

Animals Everywhere – Ages 3 – 5

Description

Children go on an art safari, looking for animals in artworks in the galleries. Both real and imaginary animals are included. In the studio they use clay to create an animal.

Art Problem to Solve

Recognize patterns and create patterns on the animals they create from clay

Objectives

Students will:

- Identify the parts that make various animals distinctive.
- Gain exposure to what a pattern is, be able to identify patterns they see, and draw a pattern with markers on the animal they create in the studio.
- Create an animal of their choice out of clay.

Head Start Child Outcomes Framework Indicators

- Creative Arts 5.2.1 Gains ability in using different art media and materials in a variety of ways for creative expression and representation.
- Creative Arts 5.2.4 Begins to understand and share opinions about artistic products and experiences.
- Mathematics 3.3.1 Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials
- Science 4.2.1 Expands knowledge of abilities to observe, describe and discuss the natural world, materials, living things and natural processes

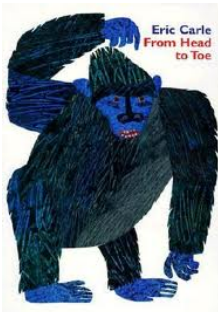
Materials

In the Gallery:

- Pattern manipulative

In the Studio:

- *From Head to Toe* by Eric Carle



- Model magic
- Skinny markers
- Craft paper on the tables

Instructional Activities

Engage

Welcome students and ask what their favorite animal is. Call on students to share their favorite animals and ask each of them to tell us something about that animal.

Explore



In front of *Humming Bird, Red Bird, Baltimore Bird, Robin, Flicker, Blue Bird* ask students What's going on in this picture? and follow with What do you see that makes you say that? when appropriate. Ask how many different kinds of birds do you see? (6) What is the same about the birds? (wings, beaks, two legs, etc.) Say "Okay, so we know that these are birds because they have _____, _____ and _____. (or similar) Go over what a pattern is and demonstrate either visually or verbally. Ask students what comes next in the pattern example you give. Ask students where they see patterns in the

painting.

Practice

Back in the studio, read *From Head to Toe* by Eric Carle. Ask students to identify patterns in the animals in the illustrations.

Create

Demonstrate the process of pulling a head from a ball of clay, drawing an x and pulling the four legs from each section of the x. Demonstrate pulling ears, pushing in eyes, and pulling tails. Students can make any kind of animal they choose. Students can use markers to add patterns to their animals and details.

Close

Invite the students to share their tiles and ask those who volunteer to "Tell us about your picture." Thank the group for visiting and compliment them on how well they participated in the lesson.