

Junior League of Seattle NW Art Project
Thematic Approach for Exhibit 3 - TRACK ONE
ANIMALS IN ART – (All Ages)

ANIMALS IN ART LESSON OBJECTIVE: Students will look at different ways that artists depict animals in art and they will reflect on human's complex relationship to wild and domesticated animals.

Docent Led Activities: Touch and Poetry Exercises

Back in the Classroom Art Lesson: Bird Postcards

Artworks: *Woodpeckers*, Morris Graves
URS Red, Andy Ostheimer
Deer / Monk, Carolyn Krieg
Woodchuck, James Washington, Jr.

DOCENT LED ACTIVITIES

POETRY ABOUT ART (All ages) 10 minutes:

To the Docent / Teacher: Writing poetry about art allows students to verbalize abstract concepts in a poetic format. Any of the artworks in this unit will lend itself to poetry writing. You may choose to have each student write one individual poem or you can also have the whole class contribute ideas to one poem. Read a selection of poems out loud to the class.

Cinquain Poetry Structure – A Five-Line Stanza

1. Create a new title for the artwork.
2. Choose two adjectives that describe the painting.
3. Select three verbs that describe the title.
4. Write a short phrase or question for the painting.
5. Repeat the title from the first line.

TOUCH: *What does it look like? What does it feel like?* (All Ages) 10 minutes

Artwork: *Woodchuck*, James Washington, Jr.

To the Docent / Teacher: Set aside time after looking at the artwork for students to touch *Woodchuck*. Ask students to first describe and analyze what they see and then compare that to what they feel. Ask these questions: *How is each experience different and similar? What does being able to touch the artwork add to the experience? Does it make you see it better? What surprised you?*

BACK IN THE CLASSROOM

ART LESSON: *Bird Postcards* (All Ages) 30 minutes

Artwork: *Woodpecker*, Morris Graves

Instructions: Make a postcard size picture of a bird to send to a friend. Morris Graves painted this delightful picture of woodpeckers on the bark of trees. *Look at it. What do you see? How many woodpeckers can you count? What colors do you see? What sort of noises can you imagine?* Now you try it! Using permanent markers and watercolor crayons draw a picture of a bird in its natural environment.



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ABSTRACTION OF FORMS – Comparison and Contrast– (All Ages)

ABSTRACTION OF FORMS LESSON OBJECTIVE: Students will explore pairs of artworks and compare and contrast how each abstracts forms. The teacher will take the students on a journey through looking at recognizable subject matter and move the discussion towards analyzing more abstracted images.

Docent Led Activities: Poetry and Movement Exercises

Artworks: *Three Divers Red*, Michael Spafford
Untitled (Girl), William Cumming
Fantasy at Night, Paul Horiuchi
Untitled, Glen Alps

DOCENT LED ACTIVITIES

POETRY: *Grab Bag Poems – Less is More (All ages) 10 minutes*

Artwork: *Three Divers Red*, Michael Spafford

Instructions: With a friend or your classmates, brainstorm a list of adjectives and verbs that describe *Three Divers Red*. Write the words down on small pieces of paper, and put them in a bag or container. Pull out six words, lottery style. Display the words, and write an individual or class poem incorporating these words. The poem should be four lines long and use all of the words. You may include a few other words if necessary. Share your poem with your friend. *How is your poem different to your friend's, even though you used the same words? Think about it: Is it harder to write a poem with a few words or with lots of words? Why? Do you prefer art that shows us all of the details? Why or why not?*

POETRY: *Haiku Poems - Poetry at Night (3rd Grade and Up) 10 minutes*

Artwork: *Fantasy at Night*, Paul Horiuchi

Instructions: Close your eyes and imagine that you could slip inside *Fantasy at Night*. *What would it be like? How do you feel about the night? Why?* Make a list of words that describe what you see, hear, smell, and feel. Use these words to write a *haiku*, a Japanese form of poetry, about the night. A haiku has 17 syllables: five in the first line, seven in the second line and five in the third line. Use descriptive language to pack as much meaning as you can with the fewest words possible. (Cinquain format may also be used. Refer to *Animals in Art, Docent Led Activities* for Structure).

MOVEMENT: *Strike a Pose (K-2nd Grade) 5 minutes*

Artwork: *Untitled (Girl)*, William Cumming

K – 2nd Grade students enjoy acting out what they see and often need some time to stretch while looking at art. The little girl in this painting communicates emotion and character through the position of her body in a subtle way. After you have explored the painting, ask your students to assume her pose. Have them try to communicate the emotion and the character that they see. You may have one or two students volunteer, or if you have an active group, ask that the whole class participate at the same time. Next, have them freeze into a pose that shows what she will do next. Compare and contrast ideas.

