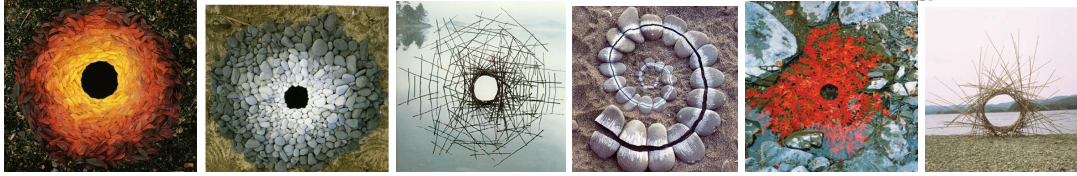


Title of the Lesson: A Bug's Life



Teacher: Sarah Cress

Grade Level: Pre-kindergarten and kindergarten

Aim/Goal of the Eight Week Curriculum: The students will enhance their artistic skills and perspectives through an exploration of various types of media and art making processes. They will look at the world from the perspective of several different types of working artists and reflect upon their surroundings according to the ideals of each artistic style.

Fine Arts Goals Met By the Objectives: 25.A, 26.A, 26.B

Objectives:

Creative/Productive Objective: The students will work individually to create insect sculptures. Using model magic, the students will create the shape and form of their insects. The students will then use found items from nature (rocks, leaves and twigs) to add legs and other body parts to their insects. The students can add additional detail to their insects using markers.

Multicultural/Historical Objective: The students will look at contemporary sculptors to see how they use a variety of materials to create their works of art. The student will look at the work of Andy Goldsworthy and discuss the role of nature in his work. The students will also look at the works of Alexander Calder, who worked with metal to illustrate motion and kinetic energy.

Affective/Expressive Objective: After the creation of their miniature works of art, the students will create a three-dimensional landscape in which their insects will interact with one another. They will discuss how they co-exist and create stories of the lives of their insects.

Concepts/Vocabulary:

Creative/Productive Concepts:

Sculpture - The art or practice of shaping figures or designs in the round or in relief, as by chiseling marble, modeling clay, or casting in metal.

Movement – the suggestion or illusion of motion in painting, sculpture, or design.

Design Concepts:

Shape – An outline or contour of a distinctive form.

Color – The appearance of objects described in terms of the individual's perception of them involving hue, lightness, brightness, and saturation.

Texture - the appearance and feel of a surface.

Form – the visual aspect of composition, structure, and individual components of a piece.

Multicultural/Historical Concepts:

Contemporary- of the present time; modern.

Found object - A natural object or an artifact not originally intended as art, found and considered to have aesthetic value

Affective/Expressive Concepts:

Environment – the circumstances or conditions that surround one.

Materials:**Visual Exemplars:**

Teacher Examples

Eric Carle Books:

The Very Busy Spider

The Grouchy Ladybug

The Very Quiet Cricket

Teacher Materials:

Books

Exemplars

Prints

Demonstration Materials:

Model Magic

Found objects: twigs, rocks, leaves

Markers

Student Materials:

Model Magic

Found objects: twigs, rocks, leaves

Markers

Motivation: The teacher will tie in the previous week's lesson, with Eric Carle, by reading, *The Very Busy Spider*. The students will discuss different types of insects that they know of and the different work that they do. They will then discuss what characteristics these animals possess.

Interactive Questions:

Where do you find insects?

What do insects like to eat?

What do insects feel like?

What do insects look like – are they big/small? Legs? Colors?

What different types of work do insects do?

What types of things do insects like?

Where do insects live?

What do insects like to eat?

How do insects move around?

How do insects protect themselves?

Procedures:

Day One:

- I. Sketchbook time (5 minutes): Students will draw freely in their sketchbooks.
- II. Introduction (5 minutes): The teacher will introduce to the students that they will be acting as sculptors for a day. The teacher will talk about contemporary sculptors and the different materials and approaches they use.
- III. Storybook (5 minutes): The teacher will share the Eric Carle story, *The Very Busy Spider*.
- IV. Discussion (5 minutes): The teacher and students will engage in a discussion about insects, and how the spider worked in the story.
- V. Demonstration (5 minutes): The teacher will briefly show the students how to mold shapes from the model magic. The teacher will emphasize the use of form when creating their sculptures. The teacher will also show how to add found objects to the insects, and how to add extra detail through the use of markers.
- VI. Work time (25 minutes): Students are given work time to create their own insect sculptures. They will first need to choose an insect and look at its basic shapes.
- VII. Clean-up (5 minutes): The students will be asked to throw away their model magic wrappers and any left over found objects. They will return their markers to the box, as well.
- VIII. Closure (5 minutes): The class will bring all their insects into one environment and see how they co-exist.

Back-up Activity:

There will be insect books on the table for students who finish early. In addition there will be a table set up with sequins, beads, and construction paper for students who want to make insects that are dressed up. They're tired of always blending in!

There will be an additional table set up with shoe boxes and other found objects where student can create miniature habitats for their works.

Preparation Time:

Research and gathering of examples: 4 hours

Meeting with Teaching Assistant: 4 hours

Creating teacher materials: 6 hours

Time prior to each class for preparation: 3 hours

Duration of each class period: 1 hour and 30 minutes