

## Magnificent Magnets

**Intended grade level(s) / age(s):** Pre-k/Kindergarten

**Big Idea / Central concept:** Cherished Items/ What makes you proud?

**Lead Teacher:** [Kayla Campbell](#)

**Co-Teacher:** [Jocelyn Taylor](#)

### Essential Questions:

1. What does 3D mean?
2. What are some examples of 3D objects/art?
3. How is 2D different from 3D?
4. What are things you cherish?

**National Arts Standard(s):** [Find 2-3 [here](#) that apply]

- VA:Cr1.1.Ka Engage in exploration and imaginative play with materials.
- VA:Cr2.1.PKa Use a variety of art-making tools

**OH State Arts Standard(s):** [Find 2-3 [here](#) that apply]

- K.1PE Demonstrates willingness to try new processes.
- K.1CO Connect ideas, stories and personal experiences to works of art.

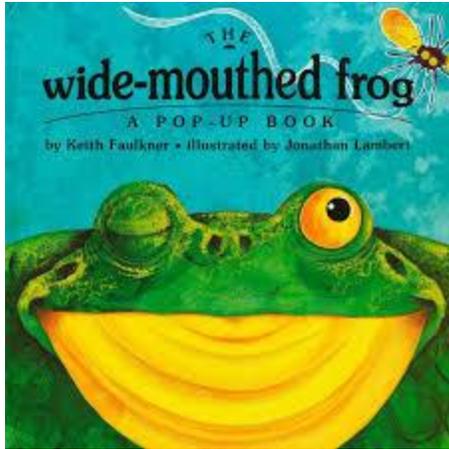


**Artists to be Discussed/Shared:**



**Alice Ronchi: Creates abstract Magnets**

**“The Wide-mouthed Frog” by Keith Faulkner illustrated by Johnathan Lambert**



### Key Vocabulary:

1. Magnet/Magnetic:
2. 3D( Three-Dimensional):
3. Representational VS Abstract:
4. Cherish:
5. Optical Illusion

### Learning Objectives:

- Students will be able to identify 3D objects in their day to day life
- Students will be able to recognize the difference between 3D and 2D art
- Students will be able to name things they cherish

### Art Activity:

Students will create a magnet (s) using Sculpey clay, they can be abstract or representational in the shape of their magnets.

### Materials:

- Sculpey
- Paper and pencil to sketch out ideas
- Magnets (these will be applied later)
- Clay tools, smooth ones

## Lesson Sequence

### Presentation

[https://www.canva.com/design/DAGgcoX15C4/sE6VLxqCre2jzRfiK3lpFw/edit?utm\\_content=DAGgcoX15C4&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAGgcoX15C4/sE6VLxqCre2jzRfiK3lpFw/edit?utm_content=DAGgcoX15C4&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

#### 1) Intro

Students will be introduced to 3d artists and 3d art and prompted to start thinking 3 dimensionally as well as a video showing some examples of what they could make  
Time: 15 min

2) Students will be given time to sketch out their magnet design and will be given material for inspiration  
Time: 15 min

3) Book time reading wide mouthed frog and seeing how to incorporate 3d elements into 2d places like books

4) Students will be given sculpey at their tables to share with their table partners to create a magnet representing the chosen design they sketched. Once they finish they can place on top of their paper so that we can bake them and make sure they are labeled correctly Time: 25/30min

- 5) If they finish early we can have them make things with air dry clay, coloring sheets, or just have things for them to draw on 15/20min
- 6) clean up, have students gather stray clay and any thing else to tidy room up, they can wash hands. Time: 10 min
- 7) The last 10 minutes of class have reflection time where we ask students if they enjoy working with 3D art or how it made them feel. If they learned anything new or if they would like to do anything like this in the future.
- 8) Teachers will glue magnets to creations after class/after in the week that way they can all bake properly

## Assessment

	<b>Excellent</b>	<b>Satisfactory</b>	<b>Needs Attention</b>	<b>Assessment Method</b>
Students will be able to identify 3D objects in their day to day life	Student can clearly identify 2 3D objects in the room	Student can clearly identify 1 3D object in the room	Student cannot clearly identify any 3D objects in the room	Students will answer items they notice in the room/ day to day that they notice is 3D
Students will be able to recognize the difference between 3D and 2D	Student can clearly say the difference between 2d and 3D art in discussion	Student can mostly say the difference between 2d and 3D art in discussion	Student cannot say the difference between 2d and 3D art in discussion	What the students draw will be 2D and their magnets will be 3D and they can identify this
Students will be able to name items they cherish	Student can clearly identify 2 things in their life they cherish/ar proud of/ enjoy	Student can clearly identify 1 thing in their life they cherish/ar proud of/ enjoy	Student cannot identify things in their life they cherish/ar proud of/ enjoy	Students will respond to group participation and respond with things they cherish

## Acknowledgments

<https://www.instagram.com/miss5th/p/CTNgB-2rXuQ/>

<https://www.youtube.com/watch?app=desktop&v=6cicQUYpRV8#bottom-sheet>