

GRADES K/1 Lesson 1

FIRE SAFETY FUN COLLAGE

Student will create collages based on Rudy Autio's Fire Station Mural and a visit to the class by a firefighter and fire truck.

OBJECTIVES:

The goals of this lesson include:

1. To learn about fire safety, firefighters, and their equipment
2. To appreciate of Rudy Autio's *Missoula Fire Station Panel* clay mural.
4. To understand how bright colors enhance a design and make it more appealing to the eye
5. To verbally describing a visual design

MATERIALS:

1. Camera
2. White glue or glue stick.
3. Lightweight scrap materials (feathers, yarn, stickers, old stamps, buttons, labels, etc.)
4. Old magazines (see if you can get some specific to fire fighting from your local fire station)
5. 12½ x 15 pieces of poster board to use as a mount support for the weight of the photo with the collage items glued onto it

PROCESS:

Introduction:

Fire safety (You may want a couple of parent volunteers during this visitation)

1. Show students reproductions of Autio's *Missoula Fire Station Panel* (See images at the end of this lesson).
2. Have students describe the color and other formal properties (shape, line, lights and darks etc) of the mural. Ask: *What do you see? Do you notice how it is divided into small square tiles?* Encourage students to tell a story about what they are seeing. Describe to students the process of how this mural was made using clay, glazes, and a kiln.
Explain to students the purpose of the mural. For background read information at the end of this lesson.
3. Invite a firefighter and fire truck to the class. Firefighter will talk with the kids about fire safety and the job of the firefighter.
2. Take a class photo with the fire truck and firefighter and individual photos of the student with the firefighter in front of the truck.

3. Print one large photo of the class and firefighter for display. Print the individual student photos (8½ X 11) for students to use for their collages.

DESIGNING A COLLAGE:

Concept - After viewing Rudy Autio's firehouse mural, students will design a collage using their colored copy of the firefighter and themselves. If possible hang a color copy of Rudy Autio's Fire Station mural in the room so the students can look at it as they create their collages.

Collage – Give each student an 8½ x 11 color copy of the photo of the firefighter and themselves. Have students glue the photo onto the poster board, leaving a border around the photocopy. Students will collage magazine images and lightweight items to enhance the original photograph. Students will embellish their photo by collaging items that remind them of Rudy Autio's design.

Critique – After the pieces are finished, hang them in the front of the classroom for discussion. Place your students into a half circle, and ask questions to gauge students understanding of fire safety, Rudy Autio and their own creative process.

ASSESSMENT:

1. The critique session will be a good way for each student to explain what they were creating. Possible questions could include:
 - a. What do you remember about Rudy Autio?
 - b. Tell me some warning signs of fire?
 - c. What are the images on your poster?
 - d. How does your design look similar to Rudy Autio's ceramic mural?
 - e. What was the easiest part about designing your collage?
 - f. What was the hardest part to collage?
 - g. How have fire trucks changed in style over time, compared to Rudy Autio's fire truck design?
 - h. What is Rudy Autio's mural made of and what is your small collage made of?

Vocabulary

Clay
Collage
Design
Glazes
Fire equipment
Firefighter
Mural

Web-sites

Missoula Fire Station Panel – West Side of Missoula Fire Station with full page explanation (bottom of the page has a button *Drawing of Center Panel* which shows a close up of the mural

<http://www.rudyaudio.com/audio2.htm>

(Same mural as above) Missoula City site – MCFD Mural by Rudy Audio with photos and description of the mural

