

# DEEP SPACE SPARKLE

## SURREALISM BUNDLE



TIME REQUIRED: Three @ 45-minute sessions



## MIXED-UP ANIMAL SKETCH

VALUE, TEXTURE & CONTRAST

# MIXED-UP ANIMAL SKETCH

In this lesson, children combine the front and back of animal bodies to create a new type of animal. Animal illustrations can be photocopied, arranged and assembled by the student to form the idea for their new animal. Simple black & white marker drawings contrast the colorful paper backgrounds.



## WHAT YOU'LL NEED:

- ❖ 12" x 18" sheet of white sulphite paper
- ❖ Black marker
- ❖ Pencil
- ❖ Eraser
- ❖ 12" x 18" sheet of black sulphite paper
- ❖ Scraps of colored paper
- ❖ Glue



## ABOUT THE BOOK:

*Imagine* by Norman Messenger is an interactive book that allows children to step outside their reality into a magical world. The inside pages features puzzles, mixed-up drawings and allows kids to generate lots of ideas.

# DRAWING THE ANIMAL

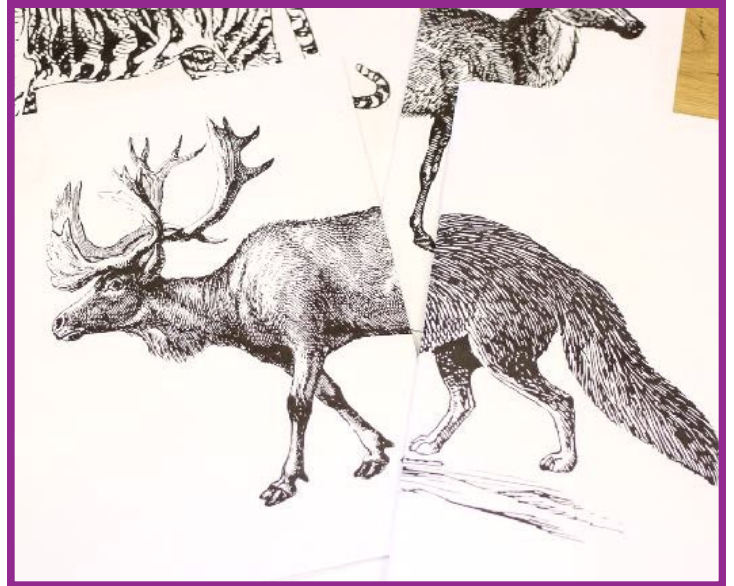
Select TWO animals of similar sizes. Fold each animal in half along fold line. Decide which animal you would like to represent the front half of the body and which animal will represent the back half of the body.

On a sheet of white paper, draw the head, neck and front legs of animal #1. Have fun with the drawing. Remember, you are creating your own breed of animal! It doesn't have to look like the real thing.

**Here's a tip:** sketch lightly with a pencil until you get the shape you want. Don't bother with too many details...just the basic shape like an oval for a head, rectangle for a neck, etc.

Draw the back half of the body. If the body doesn't match up in your mind exactly, just draw it so it does match. That's the real fun of this lesson: you get to create whatever you want.

Once the pencil lines are complete, use a black marker to trace over the permanent lines. Look at the animal sketch handouts and see if you can add areas of **CONTRAST** by drawing lines really close together. This is called **Cross-Hatching**.



# CREATING THE COLLAGE

Once the animal is drawn, cut around the outside line (this is called the CONTOUR LINE). Be careful as your animal will probably have small details.

On a sheet of colored paper, draw a tree, bushes, or some type of background. Think about where your animal might live, then think about an OPPOSITE ENVIRONMENT.

If a giraffe lives on the African Savannah, why not create an ocean instead? If your fox lives amongst the wooded trees, why not make your trees look like candles or pencils.

