Grade Two: Lesson 3

Title: Dinosaur Sculptures

Standards Addressed

**Artistic Perception**  
*Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts*

1.3 Identify the elements of art in objects in nature, the environment, and works of art emphasizing line, color, shape, texture, and space.

**Creative Expression**  
*Creating, Performing, and Participating in the Visual Arts*

2.1 Demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils.

2.5 Use symmetry (bilateral or radial) to create visual balance.

Time: 60-90 minutes

Floor Plan: Regular classroom setting.

Materials Needed:
- Model Magic
- Modeling tools (toothpicks, straws cut into small pieces, plastic knives)
- Overheads by Arnold Lobel

Purpose: To have the students demonstrate the basic skills in three-dimensional design (shape, texture, balance).

Background: The students should have some knowledge of how the material works (i.e., don’t overstretches, don’t make too thin).

Key Questions:
- What is symmetry?
- When do you use symmetry when sculpting?
- What are the elements in sculpting?

Vocabulary:
- *Shape*—a two-dimensional area or plane that may be open or closed, free-form or geometric. It can be found in nature or is made by humans.
- *Texture*—the surface quality of materials, either actual (tactile) or implied (visual).
* **Symmetry**—a type of balance in which both sides of a center line are exactly or nearly the same.
* **Sculpture**—three-dimensional artwork that is either in the round (to be viewed from all sides) or bas relief (low relief in which figures protrude slightly from the background).
* **Three-dimensional**—having a height, width, and depth (also referred to as 3-D).

<table>
<thead>
<tr>
<th>Steps of the Lesson</th>
<th>Thoughts for the Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 <strong>Set up purpose/goals</strong>&lt;br&gt;Today we are going to create a three-dimensional design.</td>
<td><strong>How are you making your purpose clear to the students?</strong>&lt;br&gt;Stating it directly to the students.</td>
</tr>
<tr>
<td>2 <strong>Engage students</strong>&lt;br&gt;Read a book about dinosaurs. Have the students choose a dinosaur they would like to sculpt.</td>
<td><strong>How can I effectively get the students interested in the content of the lesson?</strong>&lt;br&gt;Through overheads, demonstration of materials, and clear instructions.</td>
</tr>
<tr>
<td>3 <strong>Learning Sequence</strong>&lt;br&gt;• Show the overheads of pen and pencil drawings of dinosaurs by Arnold Lobel.&lt;br&gt;• Identify shape, texture, and symmetry in the drawings.&lt;br&gt;• Demonstrate the use of tools and materials. Model Magic is easy to use and creates little mess. Shape the large dinosaur body form first, then add secondary forms such as legs. Use toothpicks or plastic straws inside the Model Magic for supports. Pinch or pull details from the Model Magic or add small pieces. Smooth and seal all seams with damp fingers. After the sculpture is slightly dry, use a toothpick or plastic knife to add texture, or imprint the surface with textured materials. Let the sculpture dry. Paint it later.</td>
<td><strong>What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present?</strong>&lt;br&gt;• Symmetry creates visual balance.&lt;br&gt;• Texture issued in sculpting.</td>
</tr>
<tr>
<td>4 <strong>Assessment</strong>&lt;br&gt;The student will explain how their sculptures relate to the elements of art. Is it symmetrical? How does it show texture?</td>
<td><strong>How will you allow your students to deepen their understanding of content presented?</strong> (Reflect, revise, retell, refine, practice)&lt;br&gt;The students will relate the sculpture to a story about dinosaurs and fossils.</td>
</tr>
</tbody>
</table>

**Considerations:**
- The children may benefit from short practice sessions experimenting with Model Magic before participating in this activity. The process is more important than the finished project. Allow the students the opportunity to experiment with symmetry and texture. You may also choose to glue the finished product onto a piece of cardboard or wood.