



SLITHERING SNAKES

Erin Dean

As is the case with most art teachers, I am always trying to utilize materials that are inexpensive or, better yet, free. Over the past two years, I received an enormous supply of cardboard tubes as donations. This became the main material in this snake sculpture project.

Art lends itself very easily to using recycled items. With the popularity of recycling and “going green,” students were able to appreciate the use of the cardboard tubes.

Sculpture is always an exciting media to explore with all age groups. As soon as my students were informed that their next assignment would be a recycled material sculpture, they were ecstatic. Art lends itself very easily to using recycled items. With the popularity of recycling and “going green,” students were able to appreciate the use of the cardboard tubes.

Learning About Snakes

Our “slithering snake” lesson began by discussing the characteristics of snakes, which was a great way to connect to science. Students learned that snakes are cold-blooded, which means their bodies are the same temperature as their environment. Snakes are reptiles and they eat their prey head first. They do not chew their food, but instead, strong acids in their stomach digest it. Snakes are meat-eaters, or carnivores. They smell with their tongues and have poor hearing and vision.

Materials

- snake information sheet
- cardboard tubes
- scissors
- paint
- paintbrushes
- newspaper to cover tables
- glue
- construction paper
- hole punchers
- pipe cleaners

Objectives

Students will be able to:

1. list at least two different kinds of snakes (knowledge).
2. locate and list the three pairs of secondary colors (knowledge and comprehension).
3. tell at least two facts about snakes (comprehension).
4. construct a unique snake using cardboard tubes (application).
5. design and put together a pattern using two complementary colors (synthesis and analysis).
6. assess artwork using a rubric (evaluation).



Color and Pattern

While viewing pictures of snakes, we discussed the colors and patterns found on all different kinds of snakes. After introducing complementary colors, students chose one set of colors to paint their snakes. They started with a solid color and painted the entire tube. The next class, students chose the complimentary color to paint a pattern and then allowed this to dry. The following classes were devoted to cutting and gluing paper onto their painted patterns using the two complementary colors they started with.

Putting It All Together

When the snakes were complete with paint and paper patterns, we cut apart the tubes and reassembled them using hole punchers and pipe cleaners. This allowed the snakes to move more freely in a slithering fashion. Lastly, eyes and a tongue were added.

After reviewing the characteristics of snakes from our first lessons, students were eager to respond to questions based on their newly gained knowledge. 🐍

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NATIONAL STANDARD

Students use different media, techniques, and processes to communicate ideas, experiences, and stories.

WEB LINK

www.makingfriends.com/recycle/tp_tube_crafts.htm