

DEEP SPACE SPARKLE



TIME REQUIRED: Two sessions @ 35 minutes



Dürer Pattern Rhino

PATTERN, LINE & CONTRAST

Dürer Pattern Rhino



This strong, brightly-colored rhinoceros is a great lesson to teach your students about following a directed line drawing and how line can create patterns. The contrast of the black oil pastel shining through the bright liquid watercolor makes this a stunning piece. Make sure to highlight Renaissance artist Albrecht Dürer and his famous rhinoceros woodcut.

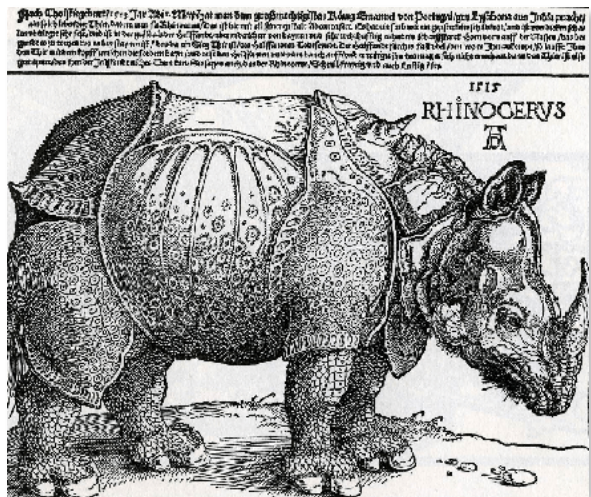
ABOUT DURER'S RHINOCEROS

Albrecht Dürer was a German painter and printmaker during the Renaissance. Dürer made his rhino woodcut based on a written description and loose sketch by another artist because he had never seen a rhino in real life before. In fact, most Europeans at that time had no idea what a rhinoceros looked like because they were not native to their area and only a few specimens had been brought from India to Europe. Dürer's rhino depiction became the only rhino that many people would ever see.



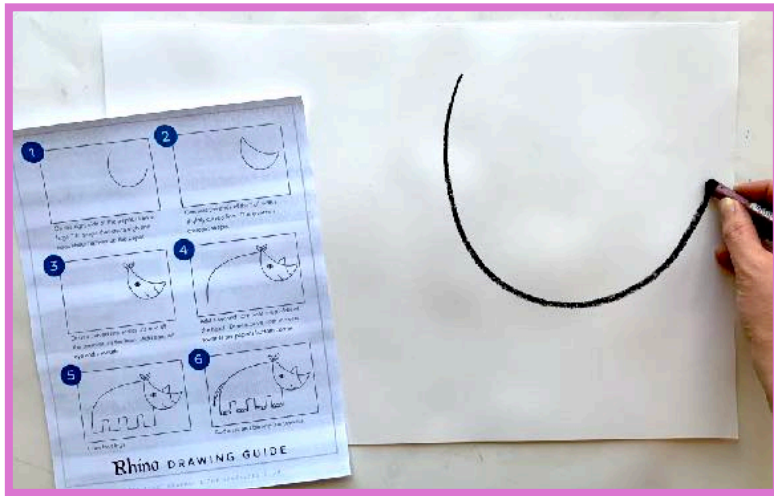
WHAT YOU'LL NEED:

- ✦ 12" x 18" white sulphite paper
- ✦ Black oil pastel
- ✦ Liquid watercolor
- ✦ Medium round paintbrush



Dürer, Albrecht. *Rhinoceros*. 1515, woodcut, National Gallery of Art, Washington.

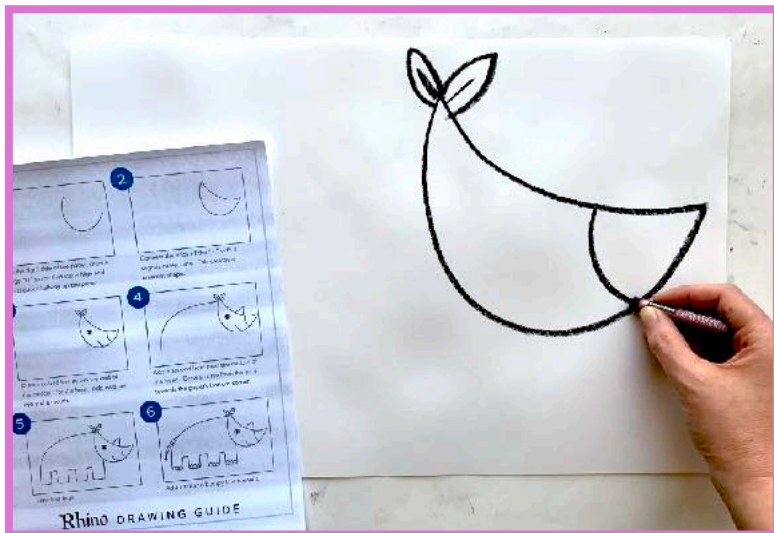
Drawing the Rhino



Using the drawing guide on page 6, draw the rhino with a black oil pastel on a 12" x 18" piece of white sulphite paper.

