

LESSON TITLE: Sculptures: Forms in Nature (Grades 1-3)

**STANDARDS: GRADE 1**

Choose one or more!

**GRADE 1 CREATING**

- Engage collaboratively in exploration and imaginative play with materials.
- Use observation and investigation in preparation for making a work of art.
- Explore uses of materials and tools to create works of art or design.
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means
- Use art vocabulary to describe choices while creating art.

**GRADE 1: PRESENTING**

- Explain why some objects, artifacts, and artworks are valued over others.
- Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.
- Identify the roles and responsibilities of people who work in and visit museums and other art venues.

**GRADE 1: RESPONDING**

- Select and describe works of art that illustrate daily life experiences of one's self and others.
- Compare images that represent the same subject.
- Interpret art by categorizing subject matter and identifying the characteristics of form.
- Classify artwork based on different reasons for preferences.

**GRADE 1: CONNECTING**

- Identify times, places and reasons by which students make art outside of school.
- Understand that people from different places and times have made art for a variety of reasons.

**STARTERS**

Curriculum planning can start in many ways. Where will you start?

**ART, DESIGN, AND VISUAL CULTURE**

(For example, artists, artworks, objects, events)

Charles Allmond, sculptures, elements of art.

**MATERIALS AND PROCESSES**

(For example: clay and clay processes; found objects; printmaking; drawing)

Drawing, media, photographs, modeling clay and tools.

**THEMES/BIG IDEAS**

(For example: nature, identity, communication, celebrations)

Nature: life cycles. Shapes, space, forms. Art and Science connections.

**COMMUNITY CONTEXTS**

(For example: community issues, concerns, projects; community history and stories)

~~Nature: life cycles. Shapes, space, forms. Art and Science connections.~~

Art style. Realism / Abstract  
Protection of Environment  
Art (career vs. hobby)

**STUDENTS IN ACTION!**

Describe the action! Student experiences in Creating, Presenting, Responding, and/or Connecting.

**WHAT WILL STUDENTS DO?**

In the classroom students will be introduced to Delaware Artist Charles Allmond through a video interview on You Tube. They will preview some of his works and compare and contrast them with drawings of animals by John James Audubon. They will create sketches in their classroom of a favorite animal. Following a tour of the museums collection, they will apply their knowledge of shapes, negative/positive space, and form to create an animal sculpture.

**HOW WILL STUDENTS DEMONSTRATE LEARNING IN RELATION TO THE STANDARDS?**

Students will understand the importance of observation as it applies to the Visual Arts and Science disciplines. They will share with each other in a discussion group the connections they've made and create a 3D animal, interpreting it through their personal style. Lastly, they will write a reflective letter to a friend explaining the creation of their sculpture, including art vocabulary.

Extended Charles Allmond Lesson  
For use in classroom and/or in tandem with museum visit

### Classroom Media

Google Images for Charles Allmond Sculptor

Google images for John James Audubon Illustrator

Charles Allmond YOU TUBE <https://www.youtube.com/watch?v=S4wZpU7svCE>

Photographs of different animals

Graphic Organizer: Venn diagram. Compare/ contrast 2D and 3D artist works  
3D objects for student viewing in classroom

### Lesson Overview

Students will learn about the artist Charles Allmond, compare and contrast his works to John James Audubon's (which they've been previously introduced to). Through creating, responding and connecting, they will be able to answer the following Essential Question: Why is observation so important in Art?

(Observational drawing develops qualities of perception, which incorporates the elements of art and principles of design.) It also develops a deeper understanding of whatever is drawn and can lead to further "higher order thinking" using imagination which can extend images into amazing interpretations, as is the case with Charles Allmonds' stylized and personal sculptures.

