ARTS ED
WASHINGTON

Aligned with Washington State Arts Standards and Common Core in English Langauge Arts and Math

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THANK YOU!

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ARTS EDUCATION FOR ALL

SECOND GRADE LESSON FIVE

FORMS FOR CHARACTERS

Description Of Project:
Students create a 3-dimensional facial portrait of a character from a story.

Problem To Solve:
How does an artist create a character?

Student Understanding:
Using shapes can create specific attributes for a character.

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Portrays character from a story.
AC: Identifies and draws key animal character attributes and shapes.

LT: Uses preliminary drawing to inform final artwork.
AC: Translates 2-dimensional shape into 3-dimensional form.

LT: Securely attaches clay features.
AC: Slips, scores, and connects character features that remain in place.

EVIDENCE OF LEARNING

Art: Clay portrait

Creates character from story by identifying key shapes

Creates character from story by creating character attributes

Translates 2-dimensional shape into 3-dimensional form

Slips and scores attachments/features securely

SECOND GRADE LESSON FIVE // FORMS FOR CHARACTERS

INSTRUCTIONAL STRATEGIES

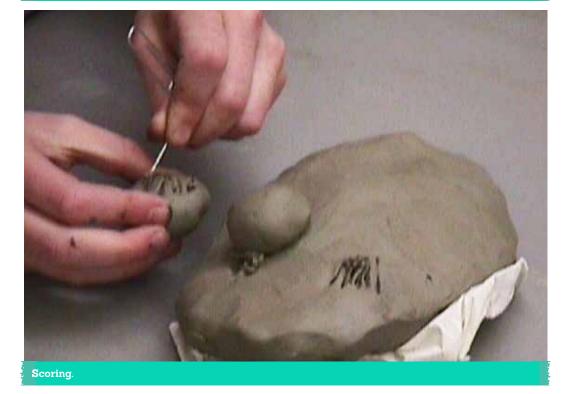| TEACHER	STUDENT
Introduce *The Wolf Helper* by Bob Dempsey, *Yellow Satyr* by Patti Warashina, and/or *High Mountain Companions* by Dudley C. Carter, and asks students to find shapes. Lead discussions about ways shapes can express character. **Prompts**: What shapes do you see? How are they different for each animal or character? What kind of shapes tell us about what the character might be like?	Responds by finding shapes and beginning to discuss character.
Ask students to visualize an imaginary animal character from a class story: Read excerpts from text describing the character. **Prompts**: What words did you hear that describe a character What do they tell us about this character? Share ideas about what that character looks like basd on story text and illustrations with a partner: Physical traits (tall/shore; large ears/small ears)? Moral traits (kind/mean; sneaky/honest)? Emotional trails (scared, confused, surprised)? Build on the ideas that others have voiced.	Brainstorms for character traits described in text. Describes character with a peer.
Ask students to do a sketch of the face of the character from the story in their sketchbook. **Prompts**: Start by thinking about and drawing shapes that tell us about your character. Start with a face shape, is it oval? Circle? Triangle? Then add shapes for features: ears, nose, horns, eyes, mouth. Is the character happy, angry, mean, friendly? How can you show that?	Makes preliminary drawing in sketchbook.
Provide clay slabs cut from a clay block with wire clay cutting tool (prepare 3/8" thick slabs for each child in advance: wrap in plastic to keep moist). Demonstrate referencing preliminary drawing and lightly drawing the shape of the characer on the slab of clay. Demonstrate cutting shapes out from clay with open paperclip. **Prompts**: Make your animal face shape so big that it touches the outside edges of the slab.	Draws and cuts shape from clay slab using opened paperclip.
Demonstrate wadding up newspaper for a ball for a support that gives character face a curved mask-like form. Demonstrate draping clay slab shape over paper ball. Demonstrates preparing features by scoring (scratching both surfaces to be attached), moistening (damp sponging) and then attaching by pushing surfaces together, and smoothing seams. Make sure that whatever you attach is no thinner than your pinky finger or thicker than your thumb. Reminds student to refer to drawing for attributes.	Creates face of character with features. Optional: Imprints textures into character face using found objects or materials.

SECOND GRADE LESSON FIVE // FORMS FOR CHARACTERS

SKILLS AND TECHNIQUES

Wire-cutting a slab.

Scoring.

ART STUDIO TIP

USING CLAY IN THE CLASSROOM:

Laminated tagboard creates a work surface that will not stick.

A 50 lbs box of low-fire white clay serves one classroom.

Don't allow the student to 'ballup' and form a new slab as this traps air and causes breakage in the kiln. Provide damp sponges for slipping, but no water.

Completed portraits need to be dried for at least 10 days before firing.

Remove paper after the drying process.

Optional: Watercolor paint can be used to add color details after firing (as glaze alternative).

LESSON EXPANSION

Use descriptive word to tell more about our character's setting, friends, likes, family.

EVERYDAY CONNECTIONS

characters in stories, video, art

LEARNING STANDARDS

Visual Art

1.1.2 Elements: Shape/form

Common Core ELA

2.RL.7. Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.

2.SL.1.b. Build on others talk in conversations by linking their comments to the remarks of others.

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SECOND GRADE LESSON FIVE // FORMS FOR CHARACTERS

ASSESSMENT CHECKLIST

LEARNING TARGET	ASSESSMENT CRITERIA
Portrays character from a story.	Identifies and draws key animal character attributes and shapes.
Uses preliminary drawing to inform final artwork	Translates 2-dimensional shape into 3-dimensional form.
Securely attaches clay features.	Slips and scores, and connects character features that remain in place.

STUDENT	CREATES CHARACTER BY IDENTIFYING KEY SHAPES	CREATES CHARACTER BY CREATING CHARACTER ATTRIBUTES	TRANSLATES 2D SHAPE INTO 3D FORM	SLIPS AND SCORES ATTACHMENTS AND FEATURES	TOTAL POINTS

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