



Ragimals

Developed with Eric Gibbons
New Jersey
Grades 4-12

objectives

Students will...

- Research an animal that best emulates their personality
- Learn about recycling and its importance
- Learn about artists Christo & Jeanne-Claude, Judith Scott, and Jean Draper

National Art Standards

Creating #1 — Generate and conceptualize artistic ideas and work.

Creating #2 — Organize and develop artistic ideas and work.

Creating #3 — Refine and complete artistic work.

Performing #6 — Convey meaning through the presentation of artistic work.

Responding #8 — Interpret intent and meaning in artistic work.

Connecting #10 — Synthesize and relate knowledge and personal experiences to make art.

Connecting #11 — Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Vocabulary

- Armature
- Bind
- Emulate
- Recycle

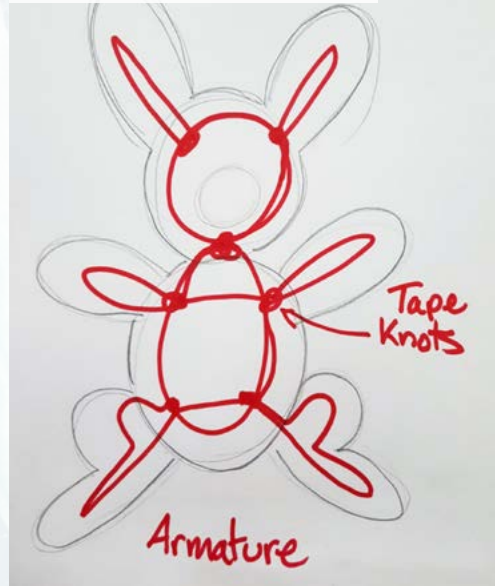
Intro

Wrapping and recycling are methods and techniques used by quite a few artists, including Christo & Jeanne-Claude's early work, sculptures by Judith Scott, and contemporary artist Jean Draper. The example uses polyester stuffing, but if you would like to incorporate more recycling, the stuffing can be swapped out for plastic shopping bags.

Before You Begin

- Have students make a list of five adjectives they feel describe themselves. Students will pick an animal that has some or all of the attributes on their list. This process ensures individualized outcomes and unique artwork.
- Have students do a simple sketch of their animal showing legs, tail, and ears. You should also make a large sketch of your own to show the class (this can be done ahead of time). Be sure you don't show your sketch before students have chosen their animals, or many will copy your idea.
- Explain that the animal needs a skeleton, but in sculpture the skeleton is called an *armature*. The best armature is one that is made from a single wire without any breaks. It is helpful to have students draw a single line armature on their sketches so they can get an idea of how it might look. Let students know that the wire allows the animal to be posed.

SKETCH ANIMAL



CREATE ARMATURE



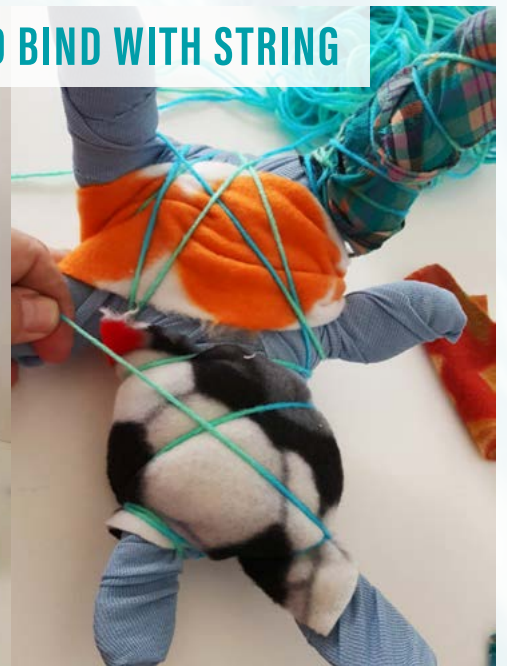
ADD FILLING



WRAP WITH FABRIC



ADD COLORFUL FABRIC AND BIND WITH STRING



Instructions

The lesson requires a bit of planning and gathering, depending on how much recycled material you hope you use.

1. Decide how large sculptures should be. A good idea is to tell students it should fit inside a basketball. Cut the wire into 3-ft. sections for students to work with. Have students hold their wire under the table to protect their eyes. Wearing eye protection is recommended.
2. When armatures are complete, students should tape corners and connections so they don't move. Then add bundles of polyester fill or plastic grocery bags to the fatter areas of the bodies like the head or belly. Thinner body parts don't need filler.
3. Wrap all this with long strips of fabric (approx. 4" wide). Stretch fabric works best for the first bindings. Use up bland colors for this because they will be covered up. Tuck ends of strips into previous wrappings for a flat surface. Cover all wire and fill. When the basic shape is achieved, begin to cover the body with scraps of colorful fabric in patches. Small squares about 4" x 4" are ideal, but odd shapes work well, too. Use yarn to bind these pieces tightly on the surface. Yarn should be used in one continuous piece if at all possible.



RAGIMAL COMPLETE!



Materials

- Pure White Polyester Stuffing, 1-lb. bag — 8500234 or recycled plastic shopping bags
- Never-Rust™ Aluminum Armature Wire, 14 gauge — 9731955 or wire clothes hangers
- Economy Pliers with Diagonal Cutters — 0400734
- Masking Tape, 1"W x 60-yd. roll — 9701126
- Fabric Squares, pkg. of 36, 12" x 12" — 9730542, old clothing cut into strips, and/or Smart Fab® Disposable Art and Decoration Fabric, white, 48" x 40-ft. roll — 9730090(A) cut into approx. 4" x 48" strips
- Yarn Assortment — 4500402, 3500325, or 9736961
- Mini Impact Goggles — SA05431 or goggles borrowed from science room in school



SEL POWER-UP REFLECTION

Suggested questions for an SEL-focused discussion after you finish your creations.

GROUP REFLECTION:

1. How did you decide on what five words describe you? Did you find it hard or easy to come up with that list?
2. Are the words you chose flattering or unflattering words? Why might that be?
3. Were the words on your list similar to or different from other people's words?
4. What words seemed most common? Most unusual?
5. Was it easier or harder to decide on an animal's qualities than your own? Why?
6. What lessons can your animal teach you?

SELF-REFLECTION:

1. Did I try my best on this project?
2. How did I feel as I worked on this project?
3. What role does art play in my life?

Nasco
education

1.800.558.9595

NascoEducation.com

Lesson Plans are developed with teachers with no claim of original authorship.