

### Objectives

1. Students will be able to give reasons why animals can be good subject matter for art.
2. Students will be able to identify simple shapes in artworks and other objects of visual culture.

### Arizona Visual Arts Standards

RELATE: Elements & Principles: PO 101, 201 and 301: Identify visual/tactile characteristics of artworks from diverse cultures, different places or times.

### Preparation

Preview *Animals All Around* PowerPoint and look through the Animal Crackers exhibition preview. You may want to assemble reproductions of artworks or objects from visual culture that use animals as subject matter, such as well-known artworks, sport mascots, advertisements, films and utilitarian objects.

### Resources

[Animals All Around PowerPoint](#)

OPTIONAL: Reproductions of artworks or objects from visual culture that use animals as subject matter, such as:

- well-known artworks with animal subject matter (Edward Hicks' *Peaceable Kingdom*, Edwin Landseer's animal portraits, Franz Marc's horses, etc.)
- sport mascots (Arizona Diamondbacks, Denver Broncos, Charlotte Bobcats, Chicago Blackhawks, etc.)
- advertisements (Geico Insurance Gecko, Ford Mustang, Dodge Ram)
- films (*Lion King*, *Life of Pi*)
- utilitarian objects (mug decorated with a cat, pillow case with embroidered butterflies).

### Activities

Unit Preview: Introduce the theme in life: "Throughout human existence people have lived around and with animals" by discussing circumstances in which students have come in contact with animals.

Introduce the theme in art: "Many artists have chosen animals as their subject matter" by asking students to describe how they have seen animals used as subject matter in painting, sculpture, films, advertisements, etc.

Introduce the key questions students will be working with in the unit:

1. How can I get ideas for my art from the natural world?
2. How are complex shapes and forms made up of smaller, simpler shapes and forms?
3. How can I transform a traditional, functional object into a lively new one? (secondary only)

Examples: Display slides 1-3 of *Animals All Around* PowerPoint, and ask students to compare characteristics of some of the natural environments (climate, plants, bodies of water, other animals) where the animals in slides 2 and 3 live in the wild.

Display slides 4 and 5 and ask students to describe the natural environments of the Southwest.

Display slides 6 and 7 and ask students to share their experiences with farm or companion animals.

**Guided Practice:** Display slide 8 and explain that students will be making complex animal shapes or forms by combining simpler shapes and forms. Ask students to identify with words or draw on the board the shapes the artists used to make the eagle's beak, the mountain sheep's body and the flying insect's body and wings.

**Practice and Assessment:** Display slides 9 and 10. OPTIONAL show reproductions of artworks or objects from visual culture that use animals as subject matter. Ask students to explain how simple shapes and forms have been used to show animals in objects from visual culture.

**Transfer to TCA:** Display slide 11 and invite students to visit the *Animal Crackers* exhibition (or the exhibition preview PowerPoint) to see some of the ways contemporary artists use animals in their art.

### **Vocabulary**

natural environment

subject matter

simple, simplify

### **Extension Activities**

Collaborate with science or geography teacher to study in more detail diverse natural environments and the animals that live in them.

### **Objectives**

1. Students will be able to give reasons why animals can be good subject matter for art. (Contribution to discussion during *Animals All Around* PowerPoint presentation.)
2. Students will be able to identify simple shapes in artworks and other objects of visual culture. (Contribution to discussion during *Animals All Around* PowerPoint presentation and drawing of simple shape used by an artist to show an animal.)