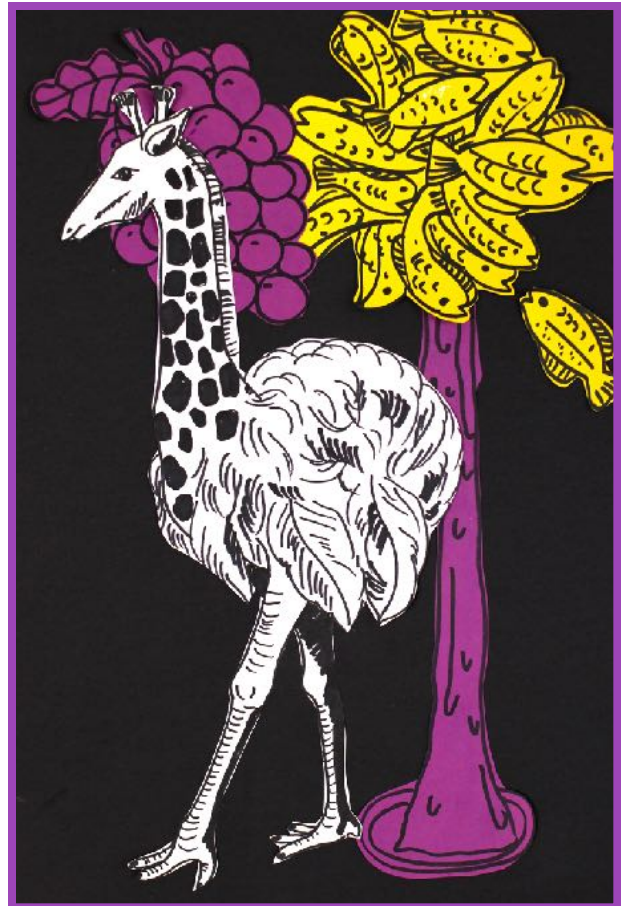
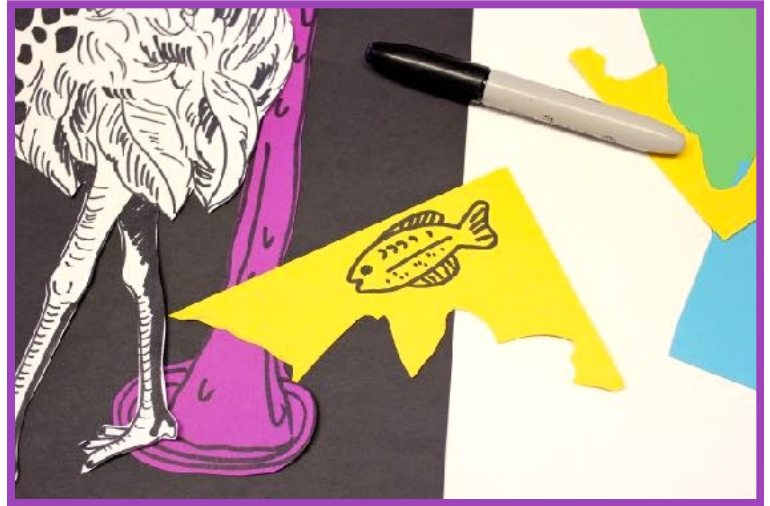
Remember, Surrealism is meant to fool the eye thinking that something looks normal until you look closer.

Have fun with this!