Begin the drawing on the right side of the paper by drawing a large "U" shape that starts high and ends about halfway up the paper. The "U" will look tilted.

Connect the ends of the "U" with a slightly curved line. This creates a CRESCENT shape.

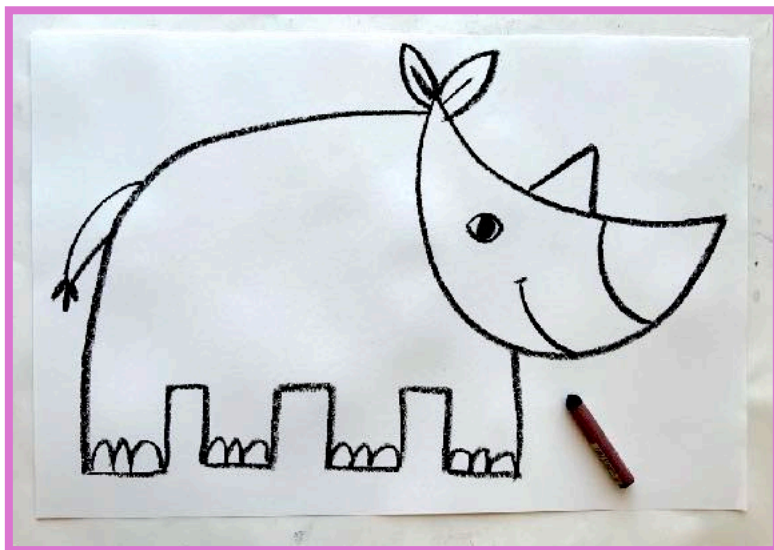


Draw a curved line across the end of the crescent for the horn. Add ears, an eye and a mouth.

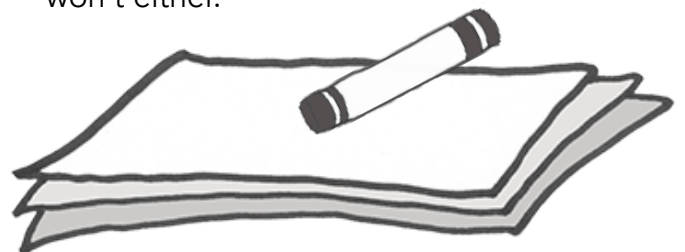
Add a second horn near the middle of the head. Draw a curve from the ears towards the paper's bottom corner.

Draw four legs.

Add a tail and bumpy-line toenails.



You may have students that end up drawing three or five legs. This is OK! If you don't make a big deal out of it, they won't either.



Adding Patterns

Next, break up the rhinos body with lines.

Draw a STRAIGHT line from one side of the rhino's body to the other. For the next line, start at the edge of the body and draw a line until it reaches another line, then stop. Continue this process until the body of the rhino is broken into areas, like a quilt.

Do NOT draw lines on the rhino's face.

