

Animal Art

Artistic Expression through Animals

Objectives

Students will:

- Express relationships and interactions with animals through artistic expression
- Represent animals through varying forms of realism

Rationale

Animals have had a prominent role in art throughout history. Artists often depict strong interpersonal relationships that they share with animals as well as use them for inspiration.

Curriculum Connection

Alberta Education Program of Studies: Art (1985)

Component 4: Depiction

(L1) shapes can be depicted as organic or geometric

(L2) shapes can be portrayed in various forms of realism

(L3) Shapes can be abstracted or reduced to their essence

Component 10 (i) : Expression

(L1-3) b,c—Special events and relationships can be recorded visually.

Alberta Education Program of Studies: Health (2002)

Relationship Choices (R) :Understanding and expressing feeling

Materials

- pencils
- paper
- pictures of pets or other animals
- paint, crayons, pencil crayons

Activities

1 Geo-pets

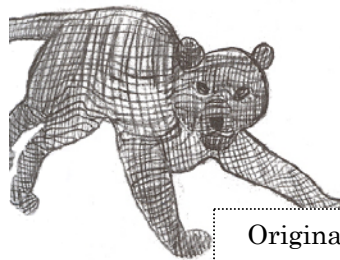
Lines and shapes can be used to evoke emotion and express feeling.

Geometric shapes are generally mathematically constructed (ex. triangles, circles, regular polygons) while organic shapes are free form and irregular.

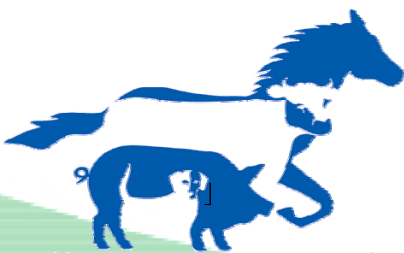
Just like all things in nature, animals can be represented using a series of geometric shapes.

By varying the type of lines used to create shapes, we can change the mood of the picture and our depiction of the animal.

1. Ask students to bring in a picture of a pet or any other animal.
2. Ask them to sketch their pet/animal using both curved and straight lines (organic shapes) .

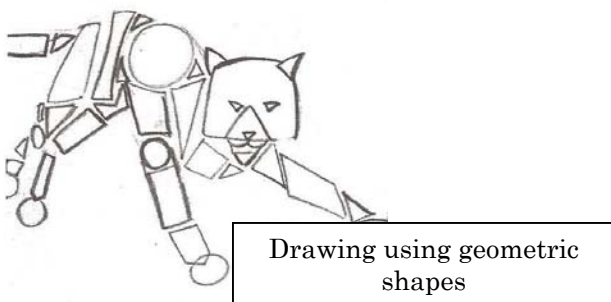


Original drawing of animal using organic form.



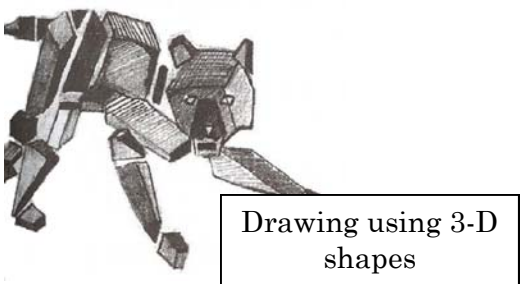
NEXT

3. Using a picture of an animal as an example, ask the class to find and identify the geometric shapes that make up that form of the animal.
4. Ask students to re-draw the picture of their pet or animal using only 2-D geometric shapes.
5. How do these geometric pictures compare to the original sketch of their animal?

**Extensions or Variations****A. Lines and Expression (Level 3)**

Lines can be used to express feelings and emotions. Artists use lines, ranging from delicate curves to bold angles to create images expressing different emotions.

Ask students to draw the same picture using 3-D shapes. How does the 3-D drawing compare to the 2-D drawing? How can lines be used to convey emotion and feelings?

**Ani-motion**

Art is an excellent vehicle for students to express their emotions about an event that has occurred or their feelings regarding an issue that they feel passionate about.

1. Ask students to think of an interaction that they have had with an animal. This experience can be either positive or negative.

Examples:

- being scared of a large barking dog,
- being surprised by the grandeur of a moose
- getting a puppy.

2. Ask students to draw/paint this moment in their life, expressing through their picture the emotion that they were experiencing at the time.

3. When the students are finished, ask them to write the emotion that they were trying to convey on the reverse side of their picture.

Post the pictures on the wall and ask students to try and identify the depicted emotions of the other students.

Extension:

Ask students to write a short story describing the situation that they had depicted.

For older students: brainstorm a list of animal issues and ask them to create artwork that expresses their viewpoint or feeling on that issue

- animal cruelty
- zoos
- animal testing
- rodeos
- trapping

Literature Cited:

Naested, I.R. (1998). *Art in the Classroom: An Integrated Approach to Teaching Art in Canadian Elementary and Middle Schools*. Toronto: Harcourt Brace & Company Canada, Ltd.