

<p><i>Our animals</i></p> <p>Early Stage 1</p> <p>Subject matter: other living things Forms: drawing, painting, printmaking Duration: 4 to 6 weeks</p>	<p>Image resources <i>Beyond the frame</i></p> <ul style="list-style-type: none"> • <i>Rhinoceros</i>, Richard Goodwin, image no.12 • <i>Off Visiting</i>, Kevin Mortensen, image no. 24
<p>Outcomes and Indicators</p>	
<p>Making</p> <p>VAES1.1 Makes simple pictures and other kinds of artworks about things and experiences.</p> <ul style="list-style-type: none"> • looks at details of animal surfaces. <p>VAES1.2 Experiments with a range of media in selected forms.</p> <ul style="list-style-type: none"> • experiments with media to show qualities of texture of fur, scales or skin. 	<p>Appreciating</p> <p>VAES1.3 Recognises some of the qualities of different artworks and begins to realise that artists make artworks.</p> <ul style="list-style-type: none"> • talks about some of the techniques artists use in representing the qualities of animals. <p>VAES1.4 Communicates their ideas about pictures and other kinds of artworks.</p> <ul style="list-style-type: none"> • talks about own works and the works of other students.
<p>Unit overview:</p> <p>Students explore animals and their environments in a range of forms. They experiment with various drawing media to show qualities of line, surface texture and the shape of animals. Focusing on the skins and habitats of animals, students use media in a variety of ways to produce textures. They refer to artworks to discover how to express their ideas in different forms.</p>	

Learning experiences	Teaching notes
<p><u>Learning experience 1</u> Making drawings of animals (texture)</p> <p>Feel, or imagine the feel, of the texture of animal fur, spikes, hair, scales or skin. Talk about the different textures, patterns and colours of the surfaces.</p> <p>Represent different textures on paper using a variety of drawing media such as charcoal, pencil or oil pastel.</p>	<p>Resources</p> <ul style="list-style-type: none"> • a range of animal skins, real or in pictures, e.g. fur, spikes, scales or hair • charcoal • pencil • oil pastel <p>List the words the students use to describe the textures, colours and patterns.</p> <p>Demonstrate how to use drawing materials (media) to suggest textures e.g. short, sharp marks; lightly flicking marks; blurred edges. Include overlaying different marks or materials to suggest the texture.</p>
<p><u>Learning experience 2</u> Appreciating artworks</p> <p>Look at <i>Off Visiting</i> by Kevin Mortensen and <i>Rhinoceros</i> by Richard Goodwin. <i>What would the sculpture of the rhinoceros feel like to touch? How do you think a real rhinoceros would feel? What would the dog in Off Visiting feel like to touch?</i> Talk about the way that these artists have represented animal surfaces.</p>	<p>Image resources <i>Beyond the frame</i></p> <ul style="list-style-type: none"> • <i>Off Visiting</i>, Kevin Mortensen, image no. 24 • <i>Rhinoceros</i>, Richard Goodwin, image no.12 <p>Explain the representation of the dog's hair in the artwork <i>Off Visiting</i>. The artist has used dark and light lines flowing in one direction to show the spikiness of the hair.</p>

Making drawings of animals

Glue a section of an image of an animal cut from a magazine or photograph to a sheet of art paper. Complete the animal, or part of it, continuing the texture and pattern of the fur, hair, scales or spikes. Experiment with different media and techniques to represent the surface texture of the animal.

Resources

- paper
- soft graphite pencil
- charcoal
- oil pastel
- images of animal covering from a photograph in a magazine

Encourage students to experiment with each medium. Demonstrate some of the line qualities of different media such as using the material on its side and overlaying marks. Relate the texture to the medium.

Learning experience 3

Making sculptures of echidnas and lizards

Refer to images of an echidna with its spiky covering or a lizard with its scales.

Discuss which materials could be used to represent quills such as toothpicks or paper clips or which fabric could be used to represent lizard scales.

Create a model of an echidna or lizard (body and head) from a ball of clay. Insert chosen materials over the body to represent quills or scales.

Allow clay to dry.

To seal the surface, paint it with diluted PVA glue.

Appreciating: reflecting

Talk to the class about the textures that were created and describe the techniques used in each.

Resources

- images of echidnas and lizards
- clay (air-drying paper clay is best)
- wooden skewers, toothpicks, paper clips or spiky objects for an echidna sculpture
- small pieces of textured fabric for a lizard sculpture
- small buttons or studs for eyes
- PVA glue

Aluminium wire could also be used to form animals. This medium is very pliable and easy to manage.

Learning experience 4

Making collages or prints of pets

Take a photograph or make a drawing of a pet or find a picture of an animal you would like as a pet.

Resources

- paper
- soft pencil
- plastic sheet
- acrylic paint or oil pastels
- implements for making textures: combs, rollers, toothbrushes or sticks
- pictures or photographs of pets

Consider the kind of environment that an animal may live in such as a cage, yard, pen or hutch.

Create a textured background by painting onto a plastic sheet or laminated desk top, mixing paint into a number of tonal variations, e.g. blue and yellow to make different tones of green.

Create textures in the paint using a range of non-traditional painting tools such as a toothbrush or comb.

Make a print of the background by placing a sheet of paper onto the painted surface, rubbing gently and then lifting the paper. Allow to dry.

Use oil pastel or paint to complete the background. If preferred, the entire background environment could be painted in acrylic paint.

Choose one of the drawings or photographs, cut out and glue to the background.

Appreciating: reflecting

Display the works in the classroom and make some positive comments about other students' works.

Talk with students about the colours and textures that might exist in a particular environment. For example, if the animal is a guinea pig, the students might need to show the grass that it eats and the shelter that has been provided for it.

Encourage students to experiment with tools such as combs, rollers, toothbrushes, sticks or sponges to create a background.

Encourage students to experiment with positioning the image of the animal on the background.