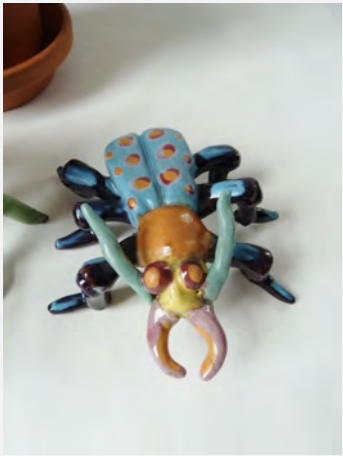


GRADE 2 LESSON PLAN INSECTS – CLAY SCULPTING

Clay Insect Lesson Plan Information	
Grade: 2 Subject: Arts (Visual Arts), Science and Technology (Understanding living systems) Topic: Growth and changes in animals Duration: 2 hours	
Table of Contents	
Curriculum Expectations Fundamental Concepts for Grade 2 Lesson Plan Overview and Objectives Studio Visit at QEPCCC Post-Visit Activity Curriculum Connections	

Curriculum Expectations
<p>The Arts</p> <p>D1.2 Demonstrate an understanding of composition using selected principles of design to create narrative art works or art works on a theme or topic.</p> <p>D1.3 Use elements of design in art works to communicate ideas, messages, and understandings.</p> <p>D1.4 Use a variety of materials, tools, and techniques to determine solutions to design challenges.</p> <p>D3.1 Identify and describe visual art forms that they see in their home, at school, in their community, and in visual arts experiences.</p> <p>D3.2 Demonstrate an awareness of a variety of art forms, styles, and traditions, and describe how they reflect the diverse cultures, times, and places.</p> <p>Science and Technology – Understanding Live Systems: Growth and changes in animals</p> <p>2.2 Observe and compare the physical characteristics and the behavioral characteristics of a variety of animals, including insects, using student-generated questions and a variety of methods and resources.</p> <p>2.3 Investigate the life cycle of a variety of animals using a variety of methods and resources.</p> <p>2.4 Observe and compare changes in the appearance and activity of animals as they go through a complete life cycle.</p> <p>2.5 Investigate the ways in which a variety of animals adapt to their environment and/or to changes in their environment, using various methods.</p> <p>2.7 Use a variety of forms to communicate with different audiences and for a variety of purposes.</p> <p>3.1 Identify and describe major physical characteristics of different types of animals.</p>

Fundamental Concepts for Grade 2
<p>Elements of Design</p> <p>line: horizontal, vertical, diagonal lines; lines that show motion (e.g., pointy, curvy); lines inside shapes</p> <p>shape and form: symmetrical shapes and forms (e.g., shapes and forms in buildings)</p> <p>space: overlapping of objects to show depth</p> <p>colour: secondary colours (various colours made by mixing equal amounts of primary colours, such as violet, orange, green); mixing of colours with a limited palette</p>

texture: textures of familiar objects (e.g., rough tree bark, smooth plastic plate, ridged corduroy fabric); illusion of texture (e.g., a rough texture created by patterns of lines); impasto (thick, textured paint)

value: mixing of a tint; identification of light and dark

Principles of Design

repetition and rhythm: repetition of colour and shape in patterns; random, alternating, and regular patterns in everyday objects (e.g., textiles, ceramics) and in art (e.g., works by M. C. Escher)

Lesson Plan Overview and Objectives





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 understanding of clay, tools and process.

AT QUEEN ELIZABETH PARK COMMUNITY AND CULTURAL CENTRE

Clay Insects	
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.</p> <p>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 find from the insect? - What makes the illustration/insect visually interesting (shape, colour, pattern)? - How did Wallace Edwards use elements of design and principles of design to create his illustration? <p>Art terms to be covered</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</p>

	<p>techniques (pinch pot, coil, slab built, relief), greenware, bisque, kiln, firing, scoring, clay slip, glaze.</p>
Demonstration Activity	<p>Planning – Idea Sketch 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. Students will</p> <p>Play By playing with clay, children learn what it can and cannot do. Children will touch, roll and form the clay. This will help them develop ideas and skills for when they begin their flower vase. Children receive a small lump of clay to find out about it. They should poke, pull, roll and making marks on it and in 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 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 scratch and 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: flex-end;"> <div style="text-align: center;">  <p><i>greenware</i></p> </div> <div style="text-align: center;">  <p><i>bisque ware (one firing, no slip or glaze)</i></p> </div> <div style="text-align: center;">  <p><i>slip glazed</i></p> </div> <div style="text-align: center;">  <p><i>bisqued & with acrylic</i></p> </div> </div>

POST-VISIT ACTIVITIES

Post-Visit Activity	Artist reflection questions, drawing (optional)
Materials	Pencil, eraser, paper, crayon
Artist Reflection	
Students describe how they created their sculpted insect beings. Examine both the plates and prints of real insects and animals to discuss the effects of combining them.	

What was the inspiration for creating their fantasy insect? What do they like best about their finished work?

Resources

Mixed Beasts by Wallace Edwards

Unnatural Selections by Wallace Edwards

CURRICULUM CONNECTIONS

Cross Curricular and Integrated Learning	Science and Technology
---	------------------------

Science and Technology (Understanding Life Systems: Growth and changes in animals)

Drawing – Life cycle of an insect

Choose an insect such as a butterfly, beetle, ladybug, stick insect, wasp, cockroach, or similar. Draw its lifecycle and colour it. Present your life cycle to the class.

Now imagine how your fantastical clay insect would look at the different stages of metamorphosis.