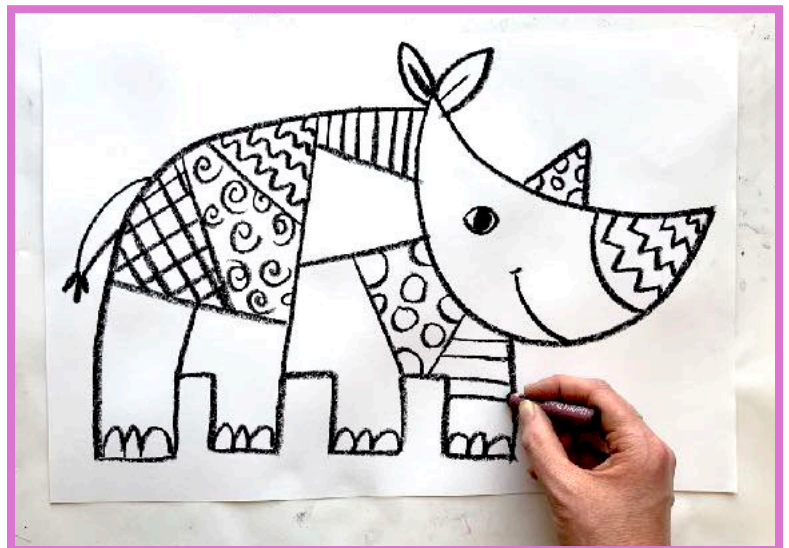
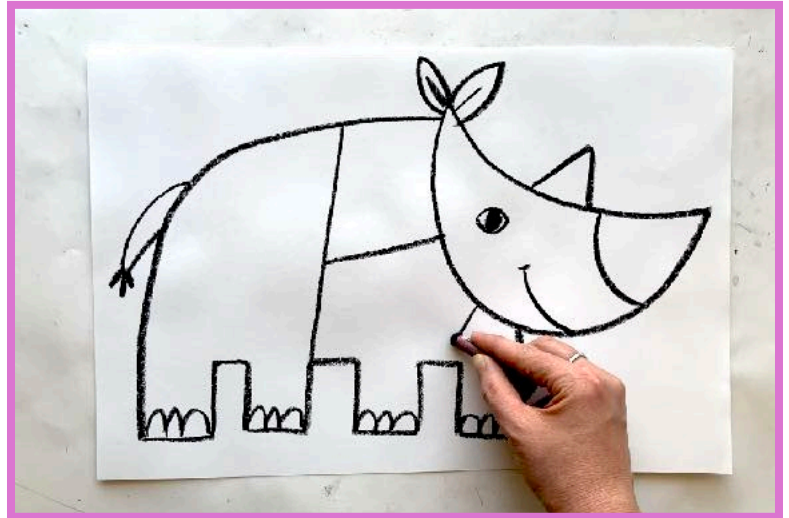
Choose one of the spaces and add a pattern within that space with the black oil pastel.

PATTERN IDEAS:

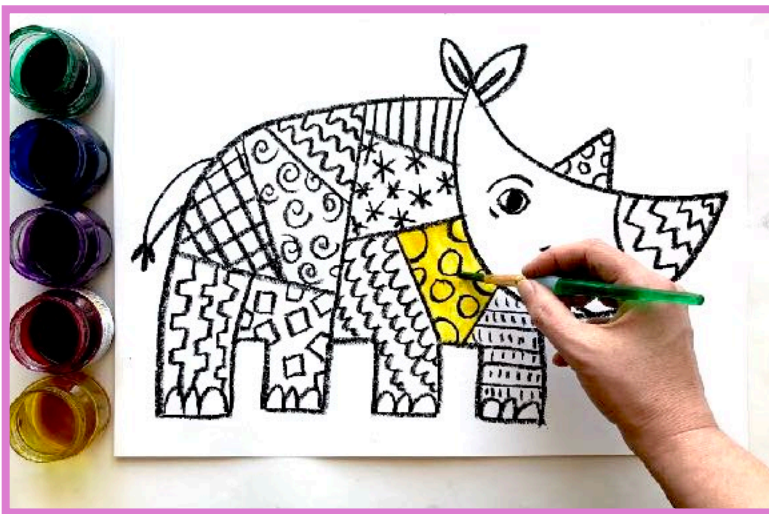
- Lines (horizontal, vertical & diagonal)
- Zig-zag lines
- Swirls
- Bumpy lines
- Circles
- Squares
- Castle lines
- Stars

Challenge yourself to not repeat any patterns twice.

Add patterns to the horns of the rhino, too!