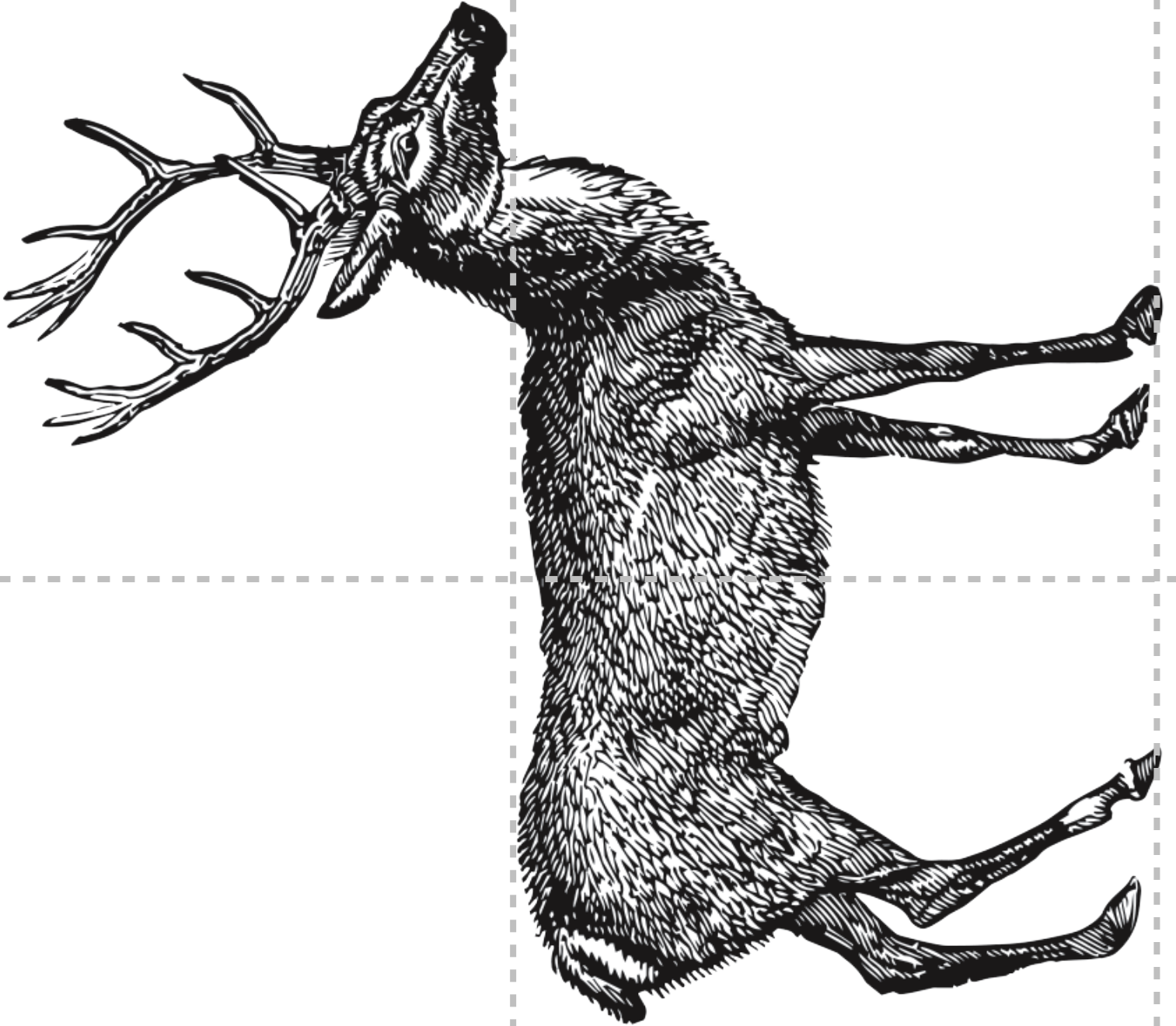
Draw directly onto the colored paper with a black marker (no need for a pencil) and then cut out the paper shape.

Glue background details to the black paper.

