



Grade/s: 9-12

Enduring Idea: Fantasy

Integrated Discipline: Biology

Unit Title: Animal/Object Transformations

Unit Designer: Kara Luke

Unit Description: The concept of fantasy can lead the learner in many different directions, both as a way to problem solve and to discover new possibilities of creation. In this particular unit, learners will discuss fantasy as a way of expressing creativity and imagined beings. Learners will discuss the function of several objects and the anatomy of various animal species in preparation for their ceramic sculpture. Learners will randomly choose one animal and one object to transform into one sculpture. The learners will have to use creative problem solving strategies to figure out an interesting way to combine two unlikely things.

Images: -Karl L. Muller, *Pitcher*, 1880; CMA 2010.5
-Edgar Alexander McKillop, *Kangaroo*, 1930; CMA 1975.42
-Nagakura Kenichi, *Snail*, 2006; CMA 2007.15.1
-Laurie Simmons, *Food, Clothing, Shelter*, 1996; CMA 1997.5.1-3

Key Concept: Using creativity to experience the improbable.

Essential Question: What technologies can we use to experience fantasy?

CCSS Art: III. The student will examine the content of works of visual art and use elements from them in creating his or her own works.
VI. The student will make connections between the visual arts and other arts disciplines, other content areas, and the world.

Integrated CCSS: Standard B-5: The student will demonstrate an understanding of biological evolution and the diversity of life.

Learning Outcomes: The learner will:

1. Discuss fantasy and problem solving as a way to discover the improbable.
2. Discuss CMA artist exemplars and how they relate to form, function, and fantasy thinking.
3. Choose animal and object to be combined into a sculpture.
4. Create a fantasy sculpture exploring the unique qualities and forms of both an animal and object.

Motivator: The teacher will share her own creation of a combined animal/object sculpture: Raccoon/Waffles. She will discuss her thought process, technique, and strategies for handbuilding this sculpture.

Day Breakdown: Day 1: Motivator; Discuss fantasy, problem solving, and improbably creations. Will show a PowerPoint presentation of assignment, show past student examples of assignment.
Day 2: Learners will randomly choose both their animal and object. The teacher will have 2 bowls presented to each student. One bowl will be filled with a variety of animals, one bowl will be filled with a variety of inanimate objects. Each learner will choose a paper slip out of each bowl. Learners will then begin researching the anatomy of the chosen animals and objects and create 3-5 thumbnail sketches of their possible designs.
Day 3: Continue researching and sketches designs.
Day 4: Ceramic handbuilding demonstration.
Day 5-20: Learners will sculpt their ceramic animal/object transformations.
**glazing to follow 2 weeks later

Materials: Paper, pencil, computers, earthenware clay, ceramic sculpting tools, spray bottle, wooden boards, plastic bags

Resources: Past teacher and student examples, PowerPoint presentation on ceramic handbuilding techniques, CMA artist exemplars, objects for modeling

- Assessment:**
- group participation in discussion
 - checklist for research and thumbnail sketches
 - rubric for final sculpture