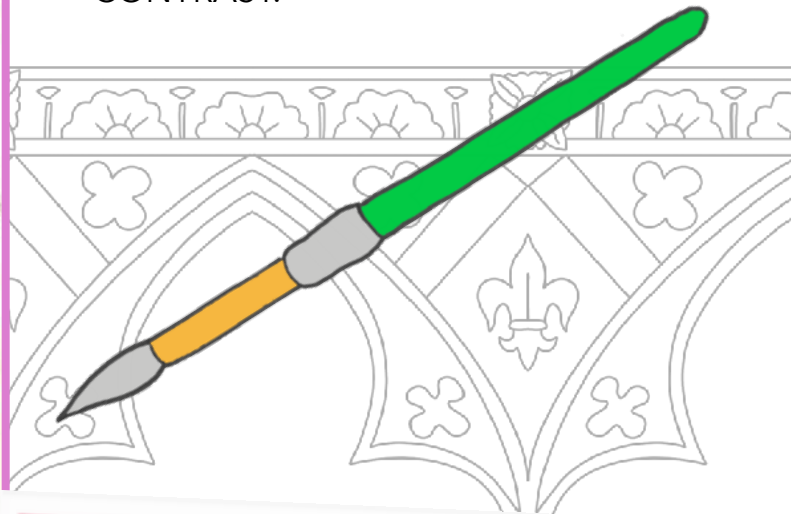
Painting the Rhino



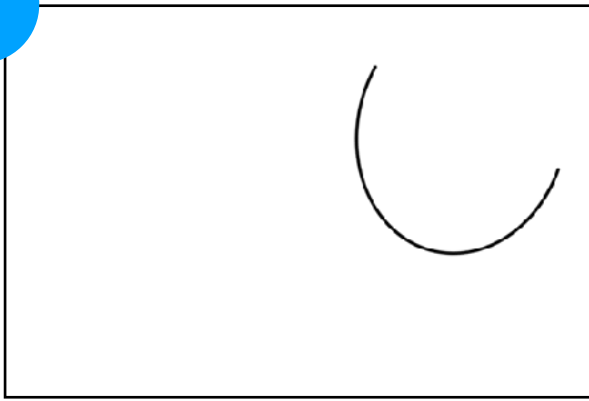
Use liquid watercolors and a medium round paintbrush to paint each section of the rhino.

Take your time and carefully fill in each area. Don't forget to paint the toes and the tail!

Paint the background one color so that the rhino stands out. This is called **CONTRAST**.

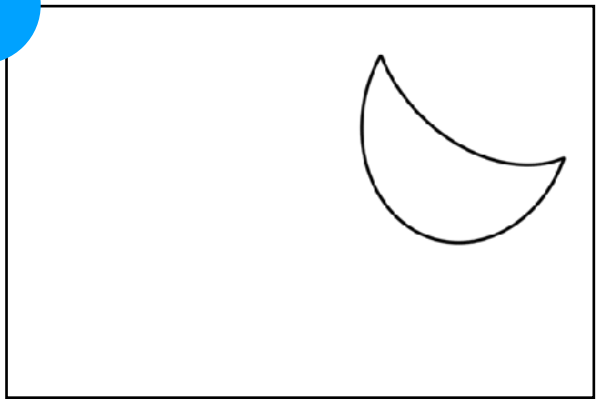


1



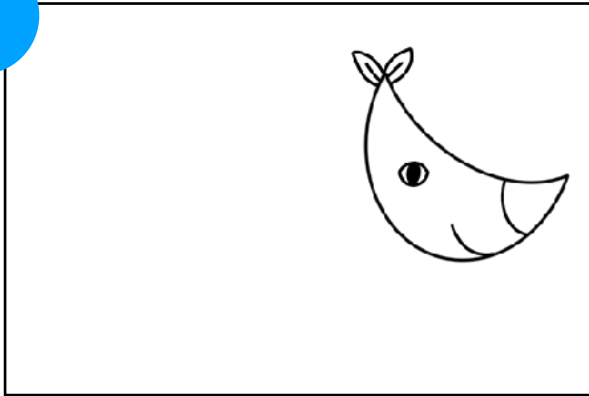
On the right side of the paper, draw a large "U" shape that starts high and ends about halfway up the paper.

2



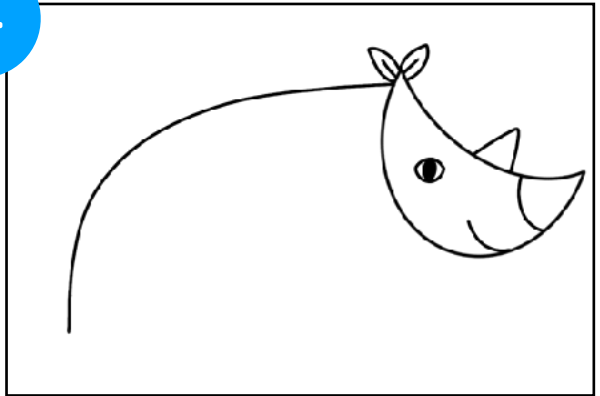
Connect the ends of the "U" with a slightly curved line. This creates a crescent shape.

