





## Warm-Up Phase (15 minutes)

### Circle

Open-ended question: Who are your personal heroes?

Feelings question: How were you feeling at the beginning of the day? How are you feeling now?

Team-building game: Freeze, Level 3 (see *Team-Building Games*)



## I Do/ We Do (20 minutes)

### Explicitly Teach

- Review the parts of a monster that we have created already (eyes, mouths). Talk about other body parts that our monster could have. Make a brainstorm list of the other parts we want to have on our monster.
- Review elements of **sculpture**, according to definition in glossary.
- Write all the body parts on slips of paper, and put them in a hat. You can write “leg” and “arm” more than one time.
- Each table group will pick a body part from the hat. We are going to work as a group to make sculpture today. Go over what is necessary to work as a successful **ensemble**.

### Keep in Mind

- This is the first time the class will be working as a group to create a project. *What do you need to do to ensure everyone feels included?*
- People may disagree on how to use the materials and what to create. *How can you have useful conversations around team differences?*
- Some students will work quickly, and some will work slowly. *What can a team do if it is done?*



## You Do (55 minutes)

### The project, step-by-step

- Teams pull a body part from the hat. (Make sure you have “torso,” “leg,” “arm,” and “head,” at the very least. Be wary of having more than one torso and more than one head.)
- Teams should sketch a drawing of what they think the body part should look like.
- Everyone agrees on one sketch to sculpt. Other members of the team may add details to the body part sketch.
- The team uses corrugated cardboard and masking tape to create the body part. (See *photo sequence at the end of this lesson plan*.) All members of the team should be involved in cutting, taping, and arranging materials. Don't give too much direction; let students figure out how to do this for themselves.

**Extensions:** Groups can draw from the hat again if they are finished to make something new, perhaps in a special “second round” hat that might include spikes, horns, or tails.

**Closure:** Each team presents its work. The teacher can sketch the work on the board and start to imagine how the pieces of the monster can all fit together.

**Optional Writing Prompt:** How did working as a full ensemble make you feel? Why?



## Big Picture

We will put these pieces together using wire and glue. Next week we'll begin to use papier mâché to complete the monster!



## 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

Focus entirely on group work and what makes a successful ensemble.

### You Do

Have each table group make its own monster, instead of each group making a part. They can spend this class period taping cereal boxes together to make a “monster-like” shape.