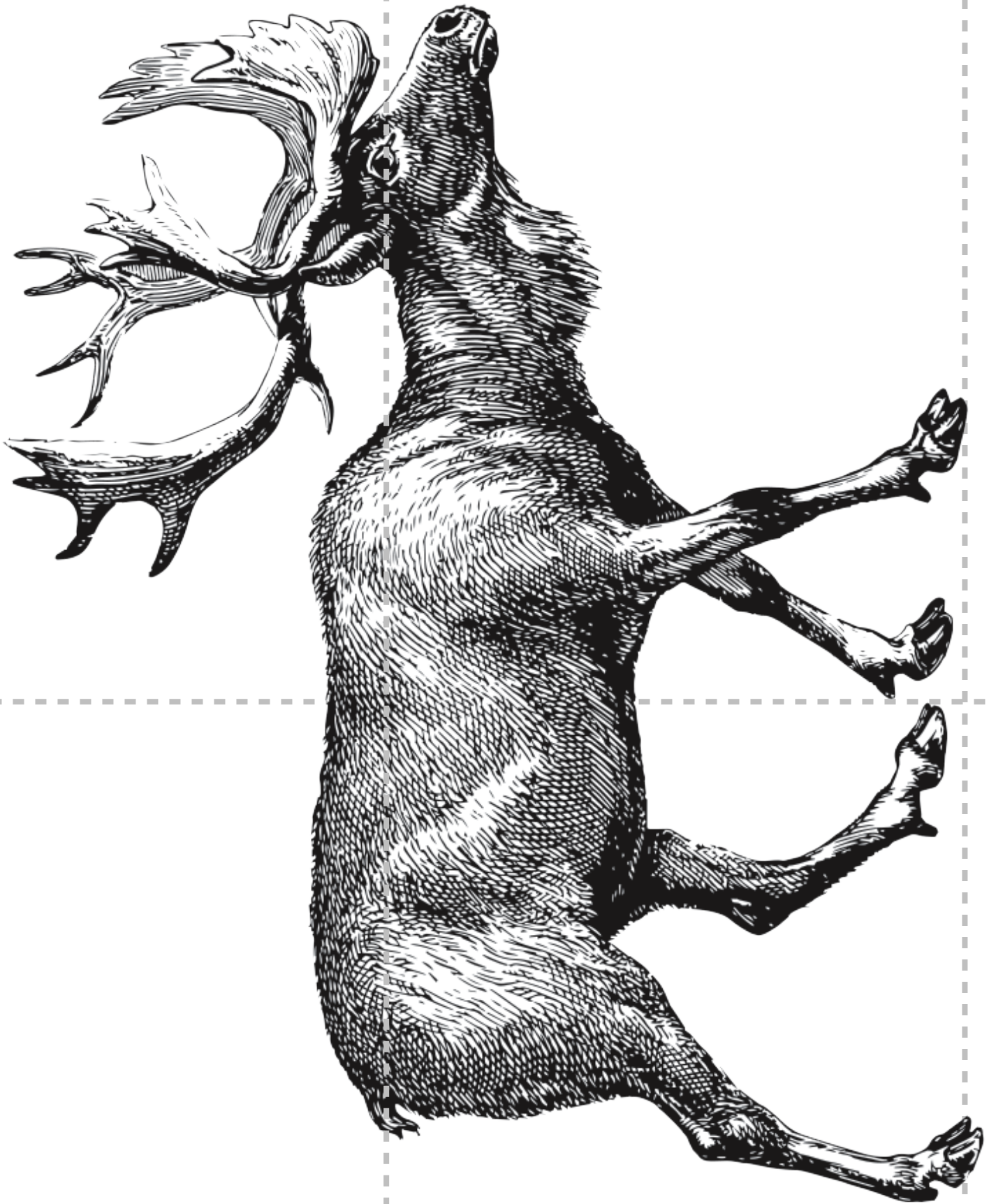
Glue cut out animal over the background designs and the black paper.



