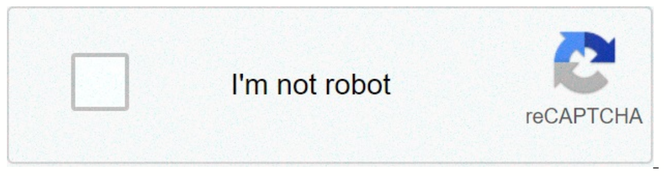

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Metamorphosis drawings from objects to animals

The idea of this assignment is to start with an object and through a series of steps, change it to another object. For example: A hammer can be turned into a tree (DO NOT USE THIS EXAMPLE) You should find two images: One will be your original image and the other will be your final image. You will draw 3 morphing steps, with a final amount of 5 designs. Give details to each of your design and show PRICE. You will use pencil and pen/ink or water color as a means to provide details. Be creative and think outside the box. Step 1: Draw the original object/imageBase 2: Start showing transformation Step 3 and Step 4: Keep showing transformation as you get closer and closer to your final imageVest 5: The object is completely converted to your final object/image. Ideas on how to turn:-Draw it-Simple it into simple shapes -Melt it -Animate it -Change it is scale and purpose Metamorphosis- Object for animals Holly B I had wanted to do this work from my practice over 3 years ago, but I didn't really understand how to teach it. I recently found and finally this lesson from Tamara Allison. 3A%20Objects%20to%20Animals It's an excellent lesson. It breaks down very well in instructions. I found that the easiest way to teach it is to display a number of objects and have students come up with animals that may think they have a similar form to the objects projected. Once they have chosen both their object and the animal, then they can decide whether to draw 4 or 5 stages. I reminded them that the intermediate stages must look like each other as they change. Stage 2 should look more like stage 1, stage 3 should look more like stage 4 and stage 3 and 4 should look more like. Helps add shading and detail that belong to each item as they move from one stage to another. I think this is one of my new favorite projects. My students really impressed me. Some, I didn't know he had that kind of talent in pencil drawing. Sadie David Tyler R Phoenix Sarah K Kaitlin W Oliver N Chris H Tajiri Tristan M Emma T Brooke R Ishta Morgan L Kasey Jayanna Miriam The idea of this assignment is to start with an object and through a series of steps, change it (morph it) to another object. For example: A hammer can be turned into a tree (DO NOT USE THIS EXAMPLE) You should find two images: One will be your original image and the other will be your final image. You will draw 3 morphing steps, with a final amount of 5 designs. Give details to one of your design and show PRICE. You will use pencil and pen/ink or water color as a means to provide details. Be creative and think outside the box. Step 1: Draw your original object/imageVestno 2: Start showing the transformation Step 3 and Step 4: 4: to show transformation, getting closer and closer to your final imageBly 5: The object is completely converted to your final object/image. Ideas on how to turn:-Draw it-Simple it into simple shapes -Melt it -Animate it -Change it is scale and purpose Metamorphosis- Object for animals Holly B I had wanted to do this work from my practice over 3 years ago, but I didn't really understand how to teach it. I recently found and finally this lesson from Tamara Allison. 3A%20Objects%20to%20Animals It's an excellent lesson. It breaks down very well in instructions. I found that the easiest way to teach it is to display a number of objects and have students come up with animals that may think they have a similar form to the objects projected. Once they have chosen both their object and the animal, then they can decide whether to draw 4 or 5 stages. 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In addition to securing paper and pencils, the teacher should do one of the following: (1) create a collection of household items (the kind of items often found in kitchen cabinets, trash drawers, variety stores, and so on); or, (2) ask students to bring one or two of these items from home. The evolution of an object The goal of the assignment is to have each student develop the lifeless household object (e.g., dryer, pliers, pegs, opener can, night light) in an animate object (e.g., anteater, salamander, wolf, dragonfly, whale). This evolution -- or transformation -- from lifeless to moving is expressed in pencil on paper. Based on past experiences with assigning, I have found the best to provide each student with a sheet of 9 x 24't (23 x 61 cm) white paper. An easy way to do this is to cut a standard sheet size of 18 x 24 (46 x 61 cm) paper in half. Students should be fold the 9 x 24 (23 x 61 cm) piece of paper in half, lengthwise. Then fold again to make four partitions - each measuring 6 x 9 15 x 23 cm). By wrapping the paper in this way, each student will have direct form to display his or her allowance from the two stages allowed for the transition of the lifeless to movement. Before you make any plan, allow plenty of time for each student to hold, feel, and stare at the household item they have decided will serve as the inanimate object (stage 