

Name: Nicole Stabile

Enduring Idea: Artists use form, shape, and imaginative problem-solving to bring characters and creatures to life.

Lesson Title: Model Magic Animals & Balloon Animals

Age: 9-11 years old

Time Allotment: 1 class period, approximately 3 hours long

Lesson Plan Overview

1. Lesson Summary: Students will study the artwork of Keith Haring and learn how he used bold lines, color, and simplified figures to show energy and motion. They will create their own artwork depicting human figures in motion using Haring's style
2. Rationale (The Why): Students learn that artists often reinterpret or stylize familiar objects to express creativity and meaning. By constructing animals in two different styles, students strengthen spatial reasoning, design flexibility, and an understanding of 3D form.
3. Artworks, Artists, and/or Artifacts:
 - Jeff Koons – “Balloon Dog (Blue)”



- Julie Wilson, Lion Cub on Log



- Austyn Taylor, Samuel



4. Key Concepts:

1. Artists build 3D forms by combining simple shapes.
2. Artistic style changes how a sculpture looks, feels, and communicates ideas.
3. Creative interpretation allows artists to transform materials into expressive characters with unique personalities.

5. Essential Questions:

1. How do artists turn simple shapes into expressive 3D creatures?
2. How does style change the personality or meaning of artwork?
3. What artistic choices help bring my animal to life?

6. Standards:

- VA:Cr1.1.5a – Generate and conceptualize artistic ideas through exploration of different styles.
- VA:Cr2.1.5a – Experiment with multiple art-making techniques to develop skills.
- VA:Re7.2.5a – Analyze how form and structure contribute to meaning and style.

7. Interdisciplinary Connections:

- Geometry: Shapes, forms, and proportions.
- Biology: Understanding body structure of animals.

Objectives

1. Students will identify the basic 3D forms used in constructing animal bodies and explain how style affects sculpture design.
2. Students will create a 3D animal sculpture using Model Magic, using either realistic/imaginative techniques or balloon-animal-style segmentation
3. Students will demonstrate confidence in artistic choices and persistence when refining their sculpture.

Assessment

Pre-Assessment: Class will have a discussion on the difference between realistic and balloon-animal style. Students will then sketch an animal they want to create using only simple shapes to plan out their sculpture.

Formative Assessment: Teacher will observe during studio time and ask students, “what animals did you choose and what style did you choose? Why?”

Summative Assessment: Students will complete their artwork and in a group, reflect on what went well and what they struggled with.

Instructional Procedures

To begin the 3-hour class, students are welcomed with a brief visual hook featuring examples of both realistic animal sculptures and balloon-animal-inspired artworks. As a group, students discuss what makes these two styles visually different, focusing on shape, simplicity, and detail. The teacher introduces the day's project: each student will design and sculpt one Model Magic animal in the style of their choice, either a realistic/imaginative creature with detailed features or a simplified animal in the segmented, smooth “balloon-animal” style. Students are encouraged to think about how style shapes personality and expression in artwork.

After the introduction, the teacher will provide a demonstration on how to create 3D forms with Model Magic. This includes rolling spheres and cylinders, attaching pieces securely, and shaping body parts such as legs, heads, and ears. The teacher will then demonstrate the balloon-animal style by rolling smooth cylindrical shapes and gently segmenting them to mimic balloon twists. Following the demonstration, students will choose their preferred style and create a quick sketch of their animal to serve as a planning guide. This sketch will help students think

ahead about the shapes they will use and how their chosen style will inform the overall look of their piece.

Students will then enter their work period, applying their chosen style to a full Model Magic sculpture. Those choosing a realistic or imaginative approach will focus on proportion, details, and textures such as fur or scales. Students choosing the balloon-animal style will focus on smooth, simplified forms with repeated cylindrical segments and minimal detail. During this time, the teacher will circulate around the room, offering support, modeling techniques again when needed, and asking guiding questions such as, “How does your style choice influence the shapes you’re using?” or “What forms are helping your sculpture stand and balance?” Peer support and short check-ins will encourage students to reflect on their process and problem-solve as they refine their forms.

In the final portion of the class, students will participate in a gallery walk. They will place their completed sculptures on display and circulate the room to observe one another’s work. The teacher will lead a brief closing conversation about how style impacts character, mood, and visual identity in sculpture. Students will be prompted to notice the similarities within each style and the differences between them.

Preparation:

1. Teacher Research and Preparation:

- Create visual reference sheet of balloon animals
- Prepare materials

2. Supplementary Materials:

- Balloon Animal Reference Sheet

3. Student Supplies:

- 9x11” white drawing paper
- Pencils, erasers
- Model Magic packets
- Crayola Markers
- Sculpting tools
- Wipes/paper towels

4. Exemplars:



5. Supplementary Material:

