

Animals in Art

Grades

● 1–2

Teacher-In-Residence

● Lisa K. Herring

Subjects

● English as a Second
Language, Art

Carnegie
Museum of Art

Goal

- The students will gain confidence in their listening and speaking skills while describing and comparing artwork in a non-school setting.

Objectives

Students will be able to:

- Follow multi-step oral directions
- Ask and answer questions in complete sentences
- Participate in class discussions
- Compare artwork using content vocabulary at their proficiency levels

National Core Art Standards

- **VA:Re.7.2.1a** Compare images that represent the same subject.
- **VA:Pr4.1.2a** Categorize artwork based on a theme or concept for an exhibit.

PA English Language Standards

- **CC.1.5.1-2.A** Participate in collaborative conversations with peers and adults in small and larger groups.
- **CC.1.5.1-2.C** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **CC.1.5.1-2.E** Produce complete sentences when appropriate to task and situation.

Materials

- Animal Scavenger Hunt tally chart
- Reference book: *Come Look With Me: Animals in Art* by Gladys S. Blizzard, Charlesbridge Publishing, 2006

This book models how a set of questions leads to a meaningful conversation between teachers and children around a piece of art. It also provides background information on the artists and paintings.

Vocabulary

- 16 animal names (see list on tally chart)
- Pastoral
- Mood
- Tally chart
- Scavenger hunt
- Abstract
- Realistic
- Landscape
- Urban
- Rural
- Setting

Artworks

Please note that this lesson plan is contingent on having the three paintings below on display in Scaife Gallery 6, which show a total of six horses. If other paintings with horses join the gallery, then the numbers would need to be adjusted.



Asher Brown Durand, *Pastoral Landscape*, ca. 1854–1861, Heinz Family Fund, 2007.45

- Two work horses in background



Sir Alfred J. Munnings, *Changing Horses*, 1920, Patrons Art Fund, 24.9



John Sloan, *The Coffee Line*, 1905, Fellows of the Museum of Art Fund, 83.29

- Two work horses (profile shows more than 4 legs)

Lesson

Prior to museum visit:

Read selections from *Come Look With Me: Animals in Art* to build background knowledge and prepare students for visit.

Introduction: Scavenger Hunt

- Look for animals in paintings in Scaife Gallery 6
- Explain/review tally chart and animal names
- Children spend time with partner looking at paintings and completing chart

Transition:

- Students ask and answer questions of each other
- Teacher models questions. In a round robin fashion, students then ask and answer each other's questions. They "play" being the teacher.

Examples of questions:

- How many _____ do you see?
- Where can we find a _____?
- Are there more _____ than _____?
- How many paintings have a _____ in them?

- Which painting is your favorite and why?
- Students answer using complete sentences. For example, "There are more seals than dogs" not simply "seals."

Main Activity: Horses

- Likely students will say they only see two horses (Changing Horses) or perhaps four if they include the two in the background of Pastoral Landscape.
- Have students search for the fifth and sixth horse as another scavenger hunt.
- Draw their attention to The Coffee Line if they are unable to find it. There are two horses pulling the coffee cart which are difficult to see because of the use of dark colors.
- Description of The Coffee Line:
"It portrays a wind-blown winter night in Madison Square in New York, where a long line of cold, hungry men wait for the free cups of coffee being dispensed to promote one of the Heart newspapers...It's a tough piece of art. The painting is so black and simple that some people are put

Lesson

off, but that's what I like about it. The blackness nicely evokes the despair of being homeless."

(henryadamsart.com)

Have a discussion about the three paintings and the role horses have in each.

- In which painting/s are horses working?
- Which painting/s are in the country? City?
- What is the mood of each painting? How does it make you feel?
- Compare the horses. How are they the same? Different?

Assessment:

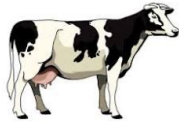
The following checklist of oral language skills is a formative assessment designed for the teacher to monitor student learning. (Courtesy of ESL Department, PPS) It delineates speaking and listening skills per a student's English language proficiency level: entering, emerging, developing and expanding. For more information on proficiency levels, visit wida.wisc.edu.

Animal Scavenger Hunt: Tally Chart

Rabbits



Cows



Lions



Sheep/Lambs



Seals



Bats



Ducks



Goats



Horses



Dogs



Butterflies



Deer



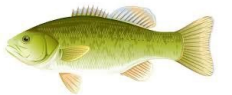
Owls



Sea Gulls



Fish



Penguins



Grades 1–2 Listening and Speaking Checklist

Name: _____ Grade: _____ Date: _____

“Student-Friendly” WIDA CAN DO Descriptors: Grade Level Cluster 1–2
(for the given level of English language proficiency and with visual, graphic, or interactive support through Level 4.)