1) of their plan. Exchange of ideas While each student carefully examines the household element to be designed, I have found that it is very effective and stimulating to open the classroom for a group dialogue. The purpose of this brainstorming is for students to share what animat objects they think each of the household items could possibly be turned into. Opening this dialogue to all classmates can create a remarkable environment - fueled by imagination, discovery and opportunity. A new way to see After each student decides which specific animat will be turned into an inanimate object, the student must resolve the difficult task of how to create stages 2 and 3 of the project. These stages are a challenge: During these two stages the student will combine technical skills in combination with his creative abilities to develop a smooth transition from lifeless (stage 1) to movement (stage 4). One of the strongest components of this assignment has always been the responsibility to bring to life something that is not alive. For the most part, these known inanimate objects were once taken for granted. A common reaction Through this assignment common objects around students have been recognized and projected into a new perspective. The student is presented -- probably for the first time -- with an appreciation for seeing things in a way that was not otherwise allowed, examined or encouraged. One of the comments heard most often after completing the Transformation Plan assignment is for the student to say, We will never look at this thing the same way again! In this sense, the experience of art will have exceeded more than expectations and its execution. Mark Moilanen is coordinator of art education at the University of Central Oklahoma at Edmond Oklahoma. Transformation- Object for animals Holly B I had wanted to do this work from my practice over 3 years ago, but I didn't really understand how to teach it. I recently found and finally this lesson from Tamara Allison. It's an excellent lesson. It breaks down very well in instructions. I found that the easiest way to teach it is to display a number of objects and have students come up with animals they can think of similar in format to the objects displayed. Once they have chosen both their object and the animal, then they can decide whether to draw 4 or 5 stages. I reminded them that the intermediate stages must look like each other as they change. Stage 2 should look more like stage 1, stage 3 should look more like stage 4 and stage 3 and 4 should look more like. Helps add shading and detail that belong to each item as they move from one stage to another. I think this is one of my new favorite projects. My students really impressed me. Some, I didn't know he had that kind of talent in pencil drawing. Sadie David Tyler R Phoenix Sarah K Kaitlin W Oliver N Chris H Tajiri Tristan M Emma T Brooke R RIshta Morgan L Kasey Jayanna Miriam Transformation from object to animal willow Ethan L Andrea Nadia Rylie Nathan Helena Ana Skye Karianne Chelsea Anneke Carly E Maeve Carly L L Sophie Display Case Since birth, all animals undergo various morphological , anatomical and biochemical changes. Even after adulthood, there are still some changes that occur as cells reproduce and die in continuous order. Many of these changes are physiological and affect body size, shape, etc. Others are hormonal, which can affect physiology, as well as mental ability and other aspects of cognitive function. Some of the changes are subtle and virtually subtle. In some animals, these changes are so drastic, their whole morphology changes and the adult doesn't even look like the juvenile at all. This is the process of transformation. AnimalWised brings you everything you need to know about animals going through transformation. We show you the different types of animals that can go through these changes and, most importantly, why they do it. Transformation is a kind of animal development from one stage to another. However, unlike other types of development, the change is relatively rapid and dramatic. The structure of the animal's body is significantly different from how it was at the previous stage. Transformation is controlled by the release of hormones into the body's cells. Specifically, the hormone released to control the process is known as idothyronine. It is important to differentiate transformation with other types of development. In mammals, movement through puberty is not a transformation as growth is gradual and the adult organism resembles its youthful form. This is why there are no mammals going through transformation. Birds can't transform either, but insects, amphibians and fish. There are different types of transformation in animals, with main distinctions: complete transformation, partial transformation or no transformation. There's still a lot we don't know about this exciting kind of development. One aspect we have learned is that butterflies can remember life as a caterpillar. A A since 2008 showed that butterflies could remember the pain stimulus then received in their butterfly form[1]. Insects are a metamorphic group par excellence. It is the group of animals that undergoes this change more often and often the most dramatically. They're raw animals, which means they're born from eggs. Their growth requires the apoptosis of their skin, as this outer cover prevents it from growing in size, unlike other animals. Insects are invertebrate hexpods, which means they have six legs in their adult stage. You will not transform all insects in the same way. For example, diplura hexapods are considered ametabolic, which means that there is no significant morphological change after the nymph stage. They're mostly apt insects, which means they don't have wings. After the embryonic stage, they go through only small changes such as: Progressive development of genitaliaAnynae in biomass (i.e. the weight of animals)Small variations in the size of parts that are relatively proportional In fluttering insects (those that have wings), there are various types of transformation. These types are categorized into three categories, dictated by the amout and the type of change the insect undergoes. It is: Semimedaly (incomplete transformation): when the insect emerges from the egg, it is known as nymph. The nymph looks like the adult insect, but it won't have wings yet. They are insects that do not have pupal stage. Instead, go through different molts and then go straight into adulthood. Some examples include mayflies, dragonflies, locusts, bed bugs, termites, etc. Holometacams (complete transformation): larva are born from the egg in a form that is very different from the adult stage. At a certain point, the larva will become a puppy or chrysalis that will hatch in the adult person. This is the transformation that occurs in the majority of insects such as butterflies, cockroaches, ants, bees, wasps, crickets, beetles, etc. Hypermetabols (hypertransformation): hypermetamorphic insects are those that have a very long larvae growth. Larvae look different from each other as they grow due to being in different habitats. The nymphs have not developed wings until they come of age. It is not very common in insects in general, but occurs in some parasitoid insects. The biological reason for the transformation, in addition to the fact that it needs to change the skin is to separate the offspring from the parents. This is partly due to the avoidance of competition for own resources. Usually, larvae will live in different places than adult insects. For example, larvae can remain in an aquatic environment, while adults stay away from the They feed differently as larvae can be herbivoos while adults feed on other insects (or vice versa). Amphibians are also transforming, with some being more or less thin than The main purpose of amphibious transformation is to eliminate the gills they have in later stages and allow the development of the lungs that allows them to breathe on earth. There are some exceptions, such as Mexican axolotl (Ambystoma mexicum). In its adult stage, axolotl still has gills which means that it is considered evolutionary neotenia (the preservation of the neolithic characteristics in the adult stage). Amphibians are also raw animals. From the egg arises a small larva that can be very similar to the adult, as in the case with salamandres and newts, or very different, as happens in frogs or toads. In fact, the frog is a very common example used to explain the transformation of amphibians. At birth, salamandre already have legs and tails like their adult stages. However, they also have gills. After the transformation, the gills disappear and the lungs develop. This process can be delayed for several months, depending on the individual species. In anuran animals (amphibians without tails) such as frogs and toads, the transformation is much more complicated. When eggs hatch, small larvae appear with gills and tails. They have no legs and the mouth is only half developed. This is known as a gyro. After some time, a layer of skin begins to grow over the gills and small teeth appear in the mouth. After this point, the hind legs develop. Two bumps appear on the forehead where eventually the front edges will develop. At this stage, the gyro will still have a tail, but will also be able to breathe air. The tail will slowly drop until it disappears completely, giving rise to an adult frog or frog. It is not only amphibians and insects that go through the process of transformation. Many other animals belonging to different taxonomic groups also undergo these dramatic changes, for example: Cnidarians that include jellyfish and sea anemones, among others. Crustaceans, such as lobsters, crabs or shrimps. Tunic, or more specifically, Assyd likes. After the process of transformation and establishment as an adult person they become sessile (or immobile) They also have a ganglion that shrinks in size, although they don't quite eat their brain as some have claimed. Echinoderms such as starfish, sea urchins or holothyrians (sea cucumbers). Gilbert Bibliography Reports, SF (2005). Developmental biology. Ed. Panaamericana Medicine. Medical.