


JK, SK, GRADE 1, 2, 3 LESSON PLAN

INSECTS – CLAY SCULPTING




Lesson Plan Information	
Grade: JK- Grade 3	
Subject: Arts (Visual Arts)	
Science and Technology (Understanding Life systems)	
Problem solving and innovating	
Duration: 2 hours	

Lesson Plan Overview and Objectives
<p>JK/SK Students will create sculptures of insects inspired by Canadian author and illustrator Wallace Edwards. Through their sculptures, they will demonstrate the curriculum expectations listed above.</p> <p>Students will learn basic clay techniques and how they can be used to sculpt their insect animals. They will use appropriate terminology related to ceramics, and demonstrate an understanding of clay, tools and process.</p> <p>Grade 1, 2, 3 Students will create sculptures of insects combined with various animals inspired by Canadian author and illustrator Wallace Edwards. Through their sculptures, they will demonstrate an understanding of elements of design and principles of design (repetition of colour and shape in patterns). Students will learn basic clay techniques and how they can be used to sculpt their insect animals. They will use appropriate terminology related to ceramics, and demonstrate an understanding of clay, tools and process.</p>

AT QUEEN ELIZABETH PARK COMMUNITY AND CULTURAL CENTRE

Insects - Clay Sculpting Inspired by Wallace Edwards	
Materials	Clay, wire, ware boards, rolling pins, clay modelling tools, slip dishes, canvas cloth, plastic bags, glazes, brushes
Introduction Inspiration	<p>Explore and discuss visual/physical characteristics of insects.</p> <p>Look at Wallace Edwards’ illustrations of fantastical animals invented by combining more than one insect and/or animal.</p> <p>Compare and contrast Edwards’ illustrations with photos of insects and animals. Discuss how Wallace Edwards used elements and principles of design to create his illustrations.</p> <p>Personal approaches and reflections.</p>

	<p>Guiding questions</p> <ul style="list-style-type: none"> - What function do insects play in the environment? (function) - What kinds of shapes and patterns can you see in looking at the insects? - Describe physical characteristics. How do these characteristics affect behavioral characteristics of insects? - What makes the illustration/insect visually interesting (shape, colour, pattern)? - How did Wallace Edwards use elements of design to create his illustrations? <p>Art terms to be covered</p> <p>JK / SK</p> <ul style="list-style-type: none"> - Colours - Shapes <p>GRADE 1, 2, 3</p> <ul style="list-style-type: none"> - Elements of design - Principles of design (repetition, rhythm) - Design (composition) - Dimension - Geometric shape <p>Clay terms can be covered: drying stages (plastic, leather hard, bone dry), building techniques (pinch pot, coil, slab built, relief), greenware, bisque, kiln, firing, scoring, clay slip, glaze.</p>
<p>Demonstration Activity</p>	<p>Planning – Idea Sketch (Optional)</p> <p>Students will create an idea sketch of their insect(s) combined with one or more animals to create fantastical creatures. They are encouraged to play and use shape templates to trace and create their illustration.</p> <p>Students will:</p> <p>Play</p> <p>By playing with clay, children learn what the material can and cannot do. Children will touch, roll and form the clay. This will help them develop ideas and skills for beginning their flower vase. Children receive a small lump of clay to find out about it. They should poke, pull, roll and make marks on it. They should pinch, attach more clay and add texture. The group will sit in a circle and let the children follow simple instructions: make it into a round ball, make a finger hole in it, make a pattern over it with your fingernail, pull a piece off, roll it into a ball and attach it again. Children will start to see the clay as a 3D form that needs to be looked at from every angle.</p> <p>Demonstration by the clay instructor</p> <p>The clay instructor will explain the characteristics of clay, and how it can be used to sculpt pieces. The instructor will demonstrate clay techniques (coiling, pinch pot, and slab) and discuss adding clay to their pieces by scratching (scoring) and applying slip.</p>

	<p>Building Based on the instruction and demonstration, students will make their insect structures based on their idea sketches.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p style="display: flex; justify-content: space-around; margin-top: 5px;"> <i>greenware</i> <i>bisque ware (one firing, no slip or glaze)</i> <i>slip glazed</i> </p>
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FOR TEACHER BACK AT SCHOOL – POST-VISIT ACTIVITIES

Post-Visit Activity	Artist reflection questions, drawing (optional)
Materials	Pencil, eraser, paper, crayon
<p>Artist Reflection Students describe how they created their sculpted insects. Examine examples of real insects and animals to discuss the creative effects of combining them. What was the inspiration for creating their fantasy insect? What do they like best about their finished work?</p> <p>Drawing – Insect habitat Students draw the habitat that their insect lives in, such as in the ground or in a tree. They also draw the type of food the insect eats to survive.</p> <p>Drama Students use their insects to create a play in which all the children/insects participate. They make the noise of their respective insect and tell each other where they live and what they eat.</p> <p>Resources Mixed Beasts, Wallace Edwards Unnatural Selections, Wallace Edwards</p>	

FOR TEACHER REFERENCE ONLY – CURRICULUM CONNECTIONS

Cross Curricular and Integrated Learning	Science and Technology
<i>Science and Technology (Understanding Life Systems: Growth and changes in animals)</i>	
<p>Drawing – Life cycle of an insect Choose an insect such as a butterfly, beetle, ladybug, stick insect, wasp, cockroach, or similar. Draw its life-cycle and colour it. Present your drawing to the class. Now imagine how your fantastical clay insect would look at different stages of its metamorphosis.</p>	

Curriculum Expectations**The Arts** (Visual Art)

Fundamental Concepts:

Elements of Design (line, shape and form, space, colour, texture, value)

Principles of Design

Grade 1: Contrast

Grade 2: Repetition and Rhythm

Grade 3: Variety

Science and Technology (Understanding Life Systems)

Topic Grade 1: Needs and Characteristics of Living Things

Topic Grade 2: Growth and Changes in Animals

Topic Grade 3: Growth and Changes in Plants

Problem Solving and Innovating

Topic JK/ SK: Shapes and Patterns in Insects