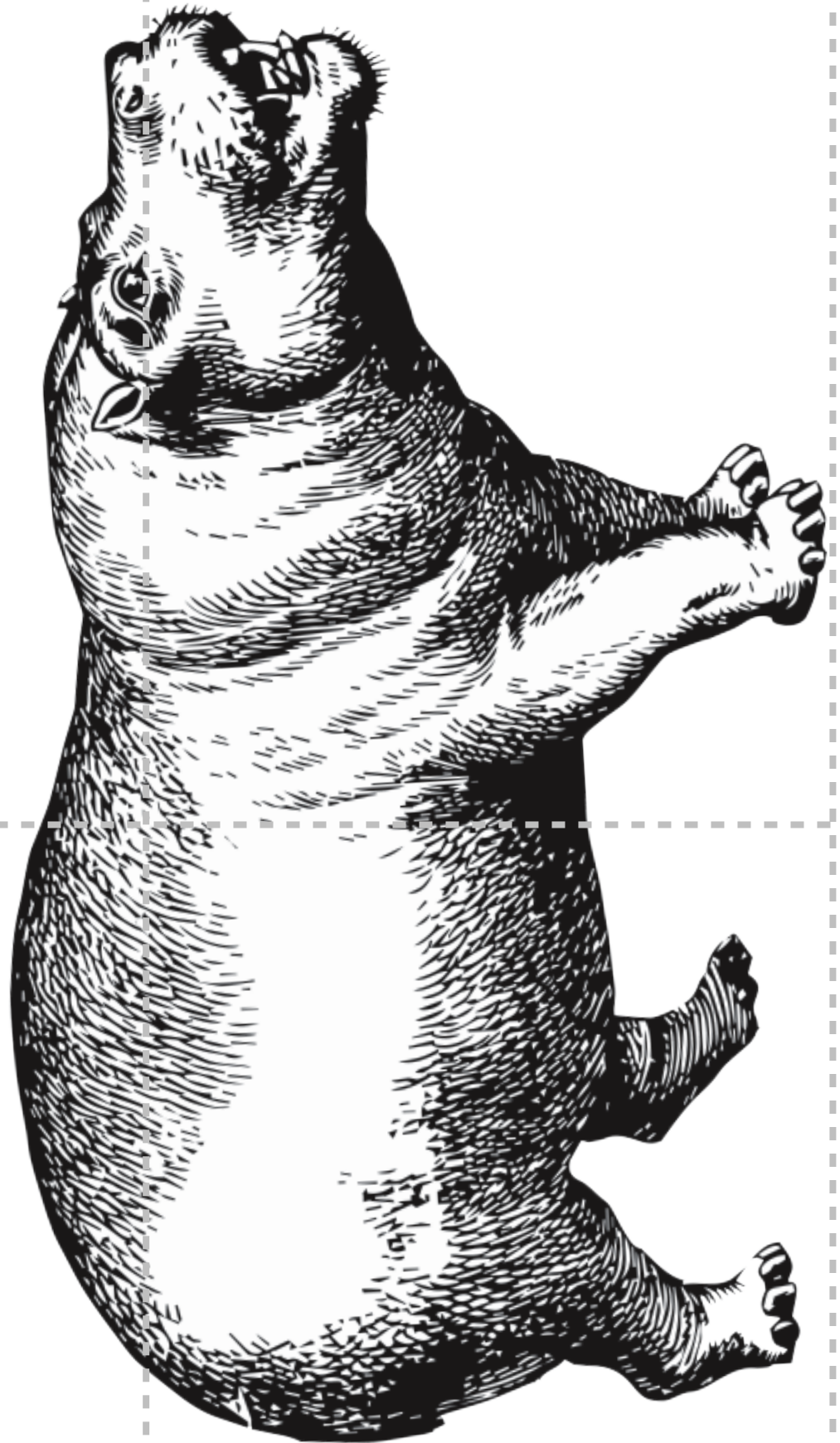
# DEER



