



ARTS

Academic Resources for Teachers & Students

Dealer's Choice

10.7.16 - 11.6.16

K-5

TABLE OF CONTENTS

| | |
|---------------------------------|-----|
| Lesson Overview | 1 |
| Supplies | 1 |
| Core Curriculum Tie - Ins | 2,3 |
| About Dealer's Choice | 4 |
| Lesson Plan | 5,6 |
| Resources | 7 |
| Vocabulary | 8 |

Lesson Overview

Lesson Plan

Designed to extend and enhance the learning experience of our exhibits while linking to core curriculum subject matter.

Lesson Objectives

- To explore what inspires artists to make art.
- To understand the the history of wildlife art, and animals in art.
- To practice connecting language and writting to images and illustrations.
- To develop basic drawing skills and explore texture as an element of art.

Core Curriculum Tie-Ins

Kindergarten through Fifth Grades: English Language Arts and Visual Art.

Lesson Overview

On the ARTS tour, students will learn about the exhibit Dealer's Choice and how artists use different subject matter in their artwork to reflect their personal experiences and influences. This lesson extends that learning and explores artist that use animals as subjects in their work. Students learn about the history of wildlife art and experiment with drawing animals focusing on texture.

Length Of Lesson

One to Two Class Sessions.

Supplies

- Pencils.
- Colored Pencils.
- Cardstock, or White Printer Paper.

Core Curriculum Tie-Ins

ENGLISH LANGUAGE ARTS CORE CURRICULUM

(1st grade)

Standard 5 (Speaking and Listening):

- Add drawings or other visual displays to descriptions as desired to provide additional detail.

Standard 5 (Language)

- With guidance and support from adults, explore word relationships and nuances in word meanings.
 - d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

(2nd grade)

Standard 1 (Language)

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - h. Use adjectives and adverbs, and choose between them depending on what is to be modified.

(3rd grade)

Standard 3 (Writing):

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

Core Curriculum Tie-Ins Continued

ENGLISH LANGUAGE ARTS CORE CURRICULUM CONTINUED

(5th grade)

Standard 3 (Writing)

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

SOCIAL SCIENCE CORE CURRICULUM (4th grade)

Standard 3 : Students will use geographic tools and skills to locate and describe places on earth.

Objective 1: Identify common symbols and physical features of a community, and explain how they affect people's activities in that area.

- b. Describe how geographic aspects of the area affect a community and influence culture (e.g., river, mountain, and desert).

VISUAL ART CORE CURRICULUM (4th grade)

Standard 1: The student will explore and refine the application of media, techniques, and artistic processes.

Objective 1: Explore a variety of art materials while learning new techniques and processes.

- b. Use blocking-in, gesture drawing, and/or stick figures as start-up skills for drawing.
- d. Use value, color, and texture to create interest.
- e. Observe and render the details of real objects with a high degree of accuracy; e.g., veins in a leaf, wrinkles in a cloth, mortar between brick, ridges in bark.

About Dealer's Choice

Dealers' Choice is a collaboration with Park City gallerists, who are a celebrated part of this exhibition. The Kimball Art Center asked local gallerists to look beyond their galleries (both their own and those of the Park City Gallery Association) and think about the other artists who inspire them. Featuring one artist per gallery, these artists come together in a captivating group exhibition. Dealers' Choice is equally about the galleries and the artists they select, with each gallery highlighted through a statement about why they selected their artist, providing insight into our local galleries and gallerists.

Participating galleries and artists include Gallery MAR (Amy Ringholz), J GO Gallery (Nicolas Sanchez), Julie Nester Gallery (Joe Brubaker), Kimball Art Center (Nicole Pietrantonio), Lunds Fine Art Gallery (Christopher Maggio), Meyer Gallery (Fidalis Buehler), Montgomery-Lee Fine Art (William Maughan), Silver Queen Fine Art (Stacey Embry), and Trove Gallery (Kathryn Kilpatrick-Miller).

Lesson Plan

1. Discuss with students how artists find ideas to make art and the different subjects they use.

Ask: "Living in Utah, what kind of art work would you make?" Point out that some artists choose to show animals in their art.

