



| FAIRY HOUSES / FOUND OBJECT HOUSES LESSON   |   |
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| Lesson Summary  | Teacher Notes   |
| <p><b>Standard:</b><br/>                     Visual Arts<br/> <i>Standard 1: Creating, performing and participating in the arts</i><br/> <i>Standard 2: Knowing and using arts materials and resources</i><br/> <i>Standard 3: Responding to and analyzing works of art</i><br/>                     English Language Arts<br/> <i>Standard 1: Students will read, write, listen, and speak for information and understanding.</i><br/>                     Mathematics, Science, and Technology<br/> <i>Standard 1: Analysis, Inquiry, and Design</i><br/> <i>Standard 3: Mathematics</i><br/> <i>Standard 5: Technology</i></p> | <p><b>Topic:</b> Structures and Architecture</p>  |
| <p><b>Instructional Objectives:</b><br/>                     After exploring artist/sculptor Red Grooms and looking carefully at <i>The Bookstore</i>, students will create their own three-dimensional structures using art materials and objects found in nature.<br/> <i>Early Elementary Grades:</i> Create Fairy Houses<br/> <i>Upper Elementary/Middle School:</i> Create a structure with a particular function or purpose</p>   | <p><b>Extension Area: Science</b><br/>                     Exploration and observation of items collected from nature.<br/> <i>Standard 1 – Analysis, Inquiry, and Design</i><br/> <i>Standard 4 - The Living Environment</i></p> |
|   | <p><b>Extension Area: Social Studies</b><br/>                     Exploration of structures and habitats<br/> <i>Concept/Theme:</i> Environment and Society</p>   |
| <p><b>Motivation:</b><br/> <i>Early Elementary Grades:</i> The students will create a story for the fairy whose house they will create (the interests of the fairy, where they live, etc.) so that they are invested in the project they are creating.<br/> <i>Upper Elementary/Middle School:</i> The students will create a structure based on their own interests (ex. Sports facility, art museum, government office, etc.) in order to create a sense of ownership in the project.</p>   | <p><b>Time Period:</b> 3-4 class periods</p>  |
|   | <p><b>Materials:</b> Heavy poster paper, pencils, markers/paint, paint brushes (if appropriate), scissors, glue, clear tape, pipe cleaners, popsicle sticks, found natural objects, and paper and fabric scraps.</p>              |
| <p><b>Delivery of Instruction:</b></p> <p>Step 1:</p> <ul style="list-style-type: none"> <li>Review the artwork of Red Grooms and the architectural details of <i>The Bookstore</i>.</li> <li>Review the process he went through to create his work.</li> </ul>   |   |

# toolkit



# The Project Place



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| <p><b>Step 2:</b></p> <ul style="list-style-type: none"> <li>The Bookstore began with a small <i>maquette</i>. Explain to the students they will be creating their own <i>maquette</i>: the <i>early elementary students</i> for fairies to live in; the <i>upper elementary/middle school</i> students as a model for a larger structure.</li> <li>The students will write/draw about what their structure will need to include either based on the fairy that will live in the structure or the use/function of the structure.</li> </ul> <p><b>Step 3:</b></p> <ul style="list-style-type: none"> <li>Allow the students to sketch ideas for their structure, reminding them that they will create the 3-dimensional version at a later time.</li> <li>Students review and edit the sketches of their structure to add more details or ideas when time allows before moving on to Step 4.</li> </ul> <p><b>Step 4:</b></p> <ul style="list-style-type: none"> <li>Go outside the school to collect objects from nature: pieces of bark, twigs, leaves, grass, acorns, etc., to adorn the structure.</li> <li>Review the collected objects when back in the classroom and discuss how they may be incorporated into the structures.</li> <li>Review the architectural elements that should be included - doors, windows, walls, roof, and design details. Review related vocabulary as appropriate.</li> </ul> <p><b>Step 5:</b></p> <ul style="list-style-type: none"> <li>Begin to build the structures. Remind students to use their sketches and writing to help guide/focus the design.</li> </ul> | <p><b>Vocabulary Words:</b><br/>                 Red Grooms<br/>                 Architecture<br/>                 Structure<br/>                 Habitat<br/>                 Two-dimensional<br/>                 Three-dimensional</p> <p><i>Maquette</i></p> |
| <p><b>Closure:</b><br/>                 Have the students share their artwork by telling a little information about the type of structure they chose to create. Discuss the process of making this type of artwork and going from a 2-D to a 3-D work of art. Younger students may want to bring their fairy house outside, placing and photographing them in an "appropriate" location. Structures are ideal to create an "in-school exhibition."</p>  |  |