http://www.ci.missoula.mt.us/mayor/public_art.htm

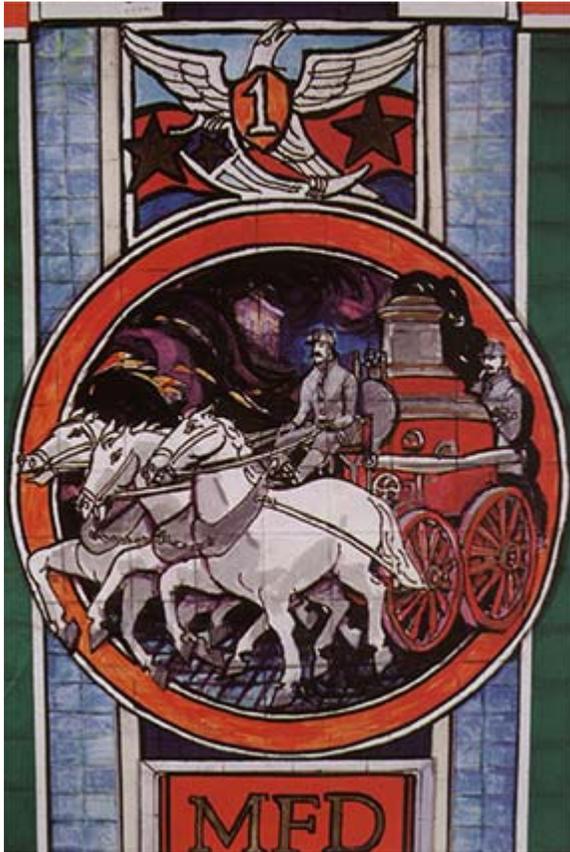
Resources for Teachers

Before the unit begins, recruit different sources to help you find “flat” scraps of materials for your student’s collages. (Note: E-mail to teachers in your building, note to parents to help save materials, garage sales, recycle centers, etc. You could even have parent volunteers cut out pictures of horses, fire trucks, alarms, flames, and fire fighting tools out of old magazines. The kids could use these on their posters too.)



Missoula Fire Station Panel – West Side of Missoula Fire Station

<http://www.rudyaudio.com/audio2.htm>



Close up of mural's Center Panel



The Firestation Relief 1995

In 1995 the Missoula Arts Commission announced a competition for a work of art to be installed in the newly built Missoula Fire Station on Madison and Pine Streets. The building had a niche in the west face, a recessed area approximately 7 x 18 feet in which the art work was to be placed. Entries in the form of models were submitted and then shown at the Art Museum of Missoula for a public vote.

Autio's design, traditional in its layout, depicted easily identifiable scenes and objects. A firebell at the top pays homage to Ben Franklin's first fire society established in Philadelphia. The dominant center panel depicts galloping fire horses with an old time pumper. Beneath the date block, an ancient fire engine in a fiery Arcadian setting responds to a call. The surrounding tiles were so brightly colored that some viewers mistook it for a stained glass window.

After a favorable public vote, the Missoula Arts Commission awarded the commission to Rudy and work began in May at the Autio Studio. Rudy made the drawings, Hugh Warford built the specialized tile sections and Derek Larson, a ceramic student, did all the glazing. Fifty-two kilns full of tile were fired in the 5 1/2 months of work. With all problems solved, scaffolding was erected and the tiles were cemented into place during four days of freezing October winds. Finally a time capsule was placed inside the date tile containing a roster of firemen then serving, along with photos of the mayor, the artist and his helpers, and a copy of the local Missoulian to add ceremony to the installation.

GR: K-1 Lesson 2

CLAY PLAY

Exploring tactile elements of clay with container constructions.

OBJECTIVE:

Students will experience the tactile qualities of clay by experiment forming a small container out of plasticene and earthenware clay.

MATERIALS:

smocks or aprons
(K) plasticene or homemade play-do type
found objects in a variety of shapes, i.e., balls, boxes, etc.
(1st grade) low-fire clay (baseball size amount for each student)
tempera paints

PROCEDURE:

Kindergarten: Using plasticene (or any non-firing clay) students will form a variety of hand-made shapes, i.e., balls, tubes, squares, rectangles, triangles, to experience tactile qualities of clay as well as understanding different three-dimensional shapes.

First Grade:

Using low fire clay, students will form the shape of a container to hold specific objects brought from home such as small stones, seeds, dried beans, etc. Students will:

1. Start with a ball shape and use thumbs and fingers to make a pinch pot bowl or cup.



Making a pinch pot: Cradle ball of clay in one hand and gently squeeze an opening from the center while rotating the clay in your hand

2. Make the inside smooth and decorate the outside with thumb and finger prints, etc.

3. After pieces are bisque-fired, paint with temperas.
5. Bring something to place inside the container.



<http://www.princetonol.com/groups/iad/lessons/high/Maria-tripod.htm>

First Grade:

ANIMAL CONTAINERS

Expand upon the above concept of a container by using slightly more clay per student and creating a larger container that incorporates the shape of an animal. Explain what clay is and how it is a natural element of the earth.

1. Develop the skill of “pinching” and forming shapes. Simple animals (mammals, birds and fish) shapes can be formed by pinching out legs, tails, snout ears, fins, etc. Creatures can be real or imaginary. Note: when forming the animals encourage students to pull out the form from the solid lump of clay rather than adding limbs and other elements. Adding clay to clay successfully requires the use of “scoring and slipping” (see vocabulary)..
2. Once the basic shape of the animal is formed, make it into a container by forming an opening in the top of the form.
3. SURFACE DECORATION: Make the inside smooth. Decorate the outside with finger prints, or add texture by drawing marks on the surface with a pencil.
4. Bisque fire and paint with temperas.