# MOOSE



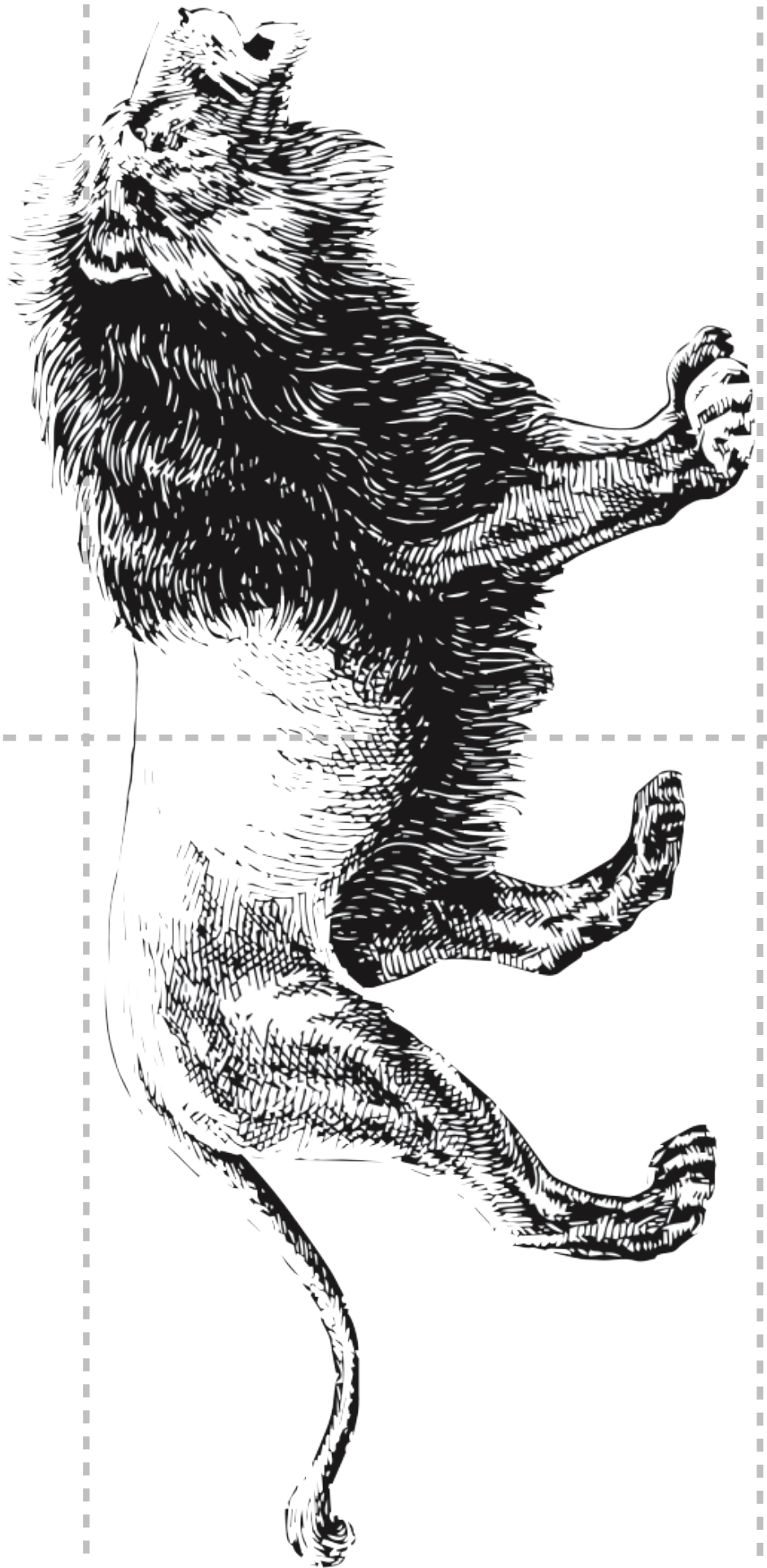
