

Someone's "dirt" can become a "diamond"!



When students create visual art, they explore and experiment with the properties of materials. Some classic examples of developmentally appropriate art opportunities for children include drawing with crayons, painting at an easel, or creating a paper collage. These types of art experiences allow children the opportunity to explore in two dimensions of space.

Through these experiences, children express their ideas and develop an understanding of the various elements of design including line, shape, and color. Children develop fine motor coordination with their hands, develop their ability to focus on a task and share their ideas through both their artwork and conversations about their creations.

Young artists can also work with three-dimensional (3-D) media. Adding a third dimension of physical space allows young artists to explore design properties in new ways. Three dimensional materials allow children to design with length, width, and depth. Working in three dimensions provides new challenges for young artists.

Lesson

Arts

Grade

6

Learning Objectives

- ✓ Identify materials, tools, and relevant processes and techniques used in performing 3-dimensional works;
- ✓ Design and create 3-D artworks representing creatures who have gone through a natural disaster, using conventional and non-conventional materials;
- ✓ Reflect on how disasters affect humans and what helps us survive them.

Duration

One Lesson (45 Minutes)

Required Materials

- ✓ Paper, sketchbooks, or canvas
- ✓ Paints, markers, and crayons
- ✓ Random recycled objects (bottle caps, cardboard tubes, string, small boxes), chart paper
- ✓ Whiteboard, flip chart for group discussion/video projector/interactive board
- ✓ Music (optional, for creating a calming atmosphere)

Preparation and Implementation

Prepare Materials:

- ✓ Duplicate visual aids for each group
- ✓ Arrange an art corner with necessary supplies for the activity
- ✓ Prepare reflective prompts and a short video or slideshow showing examples of how art can be created using conventional and non-conventional materials.

Space Setup:

- ✓ Arrange tables and chairs for collaborative or individual work.
- ✓ Create a calming environment with soft music or natural sounds playing in the background.

PROCESS

1

INTRODUCTION (10 Minutes):

- Start with a warm-up activity: *What Can It Become?*
 - ✓ Display a few unusual recycled items (bottle caps, cardboard tubes, string, small boxes), chart paper) and ask students: “What could this become if it were part of an artwork?”
 - ✓ Students can call out ideas (e.g., a rocket, a dragon’s tail, a robot arm).
 - ✓ Record ideas under “Creative Uses.”
- Facilitate a brief discussion:
 - ✓ What do artists do when they don’t have traditional materials?
 - ✓ How can different materials affect the shape and style of your artwork?
 - ✓ Does going through a natural disaster make us think, act and even react differently?
* *Teacher can choose to extend the time allocated to this part, depending on the level of interactivity he / she gets from the students.*

2

MAIN ACTIVITY (30 Minutes)

Step 1: *Build a 3D creature who has gone through a natural disaster (Individual or Partner work–10 mins)*

- ✓ Each student (or pair) will sketch an idea for a 3D creature who has gone through a natural disaster. Students are encouraged to think about how natural disasters affect people and the community they live in. Teacher will also ask students to think about how they can illustrate what helped their creature survive the disaster.
- ✓ Tell students to Sketch their creatures, providing information such as:

- Name of creature: _____
- What's special about it? _____
- What natural disaster they have gone through? _____

Step 2: Construction Time (Hands-On, 20–25 mins)

- ✓ Ask students to use their design plan to build their 3D creature, with the help of recycled materials (egg cartons, boxes, paper tubes, yarn, foil, fabric scraps), scissors, glue, tape, markers, paint.
- ✓ Encourage trial and error: “If something doesn’t work, how can you fix it or change your plan?”
- ✓ Students can work individually or in pairs.
- ✓ The following **Problem-Solving Prompts** can be posted on board or handed out:
 - What part is the hardest to build?
 - Can you use a different material to make it work?
 - Is there another way to connect the parts?

** Teacher can choose to increase the duration of this activity, according to the level of of his / her students’ artistic abilities.*

3

DEBRIEF AND REFLECTION (10 Minutes)

- **Class Gallery Walk:**
- ✓ Students leave their creations on their desks. Everyone walks around and views each other's creatures
- Conduct a reflective discussion:
 - ✓ What problem did you face while building your creature?
 - ✓ What did you try that helped you solve it?
 - ✓ What was the most difficult thing to illustrate survival after a disaster?
 - ✓ What was your favourite part of building a 3D artwork?

4

COOL-DOWN AND FINISHING THEIR WORK (5 Minutes)

- **Creature Tagline**
- ✓ Each student writes or says a 1–2 sentence “tagline” about their creature:
 - ✚ “My creature is called ___, and it survived ___ because ___.”

EVALUATION

- Observe students during the activity to assess:
 - ✓ Engagement with the process;
 - ✓ Creativity and expression in their artwork.
- Facilitate feedback:
 - Encourage students to share one positive observation about a peer’s artwork.
 Collect artworks for display or create a class gallery on the school hall to showcase their efforts to other teachers and students.

ANNEX

Examples of non-conventional materials used to create 3-d artworks (which can be brought to class either by the students or by the teacher)

- Found Objects: bottle caps, old keys, car tyres, fabric and metal scraps.
- Recycled Materials: plastics, cardboard, scraps.
- Food items that can be used to create edible sculptures and temporary artworks such as birthday cakes.
- Textiles: yarn, thread, fabric, raffia, sisal.
- Digital and Virtual Reality: As technology develops, some artists experiment with virtual and digital reality to create three-dimensional works of art. The immersive and participatory nature of the works created helps subvert traditional notions of physicality.