2. Talk to students about the history of wildlife art and animal imagery in art. Create a visual of the information on the white board by drawing a timeline of information. Students can help by illustrating! (Use the resources below for additional information).

3. Explain how animals were the subject for the earliest artists who portrayed them on cave walls . Animals had a place in art during the Middle Ages, as symbols in religious works and manuscripts. Later, scientists, who were beginning to study nature and its animals, needed very precise illustrations to show their finds. In contemporary art, wildlife art is divided between the traditionalists who want to show animals realistically and those who want to explore more expressive methods.

4. Show students Dürer's *Rhinoceros* and ask students for their reactions. Does this look like a real rhinoceros?

Explain to students that this print was made by Dürer who had never seen a rhinoceros, because in 1515 a lot of the world was still being explored. He made this image from a written letter and quick sketch mailed to him by a friend who had traveled to India.

5. Show students images of common Utah animals. Have students try to describe them to each other as if they had never seen one before. Focus on color, shape, size, texture and anatomy. Help students use specific adjectives and comparisons.

6. Now set-up students with a piece of paper, a drawing pencil and colored pencils. Tell them that you are going to read a description of a local animal (without telling them which one) and they are going to draw what they imagine as they listen. Explain that they should not try to guess the animal but just draw what they hear. Read slowly to allow students to react to each word.

Lesson Plan Continued

Moose:

This animal's body is as large and heavy as a car without wheels. And as a whole, it is taller, like it's walking on stilts. Its shiny short hair is the color of dark, wet mud. Its head's biggest feature is its long and droopy snout. Its eyes are small and black. Its ears perk up like trumpets or horns and on either side of them grows a coat rack. He might have a bump between his shoulders and a beard on his neck.

Marmot:

This animal is the size of a large loaf of bread. With its short arms and legs it crawls close to the ground, hiding under rocks when it encounters a stranger. Its fur is spiky and the color of caramel. Its bushy tail is flat like a pancake and shaped like a long spoon. Its head is a cone with a snout on the end and small seashell-sized ears on each side. Sometimes its cheeks inflate like balloons, other times he smiles and flashes his two long top teeth.

Owl:

This animal has a body the size of a 2-liter bottle of soda but seems fluffy like a pillow. Its face is flat like a paper plate, that rotates all the way around like a carousel. Its eyes look like the size of softballs and his long wispy eye brows can make him seem angry. Its beak is pink and curved like a witch's nose. Its arms spread out so he can soar like a kite. It flies so quietly it might spook you at night.

7. Have students compare and contrast their drawings!

(Option for a writing exercise)

Hand out images of animals to students and have them write a detailed letter to someone who has never seen this animal. Tell them to think like a scientist and to be very specific about the details. Students can start by brainstorming a list of adjectives that they would associate with this animal. What does this animal remind them of?

Starting with the overall shape, students can use comparisons such as: This animal is as large as a car and answer other questions like: How many limbs does it have? What does its skin look like? What about the head?

Resources

Wildlife Art:

<https://www.wildlifeart.org>

<http://www.natureartists.com>

<http://www.complex.com/style/2013/02/the-25-most-iconic-artworks-of-animals/>

<http://www.mallgalleries.org.uk/learning/resources/history-wildlife-art>

Albrecht Durer:

<http://www.bbc.co.uk/schools/primaryhistory/worldhistory/rhinoceros/>

<http://www.metmuseum.org/art/collection/search/356497>

Animals:

<http://www.floridapanther.net.org/images/games/WhoAMI.pdf>

Vocabulary

Anatomy: Anatomy is the study of the structure of living things, the parts of the body.

Influence: An influence is a person or thing that affects or changes someone or something in an important way.

Subject: A subject is an object, place, moment, etc., chosen by an artist to represent, or to depict in their art.

Texture: A texture, an element of art, is used to describe either the way a three-dimensional work actually feels when touched, or the visual “feel” of a two-dimensional work.

Wildlife: Wildlife is all wild animals collectively; the native fauna (and sometimes flora) of a region.