Level 1: Entering

Listening

1.1 Follow one-step directions								
1.2 Find pictures of things the teacher tells me								
1.3 Point to things that my teacher says								
1.4 Listen and do what the teacher does								

Speaking

- | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|
| 1.1 Repeat words and phrases | | | | | | | | |
| 1.2 Answer questions about things I see | | | | | | | | |
| 1.3 Tell the names of things that I see a lot | | | | | | | | |
| 1.4 Sing and chant with the class | | | | | | | | |

Level 2: Emerging

Listening

2.1 Match pictures to a story I hear								
2.2 Follow two and three step directions								
2.3 Listen and put things in the order								
2.4 Listen and find things								

Speaking

- | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|
| 2.1 Use my home language to help me speak English | | | | | | | | |
| 2.2 Repeat facts or statements | | | | | | | | |
| 2.3 Tell what jobs people do from pictures | | | | | | | | |
| 2.4 Compare things | | | | | | | | |

Grades 1–2 Listening and Speaking Checklist

Level 3: Developing

Listening

- 3.1 Follow directions with more than one step
- 3.2 Put pictures in order to retell a story
- 3.3 Match people and jobs
- 3.4 Listen and sort things

Speaking

- 3.1 Ask questions about people
- 3.2 Tell how I feel
- 3.3 Retell stories with pictures
- 3.4 Sort things and tell how I sorted them
- 3.5 Tell what I think will happen
- 3.6 Tell about parts (levels, order) of things

Level 4: Expanding

Listening

- 4.1 Listen and tell how things are alike and different
- 4.2 Find details in stories that are read aloud
- 4.3 Find the picture that I am told about
- 4.4 Find things that are described to me

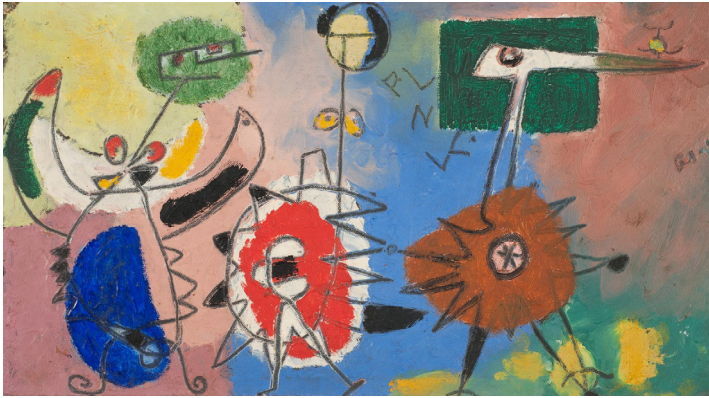
Speaking

- 4.1 Ask questions to find about people and school
- 4.2 Talk in whole class discussions
- 4.3 Retell stories with details
- 4.4 Put stories in order using order words

Lesson Extension 1

- View the following artworks in Scaife Gallery 13
- Compare and contrast with realistic representations of animals in Scaife Gallery 6
- Are these paintings similar to the earlier ones? Why or why not?
- Do you see any animals? If so, which ones and does everyone agree?
- How are these animals similar or different to the others (in Scaife Gallery 6)?
- Why do you think the artist chose to show animals in this way?

Lesson Extension 1



Asger Jorn, *PLUNK*, 1940, Gift of James L. Winokur, 77.89.11



Constant, *Moon Landscape with Figure*, 1951, Gift of Benjamin D. Bernstein, 77.58.3



Asger Jorn, *Underdeveloped Ferocity*, 1961, Gift of Mr. and Mrs. Leon Anthony Arkus, 77.55

Lesson Extension 1



Stephen Gilbert, *Untitled*, 1948, Gift of James L. Winokur, 77.89.8



Carl-Henning Pedersen, *Flyvende Gron Fugl (Flying Green Bird)*, 1954, Purchased with funds provided by G. David Thompson, 55.54.3

Lesson Extension 1



Reinhold D'Haese, *Qu'est-ce Que Je Disais* (*What are You Saying?*), 1967, Gift of James L. Winokur, 77.41



Robert Jacobsen, *Le Roi de La Faim* (*The King of Hunger*), no date, Charles J. Rosenbloom Purchase Fund, 58.60

Lesson Extension 2

Compare and contrast two depictions of horses:

- *Le Roi de La Faim (The King of Hunger)* by Robert Jacobsen
- *Changing Horses* by Sir Alfred J. Munnings

Questions:

- How are the horses the same? Different?
- Are they both realistic?
- What materials did the artist use?

Follow up writing activity:

- Fill out a Venn diagram to show differences and overlaps/similarities.

