

Alternative Lesson Three

This alternative lesson using paper is designed for secondary students. Lesson Three, *Simply Animals: Clay*, is appropriate only for secondary students who already have had some experience with hand-building techniques. Lesson Four: *Simple Animal Shapes* is appropriate for elementary students.

Objectives

1. Students will be able to assemble simple forms to make a more complex form.
2. Students will be able to integrate natural forms (inspired by animals) with traditional functional forms.

Arizona Visual Arts Standards

CREATE: Creative Process: PO 302: Make and explain revisions in his or her own artwork.

CREATE: Creative Process: PO 302: Develop and revise plans for his or her own artwork and select the best option.

CREATE: Materials, Tool and Techniques: PO 302: Demonstrate purposeful use of a range of materials, tools and techniques in his or her own artwork.

CREATE: Elements and Principles: 302: Solve complex compositional problems in his or her own artwork.

Preparation

Preview *Simply Animals: Paper* PowerPoint. If you are considering a ceramic project and believe your students may have sufficient ceramic hand-building skills, you might preview *Simply Animals: Paper* PowerPoint to see sample high school students' work.

Resources and Supplies

[Simply Animals: Paper PowerPoint](#)

Student access to the internet and a printer or, alternatively, a collection of printed images of animals in books, magazines or Internet printouts.

Undecorated paper or cardboard containers (small boxes, shopping bags, paper cups, cupcake cups, etc.)

Scissors

Transparent Tape

Sketch paper and pencils

Activities

Review: Review the theme in life: "Throughout human existence people have lived around and with animals." Review the theme in art: "Many artists have chosen animals as their subject matter." Also review the unit's three key questions: 1) How can I get ideas for my art from the natural world? 2) How are complex shapes and forms made up of smaller, simpler shapes and forms? and 3) How can I transform a traditional, functional object into a lively new one?

Introduction: Display the first six slides of *Simply Animals: Paper* PowerPoint to illustrate simple and complex shapes of animals.

Definitions and Examples: Display slides 7-9 to define “shape” versus “form” using simple examples. Display slide 10 to show some whimsical ways people have created complex forms (animals and a tractor) by assembling simpler (stones, seashells, tanks and hay bales) forms.

Assignment: Display slide 11 to show everyday paper/cardboard containers. Explain to students that they are to demonstrate what they have learned by creating an animal form that combines the form of an everyday paper or cardboard container with the forms of an animal.

Step-By-Step-Instructions: Display slides 12-14 to show steps in making an animal container.

Slide 12: View photographs of animals looking for similarities of forms to everyday paper/cardboard containers. Look for ways to simplify animal forms.

Slide 13: Sketch plans for combining container and animal forms.

Slide 14: Cut, fold, or curl paper to create simple forms held in place with transparent tape. Assemble the paper forms to create the form of an animal.

Additional Samples: Show slides 15-18 to show steps in constructing a rooster and slides 19-24 for a more complex antelope constructed from a cupcake cup.

Review Assignment Details: Display slides 25.

In-Process Feedback: When students have completed their planning sketches, ask them to partner with one or two classmates to seek feedback on selection of forms and building challenges.

Self Evaluation: Ask students to complete a self evaluation carefully analyzing how they integrated animal and everyday containers both in words and in a sketch. Also ask them to reflect on the difficulty of particular parts of the assignment and to evaluate any additional criteria you have established or general expectations, such as writing, creativity, craftsmanship or use of class time.

Vocabulary

two dimensional
three dimensional
shape
form
square
triangle
circle
cube
cone
angular
simple, simplify
hemisphere, hemispherical
cylinder
rectangle
elongate

Extension Ideas

MATHEMATICS: Students will discuss geometric primitives (cone, cylinder, box, wedge, sphere and torus) and use these as a way to simplify animal forms.

LITERACY: Students will complete a self-evaluation including a series of reflective questions. Answers must be complete and include any vocabulary in context.

BIOLOGY: Collaborate with a biology teacher to study animal forms and their functions.

Assessment Guides

OBJECTIVE 1: Students will be able to assemble simple forms to make a more complex form.

Exceeds Expectations: The finished piece is a well-crafted, complex form built by successfully assembling/attaching several smaller forms that complement each other visually.

Meets Expectations: The finished piece is a complex form built by successfully assembling/attaching several smaller forms.

Approaches Expectations: The finished piece includes at least one small form successfully assembled/attached to a larger form.

Fails to Meet Expectations: The piece is unfinished or smaller part/s is/are not successfully assembled/attached.

OBJECTIVE 2: Students will be able to integrate natural forms (inspired by animals) with traditional functional forms.

Exceeds Expectations: The drawing shows an animal form that incorporates both a paper/cardboard container and additional simple forms most of which successfully suggest three-dimensionality.

Meets Expectations: The drawing shows an animal form that incorporates both a paper/cardboard container and additional simple forms, at least one of which suggest three-dimensionality.

Approaches Expectations: The drawing shows an animal broken into simpler 2D shapes.

Fails to Meet Expectations: Drawing or sketch is submitted.