



Aim/Goal of the 8-wk Curriculum:

Over the course of eight weeks students will explore the world around them through the basic five senses: sight, hearing, smell, taste, and touch. They will have an opportunity to experience the world differently as their senses are enhanced or taken away. Each week students will experiment with a variety of media to exercise three aspects of the senses. They will become more aware of their own senses as well as understand how animals and plants use senses in everyday life.

Fine Arts Goals Met by the Objectives:

- *State Goal 25.A.1d* Identify the elements of line, shape, space, color and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation.
- *State Goal 26.A.1e* Identify media and tools and how to use them in a safe and responsible manner when painting, drawing and constructing
- *State Goal 26.B.1d* Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building and imagination.
- *State Goal 27.B.1b* Know how images, sounds and movement convey stories about people, places and times.

Objectives: Students will...

- Identify the five sense organs of the body and the five senses.
- Learn about animals' heightened senses.
- Discuss texture and experience the tactile qualities of various man-made materials.
- Learn about texture found in the natural world.
- Understand form by manipulating clay.

Vocabulary:

- *Sense:* A way we interact and come to understand the world
- *Landscape:* A type of art that shows natural scenery. Landscapes include beaches, mountains, forests, fields, jungles, canyons, deserts, trees, bodies of water, etc.
- *Echo:* When you can hear yourself after you've stopped making noise. Example: talking in a cave, yelling something into a well, singing in an empty room, etc.



- *Echolocation*: A technique used by animals (like dolphins and bats) to navigate their environment, to locate obstacles and prey. The animals call out and listen for the echoes that bounce off of nearby objects.
- *Environment*: The world around us. There are many different types of environments all over the world like deserts, oceans, rainforests, etc. Each one has different characteristics that make it unique, and because of this, have different forms of wild life within it.
- *Texture*: used to describe the way a three-dimensional work actually feels when touched.
- *Extract*: A solution obtained by steeping or soaking a substance (usually in water).
- *Sculpt*: To shape or mold clay.
- *Form*: Form is a three-dimensional geometrical figure, as opposed to a shape, which is two-dimensional, or flat.

Multicultural/Historical exemplars:

1. Touch Kit and Examples from Giertz Resource Center.
2. Landscape Quilt “Spirit Song” by Jeanine Malaney



3. Texture Study 1 by Carly Swenson





4. Collage, Artist Unknown



5. Collage, Artist Unknown



6. Sara Cannon



7. Angela Whitford, “Interconnectivity” – “My recent work has focused on exploring the possibilities of collage and various found objects. This technique provides texture to the painting and adds depth to the concept of the work”



Learners Materials:

- Name tags (32)
- Pencil (32)
- Sketchbooks (32)
- Assorted color construction scrap paper (1 box)
- Printer paper (40 sheets)
- Elmer's glue (20)
- Safety scissors (32)
- Decorative scissors (15)
- Cotton balls (1 large bag)
- Sequins (5 small bags)
- Assorted yarn (5)
- Woodchips (ziploc bag full)
- Sand paper (32 sheets)
- Aluminum foil (20 8X10 sheets)
- Various fabrics
- Leaves
- Feathers (2 bags)
- Sticks
- Model Magic (64 small bags)
- Extracts (vanilla, orange, lemon, mint)

Procedures:

Project #1 "Smellnimals"

- Demonstration: 5 minutes (9:35– 9:40)
 - Teacher will remind students of different animals just discussed.



- Teacher will ask students what are examples of other animals to help brainstorm ideas for sculpting an animal out of basic shapes
 - Teacher will show teacher example to class.
 - Students can put in the facial features of their chosen animal such as eyes, ears, nose, and mouth
 - Teacher will remind students of the animals' heightened sense of smell and will ask them to smell, but not eat, the clay.
 - What do you smell?
 - Teacher will show students where to collect materials and when they finish, they should always return the extra materials to the original places.
- Design/work session: 15 minutes (9:40 – 9:55)
- Teacher will ask students to pick one type of animal and think about what it looks like.
 - References will be provided
 - Students will be given clay and a paper plate on which to write their name and on which to place the finished clay animal.
 - The students will start creating their animal using different colored scented clay.

Project #2 “A World of Texture”

- Demonstration: 5 minutes (9:55 – 10:00)
- Teacher will show how provided materials can be used to create texture from the natural world.
 - Woodchips can be used to create trees.
 - Sandpaper to create sand in the desert or the ocean.
 - Cotton balls for clouds.
 - Teacher will ask students to think about which environment their created animal would live in
 - If you made a bear, your animal lives in the forest.
 - If you made a dolphin, your animal lives underwater.
 - Teacher will show students how to use simple shapes to make their environment.
 - Teacher will demonstrate how to create texture rubbings using printer paper and crayons.
- Design/work session: 35 minutes (10:00 – 10:35)
- Students will be provided with many different textured materials.
 - Students will choose their background color of construction paper and write their name on the back of it.
 - Students will walk around the class and find interesting textures within the room on which to make their rubbings, and will return to their seats in about 5 minutes.
 - Students can draw part of their environment on their construction paper using markers.
 - Students can also apply their rubbed prints to their collage by cutting around them and



- gluing them to the construction paper.
- Students will also use scissors and glue to apply the provided textured materials to make their environment for their animal.
- Students will place animal in their environment.
- When students are finished with they will bring it over to the showcase area.