Unit 4.2 How Can I Work in a Group? Lesson: Monster Mouths Grade Levels 3–4

Yearlong Objectives
- I can recognize my own unique skills.
- I can express myself with words and art.
- I can work as part of an ensemble.

Essential Questions
- How can I be an active member of an ensemble?
- How can I show my unique perspective in my work?

Lesson Objectives
- Apply knowledge of sculpture to create a three-dimensional clay mouth.
- Use paint to complete a sculptural work.
- Define and describe an array of emotions and emotional terms.

National Arts Standards
Note: For consistency, all arts standards listed are second grade standards. However, National Anchor Standards naturally build on each other. To adjust for your grade level, find the corresponding Anchor Standard for your grade.
- Use learned art vocabulary to express preferences about artwork. (VA:Re9.1.2a)
- Distinguish between different materials or artistic techniques for preparing artwork for presentation. (VA:Pr5.1.2a)
- Discuss and reflect with peers about choices made in creating artwork. (VA:Cr3.1.2a)
- Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers. (TH:Pr6.1.2.)

Materials needed
White air-dry clay (enough for each student to have a small handful), sculpting tools (toothpicks, pencils, etc.), acrylic paints, brushes, water, wet wipes (for cleaning), large paper (for placemats)

Time needed
90 minutes

Vocabulary for this lesson
Social-Emotional: comfortable, uncomfortable, sadness, joy, fear, surprise, anger, ensemble
Visual Arts: sculpture, sculpt, tool, paint, painter
Theatre: ensemble
Warm-Up Phase (15 minutes)
Circle
Open-ended question: What are some foods that you dislike?
Feelings question: How were you feeling at the beginning of the day? How are you feeling now?

Team-building game: Freeze, Level 2 (see Team-Building Games)

I Do/ We Do (20 minutes)
Explicitly Teach
- Explain that sculptors apply color to their sculptures in many different ways. Brainstorm some different methods you can think of to apply color.
- Remind students about acrylic paint: *This is a water-based paint, so it dries quickly, but it does not come out of your clothes. When did we use this before? What did you learn about it?*
- Talk about techniques for painting very small surfaces.
- Have students brainstorm emotion words again (as in the previous class). Sketch different kinds of mouths that might show those emotion words, or show examples from the Internet or books from the class library.
- Go over the principles of sculpting and using tools again.

Keep in Mind
- Students will be in different places for this project; some will be sculpting, some will be painting, and some will be sketching. *How can you make sure you feel good about the unique space you are in?*
- Keeping a space neat is an important part of working as an ensemble. *How can you ensure that your space and your materials are kept neat?*

You Do (55 minutes)
The project, step-by-step
- Sharing a palette with your table group, select colors for your monster eye (from last week). Make sure the colors match the emotions that you are trying to convey with your eye.
- Paint the eye(s) carefully. Be sure to keep your fingers clean! It can be difficult to do that because you are working with a small space.
- When you have finished painting, raise your hand to get a new placemat and a piece of clay to create a mouth.
- Label the paper with the emotion you’ve chosen for the mouth. It does not need to be the same emotion as the one the student has chosen for his eye.
- Sculpt a monster mouth that goes with the emotion you’ve selected.

Extensions: Students can create another mouth for a different emotion. Students may choose to create multiple mouths.
Closure: Walk around the room looking at the different sculptures. Read emotion words out loud and have students put those emotions on their faces, demonstrating a grasp of those emotional vocabulary words.
Optional Writing Prompt: What emotional vocabulary word that we have explored in the past few days is one you feel most often? How does knowing this emotion word help you express what you are feeling to your friends or adults?

Big Picture
We will add these eyes and mouths to our class monster. Next week we will begin to build its body.
Adjustments for K-1
Warm-Up Phase
Freeze is tricky for very young people, so it might make sense to play a game from a previous unit, or to do the circle question only.

I Do/ We Do
Present emotion words students have already learned rather than brainstorming. Skip information about painting; these students don’t need to use paint.

You Do
Use Model Magic instead of white clay so that students can experiment with color as they sculpt.