"Stuffed" Hybrid Animal

In this project students will create a 3D "stuffed animal" version of the hybrid creature they invented in the previous two drawing projects.

Grades K-1

In this project Ss will make a "stuffed" version of their hybrid animal out of paper.

Materials: paper grocery bags or brown butcher paper, cotton batting or paper scraps, tempera paint, paint cups and palettes, paint brushes, staplers with staples, craft/fabric glue, decoration: googly eyes, pipe cleaners, ribbons, feathers, fake fur, felt cutouts, cellophane, cardstock, markers, pencils, scissors, masking tape.

Process:

(Session1) After a teacher demonstration, Ss will trace the outer shapes of their animal on a paper grocery bag or on two sheets of brown butcher paper stacked on top of each other. Next, they will cut out both pieces at the same time. Ss will then paint both sides of their paper animals and plan any extremities such as legs or antennae.

(Session 2-on) After a teacher demonstration, Ss will then staple the two sheets of their creature together, leaving a gap to stuff the animal with. Extremities should be taped and stapled inside the creature. Ss will stuff the animal with batting, and then staple the opening closed. Finally, Ss will glue adornments such as eyes, wings, and feathers on their creature.

Time: 2-3 hours depending on complexity of paint and embellishment.

Grades 2 - 5

In this project Ss will make a "stuffed" version of their hybrid animal out of felt.

Materials: paper grocery bags or brown butcher paper, cotton batting, fabric paint, paint cups and palettes, paint brushes, pins, sewing needles, yarn and heavy thread, fabric glue, decoration: googly eyes, pipe cleaners, ribbons, feathers, fake fur, felt cutouts, cellophane, cardstock, markers, pencils, scissors, masking tape.

Process: (Note: pattern making and sewing skills need to be clearly demonstrated and supervised**)**

(Session1) After a teacher demonstration, Ss will trace the outer shapes of their animal on a paper grocery bag or on two sheets of brown butcher paper stacked on

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top of each other to make a pattern. Next, they will cut out both pieces at the same time. Ss will then pin their pattern to two sheets of felt and cut out the felt shapes. They can paint the felt with fabric paint if desired, or glue on other felt colors. They will then pin the two sheets together, leaving a gap to stuff the animal with. Extremities should be taped and sewn inside the creature.

(Session 2-on) After a teacher demonstration of sewing technique, Ss will turn the animal inside-out, then sew it together with a whip stitch, leaving the opening intact. Next, Ss will turn the animal right side out. Ss will stuff the animal with batting, and then sew the opening closed. Finally, Ss will glue adornments such as eyes, wings, and feathers on their creature.

Time: 3-6 hours depending on complexity of form and embellishment.

Standards Addressed:

Grade 1 - 2.5 Create a representational sculpture based on people, animals, or buildings**. Grade 4 - 2.3** Use additive and subtractive processes in making simple sculptural forms. **Grade 3 - 4.2** Identify successful and less successful compositional and expressive qualities of their own works of art and describe what might be done to improve them.

Perception & Response: Awareness of how artists use creative strategies to invent and develop new concepts.
Awareness of how artists use "craft" techniques in contemporary art practices.
Visual Arts Heritage: Greek Mythology, Chinese Mythology, and Surrealism
Aesthetic Valuing: Ss will appreciate the power of texture, color, and 3-dimensional form in the medium of sculpture. Ss will investigate the process of translating a 2-dimensional drawing into a 3-dimensional object.
Creative Expression: Ss will learn to make an inventive sculpture in fabric and will learn how to use sewing techniques as a tool for creative expression.
Connections: Biology, Social Studies

Closure:
• Ss will write a brief paragraph or sentence describing what was successful about their work, and what they would do differently.
• We will have a "gallery walk" in which we will look at the work of the entire class. Ss will describe the challenges they faced with the medium.

Extension:
- Package Design for their stuffed animal
- A promotional poster for their animal
- Creation of a 3-Dimensional diorama or a 2-Dimensional backdrop for their stuffed animal

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Animal Hybrids: Stuffed Animal

Each artist sewed a stuffed animal version of their creature in felt. The youngest group (Alligators) made their stuffed animal out of painted and stuffed paper.

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Hybrid Animal Project, Part 1 (Chalk pastels)

In this project students will draw several different types of animal in chalk pastel, then cut up their animals and reassemble into a new hybrid creature.

Materials: 4 sheets of light-colored construction paper for each student, chalk pastels, scissors, glue sticks or Elmer's glue, photo reference for animal drawings, paper cover sheet.

Process: T will start by leading a class discussion of the following categories of animals with students and writing their characteristics on the board: birds, mammals, fish, reptiles, insects. T will then tell ss that they will be creating their own creature that possesses a combination of characteristics from real animals. S will draw one animal large on their paper using the pastels. They may choose to use photo reference or not. Ss will then draw two more animals from two different categories on two new sheets of construction paper. T will then instruct ss to cut up and combine at least two of their animals, pasting their finished animal on to a new page. Ss will conclude this activity by naming their creature and writing its characteristics on the back of their drawing.

Hybrid Animal Project, Part 2 (Scratchboard)

In this project students will draw their new hybrid creature in a style that mimics ancient Greek pottery.

Materials: sheet of Bristol paper for each student, crayons, ink/dish soap solution, a scratch stylus for each student, paintbrushes, rags for cleaning up spills, a tarp, paint brushes, a bucket filled with water to clean brushes with, jars of the ink/soap solution.

Process: T will show examples of Greek mythology pottery and explain the process. Ss will receive a sheet of Bristol board and crayons. Ss will cover the sheet completely with a thick layer of crayon after being instructed that any white showing through would be black. Next, ss will go to a tarp-covered station where they will coat their paper with the ink mixture. When dry, ss will scratch their drawing on the paper, through which the crayon will show.

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