# HIPPO



# ZEBRA





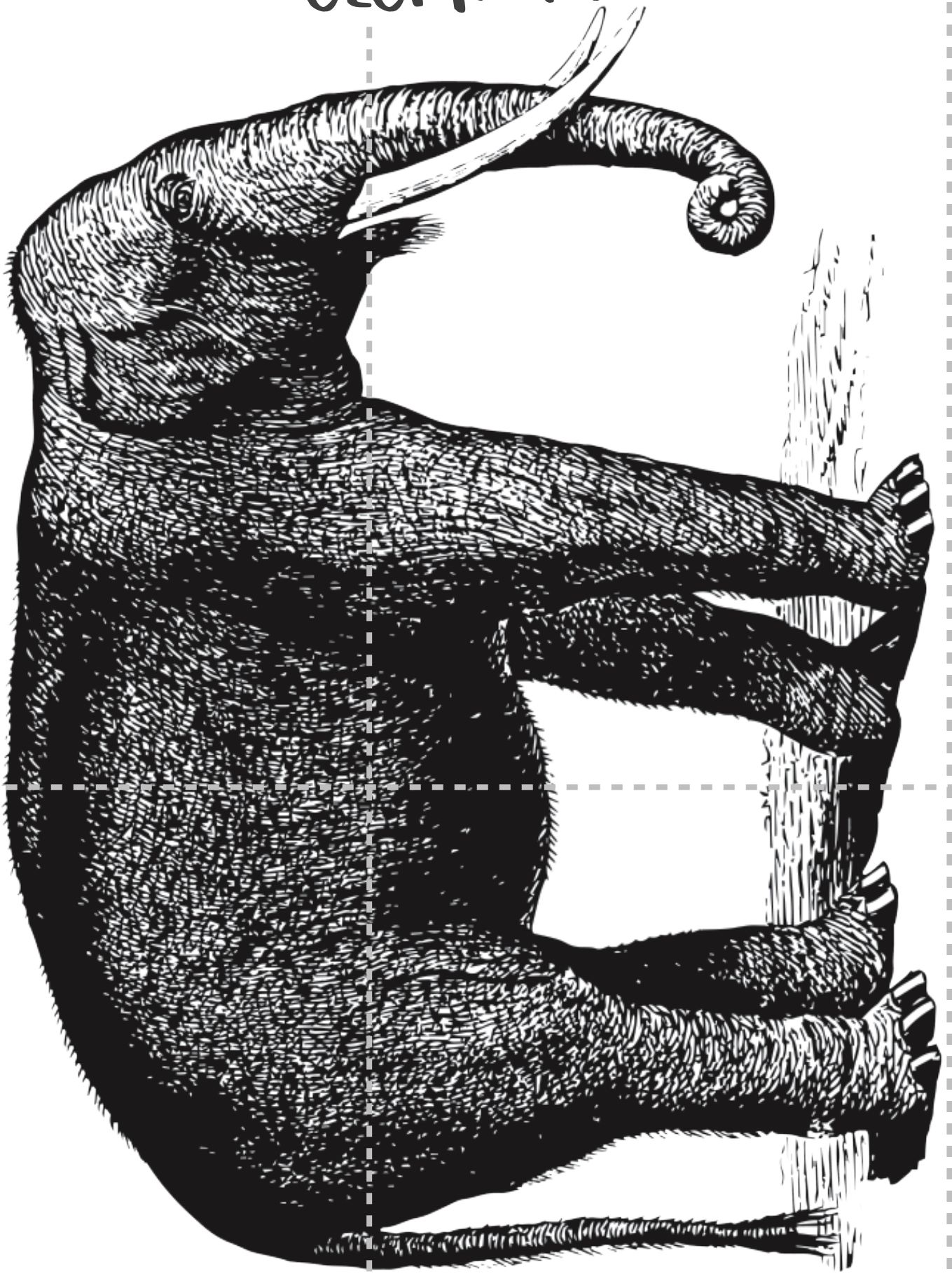


