

Name That Animal!:
Exploring Abstract and Realistic Art Through Animals in Art

Grades: Grades 1, 2, and 3
Subject: Visual Arts, Language Arts
Time Required: 30-45 minutes
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Featured Biggs

Artwork: *Aloft*, Erica Loustau, 2015
Reunion, Charles Allmond, 1993
The Sewellel, Plate 123, No. 25, John James Audubon, 1847

<p style="text-align: center;"><u>ANCHOR STANDARDS:</u></p>	<p>VA: Cr1.2.1a., 2a, 3a</p> <p>VA: Cr2.1.1a, 2a</p> <p>VA: Re7.1.2a, 3a</p> <p>VA: Re7.2.1a, 2a</p> <p>VA: Re8. 1.1.a, 2a</p> <p>VA: Re9.1.1a, 2a</p> <p>VA: Cn11.1.1a, 2a</p> <p>Social Studies: History Anchor Standard Two, K-3a</p>
<p style="text-align: center;"><u>ESSENTIAL QUESTION and ENDURING UNDERSTANDING:</u></p>	<p>How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions/ How do artists determine what resources and criteria are needed to formulate artistic investigations?</p> <p>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p>How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</p> <p>What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p>

	<p>What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p> <p>How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p> <p>How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>
<p><u>PERFORMANCE STANDARD:</u></p>	<p>Use observation and investigation in preparation for making a work of art/ Make art or design with various materials and tools to explore personal interests, questions, and curiosity/Apply knowledge of available resources, tools, and technologies to investigate personal idea through the art-making process</p> <p>Explore uses of materials and tools to create works of art or design/Experiment with various materials and tools to explore personal interests in a work of art or design</p> <p>Perceive and describe aesthetic characteristics of one’s natural world and constructed environments/Speculate about processes an artist uses to create a work of art</p> <p>Compare images that represent the same subject/Categorize images based on expressive properties</p> <p>Interpret art by categorizing subject matter and identifying the characteristics of form</p> <p>Classify artwork based on different reasons for preferences/Use learned art vocabulary to express preferences about artwork</p> <p>Understand that people from different places and times have made art for a variety of reasons/Compare and contrast cultural uses of artwork from different times and places</p> <p>[Social Studies] Students will use artifacts and documentation to gather information about the past</p>

<p><u>I CAN STATEMENT</u></p>	<p>I CAN use observation to plan my work/I CAN place and create art that is interesting to me/I CAN use what I know and what I have to create art</p> <p>I CAN explore different materials and tools</p> <p>I CAN describe images from nature and things that are constructed/I CAN infer how an artist created their work of art</p> <p>I CAN compare images that have the same subject/I CAN put images in groups based on features of the images</p> <p>I CAN describe what the artwork is about</p> <p>I CAN tell you my favorite type of artwork and why I picked it/I CAN use art vocabulary to explain why I like a work of art</p> <p>I CAN understand that people from different places have made art for many reasons/I CAN find thing that are the same and different in artwork from different places</p>
<p><u>ACCELERATION STRATEGIES:</u></p>	<p>Students will view three works of art from the Biggs collection to learn about the differences between realistic vs abstract art, as well as 3D and 2D art.</p> <p>Student will create a sketch of an animal in a realistic and abstract style using a photograph of an animal.</p>
<p><u>LEARNING STRATEGIES:</u></p>	<p>Students apply what they've seen in abstract and realistic art from the Biggs collection to create their own abstract and realistic drawings of an animal.</p>
<p><u>ACTIVATING STRATEGIES:</u></p>	<p>Abstract Art – art that explores the relationships of forms and colors over realistic representations of the world</p> <p>Realistic Art – art that recognizably recreates objects from the world</p> <p>Sculpture – any three-dimensional work of art</p> <p>Three-Dimensional Art – a piece of art that has height, width, and depth</p> <p>Two – Dimensional Art – a piece of art that exists only on one, flat surface</p>
<p><u>SUMMARIZING STRATEGIES:</u></p>	<p>At the end of the lesson, students are asked to share if they liked making one style better than the other and why they might want to use one style instead of the other.</p>

<u>EXTENDED THINKING STRATEGIES:</u>	This lesson could be extended into a lesson on Venn diagrams where students could compare and contrast realistic vs abstract art. It can also be extended into a lesson on making sculpture using clay.
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Featured Artwork

Aloft, Erica Loustau, 2015

Reunion, Charles Allmond, 1993

The Sewellel, Plate 123, No. 25, John James Audubon, 1847

Lesson Objectives

To understand the differences between realistic and abstract art and 3D and 2D art

Materials

Photographs of animals

Included realistic vs abstract worksheet

Lesson Steps

1. View the installation sculpture *Aloft*, Erica Loustau, 2015
 - a. Ask the students to describe the work
 - b. If they haven't used the word "sculpture," ask them if this is a sculpture and why
 - c. Ask them to explain the difference between a 3D object and 2D object and ask them to describe an example of each
2. View *Reunion*, Charles Allmond, 1993 and *The Sewellel, Plate 123, No. 25*, John James Audubon, 1847
 - a. Ask students which of these works is 3D and which is 2D
 - b. Explain that Allmond is a living artist who made art to be beautiful and emotional
 - i. Explain that the sculpture shows two birds – ask them to identify what kinds of birds they are
 1. If they need a hint, mention that these birds are found in cold places
 2. Ask them what emotion this statue makes them think of (happy, sad, love, joy etc.)
 - c. Explain that John James Audubon is an artist who worked in the past and wanted to accurately draw birds and mammals in North America so that there would be a scientific record of these animals
 - i. Ask students why it might be important to draw the animals accurately if they were being used for science

- d. Explain that these two pieces represent two different kinds of art: realistic and abstract and explain those definitions
 - i. Realistic art is art that shows things almost exactly the way they are in real life
 - ii. Abstract art sometimes looks like something real, but is meant to make us think about shape, line, and color. Abstract art also tells us more about how an artist was feeling when they made the work
 - iii. Ask the students to tell you which piece of art is abstract and which is realistic
- e. Explain that artists choose to use these two kinds of art for different reasons
 - i. Ask the students why Audubon used realistic, 2D art to show the animal in his work → remind them that he
 - ii. Ask students why Charles Allmond used abstract, 3D art to show the penguins in his work

3. Activity

- a. Provide each student with the same photograph of an animal
- b. Ask everyone to look closely at the photograph and as a group identify the shapes they see in these animals
- c. On one side of the worksheet, instruct students to draw the animal like Charles Allmond in an abstract style, using only the shapes they've observed
 - i. Students will need to be reminded throughout their drawing to only use shapes and not include details
- d. Once completed, instruct students to make a drawing of the same animal like Audubon in a realistic style
 - i. Encourage them to look closely and add details
- e. Once both drawings are completed, ask students who liked making their abstract drawing best and who likes their realistic drawing best
 - i. Encourage them to explain why and explain why they might want to create one over the other



Abstract

Realistic