Identity Animals

Lead Teacher: Cassidy Sullivan
Course: Art 2
Grade Level: 9th-12th
Number of Students: between 7-15 per class, 3 classes total

LESSON OVERVIEW (RATIONALE)

This project involves creating animals that best connect to students' identities. Students will learn multiple cultural histories of the connection between humans and other animals, including Native American "spirit animals" and the cultural appropriation that often occurs with this topic. They will also be introduced to contemporary artists that create art connecting to animals and the nature world. They will compose an art piece that portrays an animal they identify with using taught artistic techniques of shading and adding value. This lesson is important because it will help students to connect with the nature world around them and will allow them to delve into their identity characteristics.

ESSENTIAL QUESTIONS:
- What animal best represents your personality and essence?
- How can you connect color to your identity and personality?
- How can you use shading and value techniques to achieve an artistic product?

LEARNER OBJECTIVES/OUTCOMES
- Students will learn about various cultures' connections with animals, including the misconceptions about Native American spirit animals.
- Students will connect their identity to an animal, allowing them to investigate their personal traits.
- Students will use learned value and shading techniques to help depict their message.
- Students will create a final animal project that shows both technical knowledge and personal expression.

NATIONAL ART STANDARDS
- VA:Cr3.1.Ia: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design to personal artistic vision
- VA:Cn11.1.Ia: Describe how knowledge of culture, transitions, and history may influence personal responses to art

PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS
- 9.1.12A: Know and use the elements and principles of art to create artworks
  - Elements used: Color, line, space, texture, value
  - Principles used: contrast, emphasis

Art / Artists of Relevance

Dominique Salm

- Sees the human side in animals, such as the way they make you laugh or sympathize with them

Marc Allante

Carol Gillan

- Playful use of color

Richard Symonds

- Commitment to wildlife by raising large sums of money and awareness through the sale and auction of his paintings, drawings, and prints

- Sold a painting of an elephant for $100,000, with the majority of the sale going directly to the Born Free Foundation

Tembo   Brutus, colored pencils

Teacher Example:

PREREQUISITES:
- Student knows basic drawing and shading techniques (taught in a previous lesson)

INTERDISCIPLINARY CONNECTIONS:
- **Reading:** Students will read the PowerPoint containing relevant information, as well as the prompts for this assignment
- **Writing:** Students will write an artist statement that explains their ideas and final art product. The artist statement will answer the following questions:
    - What is your spirit animal, and why?
    - What aspect did you decide to emphasize, what color did you use, and how does that connect to your identity?

MATERIALS NEEDED FOR LESSON
- Black paper
- Sketch paper

- White colored pencil and at least one accent color (pastel or metallic)
- Pencil
- Chromebook

TEACHER ACTIONS / EXPECTED LEARNER ACTIONS

DAY 1	
Time	**Teacher Actions**
5 min	**Check in**: Sketch your favorite animal. Ask students to answer the following: Why is it your favorite animal? Do you see yourself in that animal in any way?
10 min	Introduce project • Talk about cultural significance (spirit animals and other cultures) • Introduce contemporary artists (see above) Go over project logistics • Choosing an animal that you connect with • Creating a drawing on black paper using white colored pencil and other colors and using the taught value techniques • Include in project elements that connect to your personal identity (through the use of background, use of color, etc.
20 min	Send links for animal identity quizzes to help inspire students One of my animals: mouse: • At first thought it was not good • Do not have to be huge and ferocious to be powerful • Sharp senses, adaptable • Making the most out of what you have Ask several students to share what animal the test told them they are, and whether they think it is correct Allow time for students to brainstorm what animal they want and to sketch ideas for their project https://www.buzzfeed.com/katangus/what-wild-animal-matches-your-personality https://www.quizexpo.com/what-animal-am-i-quiz/ https://brainfall.com/quizzes/what-animal-am-i/

5 min	Explain Sketchbooks and first prompt
	  • "Giving Your Heart"
	Closure:
	  • Check for understanding
	Transition to next day:
	If you do not have an animal idea yet, brainstorm tonight and come ready tomorrow with your animal

DAY 2	
5 min	**Check in:** What animal did you decide to create? Why?

20 min	Remind students of the expectations for the project
	
	Have students sketch projects on scratch paper
	  • Encourage creating a composition that incorporates the negative space of the paper and adds details that pertain to their identity
	  • Have students think about how they will incorporate color in addition to the white pencil

10 min	**Closure:**
	  • Check for understanding: have students show sketches one at a time via their camera and briefly explain their chosen idea and how it connects to their identity (participation points)
	
	Inform students of tentative due dates: around Feb 22
	
	Transition to next lesson:
	  • Tomorrow we will begin our final copy? (depends on student progress)
	
	Reminder about sketchbooks, value scale, Flipgrid video

DAY 3	
5 min	Check in: Pictionary: Students draw animals in 20 seconds and have classmates guess

25 min	Student Work Day
	  • Students finish planning their project composition on sketch paper
	  • Have students draw their sketch on the black paper LIGHTLY with an H pencil
	If students get done:
	  • Review shading techniques and light source

	• Ask questions, such as: • What are the shading techniques? What does it mean to work within a light source? How do you make value lighter vs darker? • Provide examples and nonexamples Have students begin filling in their project Work along with students (share screen) • Talk about what I am doing and give tips for student work
10 min	Have students show their progress to the screens and give tips Remind of due dates (around Feb 22) Ask if there are any questions
DAY 4	
5 min	Check in
30 min	Individual progress checks and discussions with students (via separate Google Meet) • Participation points Students not in meeting will continue to work on their project
5 min	Closure: Remind of due dates Ask if there are any questions
DAYS 5-8	
5 min	Check in: incorporate fun question /drawing openers to the beginning of classes
30 min	Works days • Allow students to work on their projects until done • Incorporate individual progress checks to monitor progress (separate Google meet) Answer questions and leave tips to help students throughout
5 min	Closure: Remind of due dates Ask if any questions or if anyone needs help

REFERENCES TO MATERIALS CONSULTED

Animal quizzes:

https://www.quizexpo.com/what-animal-am-i-quiz/
https://brainfall.com/quizzes/what-animal-am-i/

Artist inspiration:

https://www.forestgallery.com/top-5-animal-artists/

RUBRIC

Category	Excellent (11-15)	Satisfactory (6-10)	Needs Development (0-5)
Craftsmanship	Artwork includes some form of animal that is visually successful and displays great attention to detail.	The art work displays some attention to detail.	The artwork is rushed.
Artist Statement	Student submits a thoughtful artist statement that answers the provided questions.	Student submits an artist statement that is missing one of the questions.	No artist statement, or very short.
Effort / improvement	Student works productively during class and learns / grows as an artist through the process (observable through progress checks, attendance, and informal observation.)	Students works semi-productively during and out of class to finish project and tries a little to improve upon their skills.	Student hardly / does not work in or out of class on the project, and does not try to learn the techniques or skills needed.
Shading techniques	Student uses taught shading techniques to create a sense depth, form, (light source) and texture in the artwork.	Student uses some shading techniques, but could have paid more attention to depth and detail, form, or texture	Student does not, or hardly uses shading techniques.
Emphasis with color	Student uses a color connected to their identity to effectively emphasize part of the drawing.	Student uses color in a way that does not fully emphasize a chosen aspect.	Color is nonexistent.