

## Clay Penguin

**Date:** November 26-30, December 3-7

**Big Concepts:** What is art?

**Teks:** Art Grade 1:

**Perception:** 1.1A Identify similarities, differences, and variations among subjects, using the senses. 1.1B Identify color, texture, form, and emphasis in nature and in the human-made environment.

**Creative Expression/Performance:** 1.2A Invent images that combine a variety of colors, forms and lines. 1.2B Place forms in orderly arrangement to create designs. 1.2C Increase manipulative skills, using a variety of materials to produce drawings, paintings, prints and constructions.

**Historical/Cultural Heritage:** 1.3A Identify simple ideas expressed in artworks through different media. 1.3B Select artworks that show families and groups. 1.3C Identify the use of art in everyday life.

**Response/Evaluation:** 1.4A Express ideas about personal artworks. 1.4B Identify simple ideas about original artworks, portfolios, and exhibitions by peers and others.

**Materials:** Clay, tempera paint, string

### **Content Objective:**

- Students will identify the shapes we use to make penguin.
- Students will learn how to score, press, and smooth clay to make a sculptor.
- Students will increase manipulative skills by forming spheres and ovals out of clay.
- Students learn how to make a pinch pot.
- Students form a sculpture with eyes, nose, and mouth.

**Project Objective:** Students will create a clay penguin that hangs.

### **Activities:**

#### **Introduction:**

Talk about the shapes of penguins. How their head a circle, body is oval, and beak is a triangle. Discuss the penguin's environment and what penguin eats? Who are their predators? Discuss how to create a penguin out of clay using a pinch pot.

#### **Project:**

Day 1:

- Students create a pinch pot that is the body of the penguin.
- Students make a sphere that is the head of the penguin they attach the head by score pressing and using slip.
- Students then create 2 small spheres for eyes and they attach the head by score pressing and using slip.
- Students create a beak and they attach the head by score pressing and using slip.

- Students create 2 fins that they attach to the body and they attach the head by score pressing and using slip.
- Students then add 2 feet for their penguin and write their name on the bottom.

Day 2: Students paint their penguin and make a drawing of their penguin.

**Checks for Understanding:**

Students show their clay penguins and sketch of their penguin then tell about their penguin family and environment.