### Learning Objectives

#### Art

Students will be able to:

- know the difference between 2D Shape (length and width) ex. Paper  
3D Form (length, width, depth) ex. Box
- define realistic and abstract ( or, highly stylized) works of art
- understand the difference between positive and negative space
- experience various mediums to create with
- acknowledge the use of detail as a choice an artist makes for his own reasons
- recognize that art can be a career or a hobby

#### Science

- understand that all living things have a life cycle
- use observation to describe patterns of what animals ( including humans) need to survive
- how we can be responsible to ensure the wellness of our planet

#### Language Arts

- write an informative/explanatory text to share about a work of art created
- participate in collaborative conversations with diverse partners about topics related to lesson

### Materials

- Smartboard
- Google Images
- 3D objects
- Photographs
- Drawing Pencils
- Drawing paper
- Clay ( Museum or Teacher choice)
- Clay modeling tools

### Lesson Steps (1 or 2 class periods)

1. Place a variety of sculptures around the art room that previously were not on display. As students take their seats inquire if they notice anything different in class. (As usual, they notice immediately upon entering the room.)
2. Ask them to pair with their elbow partners and share their answers, they may also write down as many as they see on paper that is already at their centers.
3. Have students select a speaker for their group to share what they have noticed. They or teacher can write the words on board. Most will say the specific object. Question prior knowledge by asking them to use art vocabulary as in elements of art if no one said 3D or used the word sculpture. Have them give definition, if not teacher can give verbal and or visual clues. Define vocabulary. Use thumbs up/thumbs down for assessment.
4. Next, put the Split screen images of Almonds' art work and John James Audubon's work ( they are familiar with him) on the smart board have them compare and contrast at their seat using a Venn diagram to show the similarities and differences between the works of the two artists. Most will note 2D or flat and 3D form. Also, details in Audubon's art, and flowing lines and simplicity in Almonds' works.
5. Class will then be introduced to our Artist of the Month- Charles Allmond (1931- who is a sculptor.
6. This is where students will be thrilled to learn of a " living Delaware artist". They are always disappointed to know an artist is deceased as is the case with many artists.

7. Students get to know the artist with the YOUTUBE video Charles Allmond. (It is a great 8 minute clip that can be paused for student questions and answers.) It's especially interesting to let the students know he was an Agronomist (seed analyst) who worked with plants, and other agricultural jobs. On the video they find out he was a lawyer for over 30 years and started art as hobby, painting at first. His inspiration- was always found in nature. He started carving in wood, then stone, and made other works in Bronze.
8. Let them know they will be visiting the Biggs Museum where they will see the real work of Charles Allmond and create an animal sculpture of their own using clay.
9. Now they will be inspired to sketch using animals as a catalyst. They love animals. I share amongst each group dozens of animal photographs and prints of various animals. I also offer step by step drawing packets to those that interested. (Most students know that they start a sketch with the largest shape and then add on, erasing as needed.)
10. This step may continue into the 2<sup>nd</sup> class period. As we spend time selecting and practicing more than one. I also show more artist works of animals on the Smartboard at this time.
11. While looking at the animals, I ask students if they see any "negative" or "positive" spaces, or, if they know what I am talking about. Again "thumbs up or down" for student comprehension. Quite a few will know since they really like the "Donut" with the hole in the middle as an example. We discuss how a sculpture not only has negative and positive space but also how it takes up space.
12. Lastly, we review Museum etiquette, specifically; we "touch" with our eyes, unless given permission!

### Sculpture Activity

1. Students will get to touch reproductions of Charles Allmond's art work. They will share with each other what the textures are. What they feel like.
2. Students are given back their sketches.
3. They will observe proper handling of the clay and tools. Students will learn how they can use the clay tools to define area, show negative and positive shape, smooth pieces, or add texture.
4. Students will be given clay and proceed with their creation.

### Follow Up Activity

1. Writing Prompt.

Photo of student work will be passed to each student. They will title their piece and on a separate sheet of paper and answer the following questions which they will then pair/share with their neighbor:

Your friend just saw your art work on display. They couldn't believe you created it! They ask: "What is it?" and "How did you make that"?

Use these reminders to help you focus and plan your writing.

1. What did you create?
2. What type of art is it?
3. Why is it called that?
4. What techniques, skills and material did you use?
5. What is the title of your piece? Why did you give it that name?

Follow up questions after sharing prompt with neighbor. Does your neighbor agree on the type of art it is, the technique and tools you used? Ask "Why?" or "Why not?" If something is not clear, ask your teacher.

Would anyone like to share their piece and read it to the class aloud?