



Clay Sculptures

Standard
Connection:
ELA.RI.PK4.3
ELA.L.PK4.1e
PD.FM.PK4.2, 4
M.MD.PK4.2
VA.CR2a.1.PK
VA.CN11a.1.PK

Enduring Understanding(s):

- Animals have unique characteristics. Some of these characteristics help them to survive in their habitat.
- Like humans, animals are part of interdependent communities that are affected by and adapt to the environment that surrounds them.

Essential Question(s):

- How do animals form communities, work together, and use and adapt to their environment?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Swimmy</i> • <i>A Swim Through the Sea</i> • <i>A House for Hermit Crab</i> • clay • tools (plastic utensils, popsicle sticks, etc.) • large Ziploc bags • tempera paint • paintbrushes • visuals or texts for inspiration 	<p>attach: to join or connect</p> <p>decorate: to make more beautiful by adding decorations or designs</p> <p>inspire: to stimulate or influence</p> <p>materials: anything used for building or making something</p> <p>size: a measure of largeness or smallness</p> <p>texture: the feel or look of a surface</p> <p>weight: how heavy something is</p>	

Intro to Centers

Preparation: Set up the Creative Arts Table for clay. Cover the table with either butcher paper or newspaper. Tape down the butcher paper or newspaper securely to the table. Divide the clay into small balls that are manageable for the children. Cut some large cardboard boxes into small pieces to serve as bases for working with the clay.

"In <i>A House for Hermit Crab</i> , Hermit Crab carries a colorful shell on his back for his home. Shells can have many different colors and textures . Shells can also be many different sizes ."	Show illustrations. Children respond.
"Today in Creative Arts, we have a new medium, or material , to work with. This is clay. Artists use clay to create sculptures."	Show materials.
"First, we are going to explore the clay, and you can practice making your own sculpture. Which ocean animal do you think you might want to create? You can use <i>A House for Hermit Crab</i> to inspire your ideas."	Children respond.
"We want our clay ocean animals to look realistic – like real ocean animals. How could we make our clay animals look like the ocean animals we see in these books?"	Show illustrations. Children respond.

During Centers (Part 1–Experimentation):

During Centers, children will experiment with the clay. Encourage them to use their fingers to mold, push, pinch, press, or squeeze the clay. At the end of Centers, have the children ball up their clay and place it in the large Ziploc bag.

During Centers (Part 2–Ocean/Tide Pool Animal Sculptures):

Children will create ocean/tide pool animal sculptures of their choice with the clay. Encourage children to sculpt animals that have realistic features. They could refer to books, illustrations, and photographs for inspiration.

The clay takes about 48 hours to dry completely (possibly longer for thick pieces). The clay may be painted at any time. Encourage children to use realistic sea animal colors.

Guiding Questions During Centers:

- How does the clay feel?
- What happens when you _____ (mold, push, pinch, press, squeeze, etc.)?
- How could you make the clay thinner? Thicker? Round?
- What could you do to attach those pieces together?
- What kind of sculpture do you want to construct?
- Which tools do you need to make that kind of sculpture?
- Will you work by yourself or with a friend?
- How will you create that _____ (fish, octopus, hermit crab, etc.)?

Thinking and Feedback:

Dilemmas with clay are rich topics for “Thinking and Feedback” meetings. Children can analyze problems and propose solutions. For example, a sculpture falling apart as it dries is a chance to discuss why this happened and what might be done to prevent this in the future.

Documentation:

Collect samples of the children’s work as well as photographs of their processes; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Encourage children to use their ocean animal sculptures in other centers like Blocks and Dramatic Play.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help children answer Guiding Questions. During Centers, provide a variety of materials to meet the children’s sensory and fine motor needs. For example, provide clays of different hardness for children that may have difficulty shaping it. Putty or dough are also useful for practicing, but will not dry like clay, so creations may not be able to be saved for use in other centers. Provide pictures to help children get ideas to begin sculpting.