

Simply Animal Shapes

(Elementary)

Lesson Four

This lesson is appropriate for elementary students. Lesson Three, *Simply Animals: Clay*, 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.

Objectives

1. Students will be able to use the natural world (animals) as a source for their subject matter in art.
2. Students will be able to assemble simple geometric shapes to make more complex shapes.

Arizona Visual Arts Standards

CREATE: Creative Process: PO 101 and 201: Contribute to a discussion of ideas for his or her artwork.

CREATE: Creative Process: PO 203: Develop plans for his or her artwork.

CREATE: Materials, Tools and Techniques: PO 102 and 202: Use materials, tools and techniques appropriately in his or her own artwork.

CREATE: Elements and Principles: PO 101: Identify, select and use elements and principles in his or her own artwork.

Preparation

Preview *Simple Animal Shapes* PowerPoint. Decide whether you will ask you students to make construction paper images of animals or animal masks and whether you will use sticky foam.

Resources and Supplies

[Simply Animals: Shapes PowerPoint](#)

Collection of printed images of animals in books, magazines or Internet printouts

Pencils or markers

Construction Paper

Glue

MASK PROJECT

Paper masks or small paper plates with cut-out eye holes

Self-adhesive Foamie sheets or pre-cut shapes (OPTIONAL)

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 first two key questions: 1) How can I get ideas for my art from the natural world? and 2) How are complex shapes and forms made up of smaller, simpler shapes and forms?

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

Assignment: Explain to students that they are to demonstrate what they have learned by creating an animal (or animal mask) from simple shapes.

Step-By-Step Process: Display slides 9-19 to show how a simple, geometric shape can be found in the complex shapes of a butterfly (9-11) and a chicken (12-19).

Animal Shape Project: If you choose to ask your students to make complex animal shapes by combining simple geometric shapes, slide 16 reviews steps in the assignment and is the last slide you will display.

Animal Mask Project: If you choose to ask your student to make an animal mask, skip slide 16.

Samples: Display slides 17-28 to illustrate steps in making an animal mask. Slides 18-23 show steps in making a lion mask using construction paper. Slides 24-28 show steps in making an antelope mask using Foamie sheets.

Detailed Assignment: Display slide 29 to review the steps of making an animal mask using Foamie sheets.

In-Process Feedback: When students have finished drawing simple shapes they find in the complex shape of an animal, ask them to partner with one or two classmates to seek feedback on of their choice of simplified shapes.

Presentation: Display completed animal images or masks. Lead a discussion with the following questions: Point to a classmate's animal or mask that you believe you can identify. What animal do you believe your classmate made? What can you see in the animal or mask that makes you believe this? What geometric shapes can you see in one of your classmate's animals? Describe other simple shapes you see in your classmates' animals.

Vocabulary

complex

variety

triangle

oval

circle

similar, similarly

simple, simpler, simplify, simplifies

forehead

mane

pattern

antelope

arrange

Extension Idea

MATHEMATICS: Collaborate with classroom teacher(s) to address geometric shapes.

Assessment Guides

OBJECTIVE 1: Students will be able to use the natural world (animals) as a source for their subject matter in art.

Exceeds Expectations: The student's photograph of an animal is marked with simple geometric shapes indicating defining characteristics of that animal.

Meets Expectations: The student's photograph of an animal is marked with simple geometric shapes indicating defining characteristics of that animal.

Approaches Expectations: The student's photograph of an animal is marked with outlines of some shapes.

Fails to Meet Expectations: The student submitted a photograph of an animal with marks.

OBJECTIVE 2: Students will be able to assemble simple geometric shapes to make more complex shapes.

Exceeds Expectations: The student carefully arranged and glued simple geometric pieces of paper on a background (or pieces of Foamie sheets on mask) in a way that creates a complex, animal-like shape.

Meets Expectations: The student carefully arranged and glued pieces of paper on a background in a way that creates a complex, animal-like shape.

Approaches Expectations: The student glued pieces of paper on a background (or pieces of Foamie sheets on mask) in a way that suggests an animal-like shape.

Fails to Meet Expectations: The student submitted pieces of paper glued to a background (or pieces of Foamie sheets on mask).