. Next, you press the two pieces together.
- Know the 6 basic categories of animals (arthropods, mammals, birds, reptiles, fish, amphibians)
- Arthropod: an invertebrate animal of the large phylum *Arthropoda*, such as an insect, spider, or crustacean.
- Understand the negative effects of lead
- Environmental awareness: Understanding that the physical **environment** is fragile and indispensable. We can begin fixing the problems that threaten it.

Procedures:

Day 1: Greet the students at the door wearing a yellow mustache. Have a constructed Truffula tree as a prop for the classroom. Begin the lesson by sharing some fun unknown facts about Dr. Seuss. Move into the lesson by utilizing a PowerPoint that has environmental quotes from the book "The Lorax." The lesson will shift into Lead awareness. Students will watch the Operation Paydirt video. The students will have the opportunity to participate in the Fundred Dollar Bill in their free time. Ask the students "Do any of you know that this is an issue right now?" Allow open discussions and questions to be asked about the Lead Paint issue. Explain the role of "The Lorax" and show the video clip about him informing his people that something needs to be done. The teacher will then begin the art lesson by discussing the six basic animals groups. The sculpture must include an animal part from each of the 6 animal groups. Ex. Frog legs (amphibian), with a mouse nose (mammal), and wings (bird) to create their version of a hybrid animal. On day one the students will brainstorm and create 3 sketches. They will need to utilize their resources to create their morphed creature.

Day 2: Teach students how to knead their clay to avoid air bubbles. Also teach students about the drying process of clay and how to keep their pieces from drying to fast. Students will begin sculpting their creatures. Students will write a poem or

short story in their English class, if English teacher allows. Sculpting will continue until the end of class.

Day 3: Work day.

Day 4: Last work day because the pieces need to fire in the kiln.

Day 5: When the clay is fired students will then have time to paint their creatures using tempera paint.

Closure will include:

What does it mean to score/slip?

How do you prevent your pieces from becoming damaged or damaging others in the kiln?

What are the six different categories of animals?

What is an arthropod?

Why is lead so dangerous and what are the effects?

Share with us the name of your "Lorax"

What is environmental awareness?

Accommodations:

For students who have trouble creating a poem allow them to work in pairs. Encourage rhyming. For students having trouble working with the clay tape the burlap to the table.

Assessment:

Exemplary- Student could creatively construct a three-dimensional morphed animal using all six of the basic animal groups. Student could use drawing, sculpting and painting skills effectively. The student used the artistic process and resources to aid in the design. The student completed either a short story or poem about their creature. The student now has an understanding for environmental awareness and the dangers of lead poisoning. The student understood the vocabulary.

Good- Student tried to creatively construct a three-dimensional morphed animal using all six of the basic animal groups. Student tried to use drawing, sculpting and painting skills effectively. The student tried to use the artistic process and resources to aid in the design. The student attempted to complete either a short story or poem about their creature. The student tried to understand environmental awareness and the dangers of lead poisoning. The student tried to remember the vocabulary.

Needs Improvement- Student did not creatively construct a three-dimensional morphed animal using all six of the basic animal groups. Student did not use drawing, sculpting and painting skills effectively. The student did not use the artistic process and resources to create a design. The student did not complete either a short story or poem about their creature. The student did not gain an understanding of environmental awareness and the dangers of lead. The student did not remember the vocabulary.