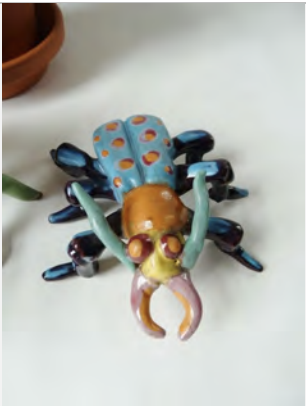


**JK/SK LESSON PLAN
INSECTS – CLAY SCULPTING**

Clay Insects Lesson Plan Information	
Grade: JK/SK Subject: Problem solving and innovating Topic: Shapes and patterns in insects Duration: 2 hours	
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Curriculum Expectations	
Belonging and Contributing – BC Self-regulation and well-being – SRWB Demonstrating literacy and mathematics behaviours – DLMB Problem solving and innovating – PSI	
1. Communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts	BC, SRWB, DLMB, PSI
3. Identify and use social skills in play and other contexts	BC, SRWB
4. Demonstrate an ability to use problem solving skills in a variety of contexts, including social ones	BC, SWRB, PSI
14. Demonstrate an awareness of the natural and built environment through handsOn investigations, observations, questions, and representations of their findings	DLMB, PSI
17. Describe, sort, classify, build, and compare two-dimensional shapes and three dimensional figure, and describe the location and movement of objects, though investigation	DLMB
21. Express their responses to a variety of forms of drama, dance, music, and visual arts from various cultures and communities	DLMB
22. Communicate their thoughts and feelings, and their theories and ideas, through various art forms	BC, SRWB, DLMB, PSI
23. Use problem0solving strategies, on their own and with others, when experimenting with the skills, materials, processes, and techniques used in drama, dance, music, and visual arts	PSI
24. Use technological problem-solving skills in the process of creating and designing	PSI
29. Demonstrate an understanding of the natural world and the need to care for and respect the environment	BC
30. Demonstrate an awareness of themselves as dramatists, actors, dancers, artists, and musicians through engagement in the arts	BC
31. Demonstrate knowledge and skills gained through exposure to	BC

and engagement in drama, dance, music, and visual arts

Fundamental Concepts for JK/SK

FOUR FUNDAMENTAL CONDITIONS FOR GROWTH

BELONGING – Belonging and Contributing – BC

WELL-BEING – Self-regulation and well-being – SRWB

EXPRESSION – Demonstrating literacy and mathematics behaviours – DLMB

ENGAGEMENT – Problem solving and innovating – PSI

Ways children demonstrate their learning: saying, doing, representing

The educator’s intentional interactions: responding, challenging, extending

Lesson Plan Overview and Objectives





Students will create sculptures of insects inspired by authors Charley Harper and Eric Carle. Through their sculptures, they will demonstrate the curriculum expectations listed above.

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

Insects – Clay Sculpting	
Materials	Reference images (insects, Charley Harper, Eric Carle), 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>Explore Charley Harper and Eric Carle’s illustration of insects using elements of design and principles of design. Compare and contrast Harper and Carle’s illustrations with photos of insects and animals. Discuss how both used elements and principles of design to create their 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? - Describe physical characteristics. How do these characteristics affect behavioral characteristics of insects? - What makes the illustration/insect visually interesting (shape, colour, pattern)? <p>Art terms to be covered</p> <ul style="list-style-type: none"> - Colours - Shapes

	<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 Students will create an idea sketch of their insect(s). They are encouraged to play and use shape templates to trace and create their illustration. What are their insects going to look like? When sketching, ask students to think about physical characteristics of their insects and how it will influence abilities and behaviors.</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. 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 insect? What do they like best about their finished work?

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.

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.

Resources

Charley Harper

Eric Carle