TIME: 20-30 minutes

Grades K-1 Lesson 3

Stenciled Flower Pots

Montanans: Plants, Pots, and People

DESCRIPTION

Each student will hand stencil horse and people designs on a red clay flower pot. Also, they will plant a native Montana grass seed (blue grama or buffalograss) in their clay pot and learn about the process involved in plant growth. Throughout this process, they will be introduced to studies concerning Rudy Autio, Montana, wild grasses.

OBJECTIVES

The goals of this lesson include:

1. Class participation and cooperation with one another.
2. To learn about Rudy Autio and Montana.
3. To learn how to paint using a stenciling method of application
4. To practice story telling as a form of analysis and synthesis
5. To examine the process of plant growth
6. To make the connection of a simple food chain process

Materials

(This is for a class of about 20 students)

Enlarged and silhouetted magazine or clip art photos of horses and people
(2 images per student)

20 eight inch tall red clay flower pots with a matching saucer

20 pairs of safety scissors

Clear tape dispensers

20 small square sponges (Cut up a larger sponge into approximately 2"x2"
square cubes)

10 paper plates

smocks

newspapers

paper towels

At least three colors of student grade acrylic

1- two gallon plastic bucket

Potting soil

Grass seed (blue grama or buffalograss)

Water

PROCESS

1. Introduction

- a. Show examples of Rudy Autio's three dimensional clay vessels with horses and figures on them. Point out how artists have used the same subjects in their art for thousands of years, **(See web-sites below)**
- b. Lead a discussion of Autio's vessels. Pointing out that Rudy Autio was born and raised in Montana choose to work and live there for most of his life. He has made Montana a special place for clay artists.
- c. Ask students what they notice in Autio's vessels. What subjects and color does he use ? How has the artist changed or treated the figures so that they appear to be visually connected?

2. Prepare stencils for the students - Prepare ahead of class several cut outs of running horses and human figures. You can do this by cutting some photos out of magazines, or clip art and enlarging the photo to a size that students can handle (approximately 8" long). (NOTE: If you think the students can handle it, let them cut out their own pictures. Tear out magazine pages and produce photocopies beforehand.). Push two student desks together so that students can work in pairs. Each student should have the following materials at their desk: clay flower pot, paper plate per two students with three colors of acrylic paint ,(make sure the colors are bright or dark enough to show up on the red clayware, small pieces of sponge, dampened, paper towels

3. Taping on stencils – Students will tape at least one horse and one person image onto the outside surface of the clay pot.

4. Stenciling and painting process

Cover the student desks with newspaper. The student should lightly dip their sponge in one of the colors of paint and then lightly brush it off on a spare paper towel until it seems as the paint is not saturated heavily on the surface of the sponge (it should not drip off the sponge). Next, using a jabbing motion, student should blot in the outer edges of where the paper stencil meets the red clay surface (halo effect). The student can re-dip the sponge in other colors without washing off their sponge.

5. Removing the stencils – Once the acrylic dries, 5-10 minutes, have the students carefully pull off the paper stencil from the clay pot. At this time, they should have two "negative space" stencil designs.

6. Planting grass – Students will understand concept of native plants.

- a. Have the students fill their clay container almost $\frac{3}{4}$ of the way full of dirt. Sprinkle grass seed into the surface of the dirt (perhaps a small pinch of seed). Next, spread a thin layer of soil over the seed. Water lightly and place near a window. They will soon learn that you need sun, soil and water to grow plants.
- b. For the next two weeks, have the students check to see if their soil needs water and check for growth.

Assessment

1. Critique Session (Otherwise Known as Show and Tell)

- a. Have the students share stories about what they learned during this unit. As food for thought, the students should have visual access to their acrylic painted pot, Auto images to help them create their story. Ask question of the students to see their understanding of the entire process.

2. The students could get evaluated on several levels.

For example, did they:

- i. -follow directions?
- ii. -work well with their partner?
- iii. -cooperate during clean up?
- iv. -complete the project?
- v. -share a create story about their design and growing Montana native grasses with the rest of the class?

Vocabulary

Stencil

Silhouette

Negative space

Resources for Teachers

1. *Rudy Auto* Book, written by Louana M. Lackey, Phd with forward by Peter Voukos
2. Possible clips from the video *Auto Makes Night Music*, A video by Martin Holt, Produced by Montana Art Works, 1994

Interdisciplinary

1. Science

- a. Photosynthesis lesson or how plants grow
- b. Native plants

Possible Follow-up Projects

Photosynthesis lesson plan project for young students – tin foil shape paper clipped to a leaf for 4 days

<http://www.newtonsapple.tv/TeacherGuide.php?id=915>



Arcana Stoneware 1993 Private Collection

<http://www.rudyautio.com/Arcana.html>

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