

Lesson Title: "Trophy Wall of Shame"

Paper Mache mounted animals representing human caused extinction

Subject: Art 9-12

3D Art, Multimedia and Sculpture

Objective: Students will learn about human-caused extinction as it relates to the world and animal bio-diversity. Students will learn about the art of paper-mache and it's use in creating sculptures. Students will create realistic animal forms using the paper-mache technique and demonstrate their creativity in the finished look of their mounted animal.

Students will use what they already know about creating awareness with their art, and they will display their mounted animals together as a "trophy wall of shame" to represent and raise awareness for the issue of human-caused extinction.

Key Concepts: Paper Mache, Human-Caused extinction, art for awareness.

Technology will be used to show the steps in the process, document student progress on the blog, show samples/examples of paper mache.

California State Content Standards: VAPA proficient 2.1 + 2.6 + 4.5 + 5.4

Materials: paper, newspaper, glue water, paint, paint-brushes, scissors, masking tape, cardboard, pen/pencil, box-cutter/x-acto knife, construction paper

Technology: Laptop, internet access, home access to computer/internet, PowerPoint, LCD projector, films (Disney's "Oceans", Planet Earth, web media) Blog (www.missggallery.blogspot.com)

*Students are encouraged to use the classroom computer/internet if no access at home.

Anticipatory Set: Clips from Disney's "Oceans" film are viewed, to show humans effects on the amazing marine life.

Connects to previous lesson on using art to raise awareness, students are already brainstorming ways to present this new issue to the public.

Instruction: Introductory PowerPoint presentation on "Human-caused extinction". Students learn the major effects of humans on their environment and animals. Students take notes on presentation.

Teacher also presents information about the art or paper-mache, including steps, and inspiration for the trophy wall of shame idea.

Students are presented with a list of animals wither critically endangered or extinct because of humans. Students are to choose an animal to create using paper-mache and then complete Internet research project to find details for the plaque (part of the awareness component).

Once research is complete (with profile and front-view images of the animal) students will begin steps in the paper-mache process. The teacher, broken up over time according to the daily goals, will demonstrate steps. Students begin by creating the general form using newspaper and masking tape, then begin paper mache over the form, finally paper mache the animal head to the plaque style they cut out of cardboard. They finalize their design by decorating the form, either realistically or more decorative/formal.

Haitian Paper-Mache animal story is shared with students as inspiration/motivation.

Internet resources for paper-mache as well as extinction data are provided on the blog. Opportunities to engage with the content and with each other on the blog as well.

Guided Practice: Teacher utilizes PowerPoint for step-by-step instruction, as well as document camera for modeling techniques, images on bulletin board, video tutorials on the internet, and several posting on the class blog for students to view at home.

Daily demonstrations, one-on-one demonstrations and step-by-step board in classroom.

Closure: Students complete their animals/plaques, complete with the information about their animal's name, extinction/endangerment status, and year of classification. Students are encouraged to share the story of their animal, how humans impact its environment and survival with other student in their class. Culminates in the class critique. Students assess another student's work, according to the rubric/criteria. Students then go back to their artwork and complete their self-evaluation. Then students walk around class, as part of a gallery-style critique and the students nominate each other for different awards based on overall creativity, decoration, likeness, form, craftsmanship, etc. Awards are shared in teacher-led discussion. Animal sculptures are then mounted and displayed together at the district office and school, to create awareness.

Check for Understanding/Evidence of learning:

During PowerPoint/presentation students demonstrate understanding by answering questions on worksheet. Teacher reviews answers and reteaches if necessary.

Daily goals to be on-track with timeline are articulated by teacher (students self assess) and final rubric self-assessment at the completion of the project.

Students will share the story of their animal via internet/social networking.

Students are also required to view and post on the blog weekly.

Suggested Extension activities, Supplemental Materials and connections:

participation on the class blog discussions and posts. Supplemental films/documentaries. Students encouraged to participate in the district art show, to create more awareness outside of the school community.

Brainstorming more solutions for the issue, including carrying out a school-wide plan to raise money, etc.