3



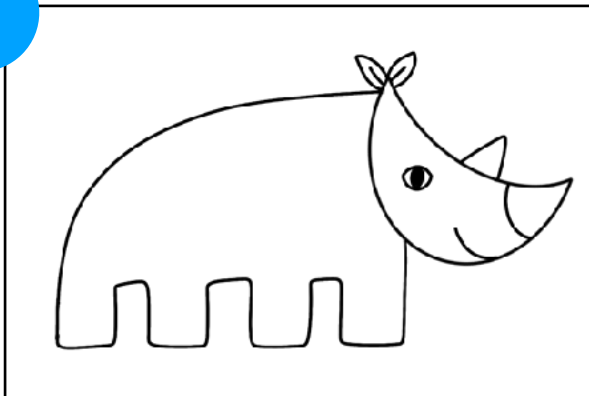
Draw a curved line across the end of the crescent for the horn. Add ears, an eye and a mouth.

4



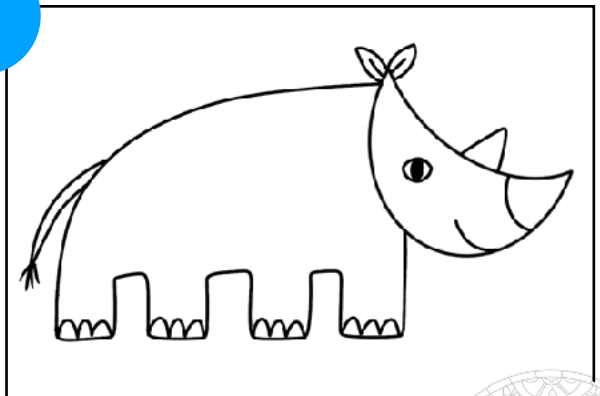
Add a second horn near the middle of the head. Draw a curve from the ears towards the paper's bottom corner.

5



Draw four legs.

6



Add a tail and bumpy-line toenails.

Rhino DRAWING GUIDE

Medieval &
Renaissance
BUNDLE

NATIONAL CORE ARTS STANDARDS - KINDERGARTEN

CREATING

- Generate and conceptualize artistic ideas and work — Imaginative play with materials— art-making in response to an artistic problem.
- Organize and develop artistic ideas and work — Experiment to build skills in art-making— identify safe and non-toxic materials-create art of different environments
- Refine and complete artistic work—Explain process while creating art

PRESENTING/PRODUCING

- Analyze, interpret and select artistic work for presentation— explain why artwork is chosen for portfolio or personal display
- Develop and refine artistic work for presentation — explain the purpose of a portfolio or collection
- Convey meaning through the presentation of artistic work — explain what an art museum is and why it is different from other buildings

RESPONDING

- Perceive and analyze artistic work- identify uses of art within one's personal environment- describe what an image represents
- Interpret intent and meaning in artistic work — interpret art by identifying subject matter and describing relevant details
- Apply criteria to evaluate artistic work— explain reasons for selecting a preferred artwork

CONNECTING

- Synthesize and relate knowledge and personal experiences to make art- create art that tells a story about a life experience
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding —create art that tells a story about a life experience

I CAN STATEMENTS FOR DURER PATTERN RHINO

- Today I will learn about LINE and SPACE so that I CAN draw a large rhino that fills my page.
- Today I will learn about repeating LINE and SHAPE so that I CAN create PATTERNS inside my rhino's body and horns.
- Today I will learn about COLOR so that I CAN create CONTRAST that makes my rhino stand out from the BACKGROUND.

COMMON CORE STANDARDS FOR DURER PATTERN RHINO

CCSS.Math.Content.K.G.A.1

Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

You can have students identify the shapes being drawn as they create their patterns and ask them to describe where they are in relation to each other, encouraging them to use words such as above, below, etc.

CCSS.ELA-Literacy.W.K.1

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

Students address this standard when completing the artist statement worksheet (located in Teacher Aids). They are writing their opinion about the artwork they made based on how it was created and how they were inspired.

CCSS.Math.Content.K.CC.B.5

Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

You can have students count and share how many lines or shapes they have in a given section of their rhino to reinforce counting objects in a scattered configuration.

ASSESSMENT CHECKLIST

MAIN IDEAS FROM:

DURER PATTERN RHINO

STUDENT NAME: _____

Did the student attempt to fill most of the page with their rhino drawing?

Did the student use various lines and shapes to add patterns to their rhino?

Did the student paint their background a solid color to make their rhino stand out?