

This lesson is appropriate for secondary students who already have had some experience with hand-building techniques. Alternative Lesson Three, *Simply Animals: Paper*, involves simple paper construction. 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: PO 302: Solve complex compositional problems in his or her own artwork.

Preparation

Preview *Simply Animals: Clay* PowerPoint to see sample high school students' work to help you assess whether your students have sufficient hand-building skills for the project. If you believe paper construction might be more appropriate for your students, preview *Simply Animals: Paper* PowerPoint.

Resources and Supplies

[Simply Animals: Clay PowerPoint](#)

[Self Evaluation: Animal Project \(pdf\)](#)

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

Clay facilities (clay, clay tools, kiln, glazes, etc.)

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: Clay* PowerPoint to illustrate simple and complex shapes of animals.

Definitions and Examples: Display slides -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.

Introduction to Assignment: Explain to students that they are to demonstrate what they have learned by creating an animal vessel that combines the form of a traditional functional vessel with the forms of an animal.

Slide 11 shows examples of traditional, functional vessels.

Slide 12 illustrates similarity between forms in a vessel (teapot) and an animal (elephant).

Slide 13 shows an animal vessel that meets the requirements of the assignment.

Step-By-Step-Instructions: Display slides 14-18 to show steps in making an animal vessel.

Slide 14: View photographs of animals looking for similarities of forms to traditional, functional vessel.

Slide 15: Sketch plans for combining vessel and animal forms.

Slide 16: Look for ways to simplify animal forms.

Slide 17: Build simple clay forms to be assembled to create your animal vessel.

Slide 18: Bisque fire and glaze your animal vessel. (Slide 23 shows the finished work.)

Review Handsbuilding Techniques: Show slides 19-21 for review.

Slide 19 reviews scoring and application of slip when attaching clay pieces.

Slide 20 reviews simple geometric forms (and shapes) combined to create an animal vessel.

Slide 21 reviews wet clay storage, use of hand wheel and natural sponge.

Review and Sample Work: Display slides 22 and 23 for a review of the assignment and samples of completed high school work.

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 traditional vessel forms 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, surface decoration or use of class time.

Vocabulary

two dimensional
three dimensional
shape
form
square
cube
triangle
cone
circle
traditional
functional
vessel

fire, bisque fire
score
slip
glaze
incise
spherical
semicircle
cylinder
leather hard

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: On the self-evaluation, the sketch of the animal vessel quite accurately represents the actual vessel and accurately identifies both animal and vessel parts with specificity.

Meets Expectations: On the self-evaluation, the sketch of the animal vessel clearly represents the actual vessel and accurately identifies both animal and vessel parts.

Approaches Expectations: On the self-evaluation, both animal and vessel parts are identified in a sketch and in words or are evident in the finished piece.

Fails to Meet Expectations: On the self-evaluation, either animal or vessel parts are identified without specificity or clarity either in a sketch or in words and are not evident in the finished piece.