

Creating Fossils

In this activity students will create their own fossils using materials they may have found outside during the science exploration lesson.

Virginia Standards relating to the fine arts are below:

- K.5 The student will create works of art that connect to everyday life.
- K.7 The student will identify and use the following in works of art:
 - Line—straight/curved, thick/thin, long/short, up/down/across
 - Shape—circle, square, triangle, rectangle, oval
 - Texture—visual, tactile
 - Pattern—occurring naturally, made by people
- K.8 The student will recognize that objects occupy space
- K.11 The student will use motor skills (e.g., pinching, pulling, squeezing, twisting, pounding, rolling, folding, cutting, modeling, stamping) to create two-dimensional and three-dimensional works of art.
- 1.2 The student will describe steps used in the creation of works of art.
- 1.3 The student will use the senses of sight, touch, and hearing as inspirations for works of art.
- 2.7 The student will depict objects according to size and proportion within works of art.
- 2.10 The student will create three-dimensional works of art, using a variety of materials to include clay.
- 3.5 The student will develop ideas inspired by a variety of sources, including print, non-print, and contemporary media, for incorporation into works of art.
- 3.11 The student will identify how works of art and craft reflect times, places, and cultures.
- 4.10 The student will describe and use hand-building techniques to make a ceramic work of art.

Activity:

There are a number of online resources for fossil-making. A question to consider is the permanency of the fossils. For example, young children may use Play-Doh or clay to create impressions of leaves, rocks, or other natural items, while older students may create concave molds to fill with clay.

If you prefer a more permanent fossil creation, clay and plaster may be used. There are a number of online resources to assist with the step-by-step methods of plaster molding.

This activity may be best positioned towards the end of a fossil unit to allow synthesis of the learning and connection to other disciplines (e.g. having the students write a narrative about the fossil they create).