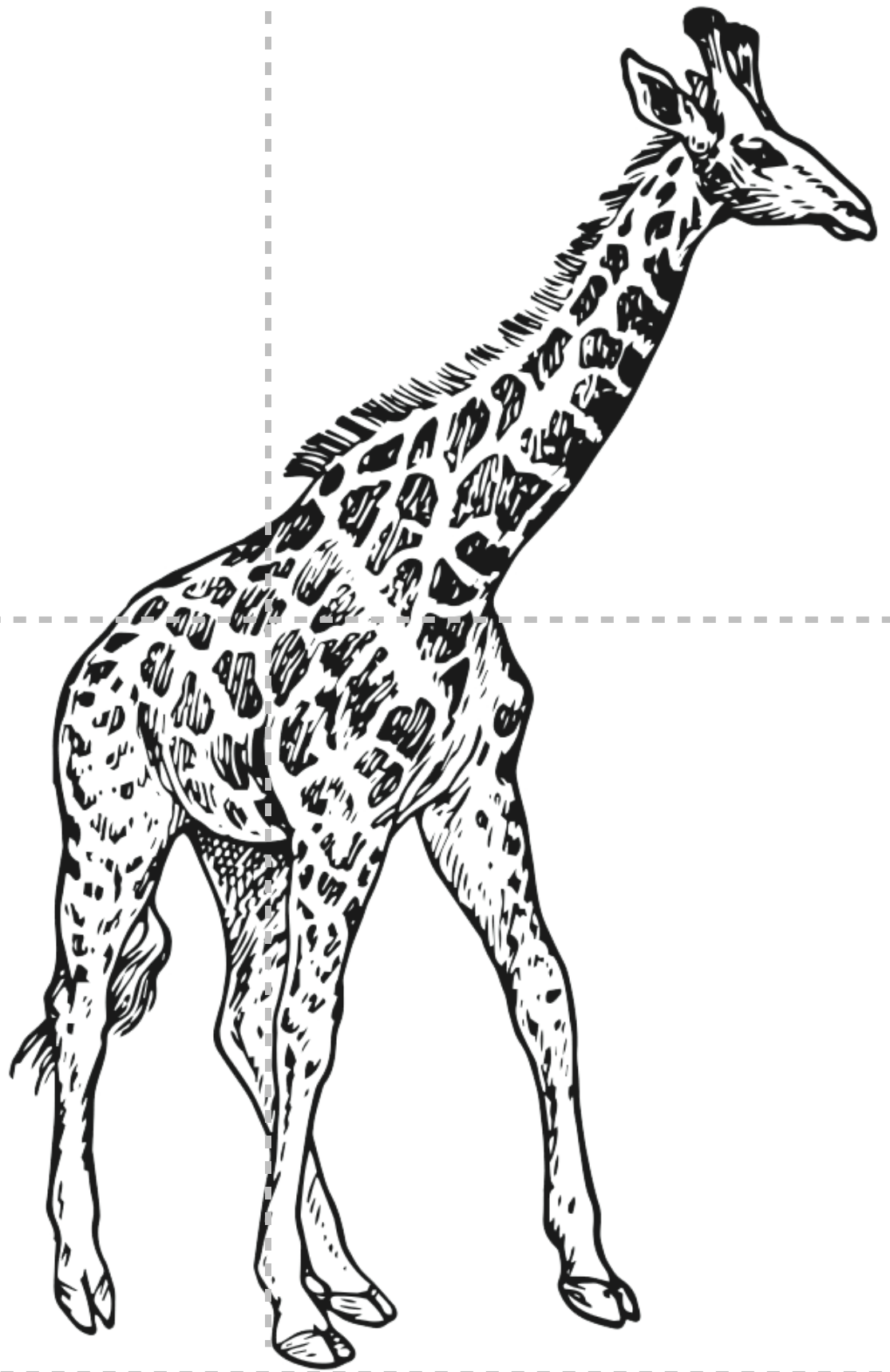
LION



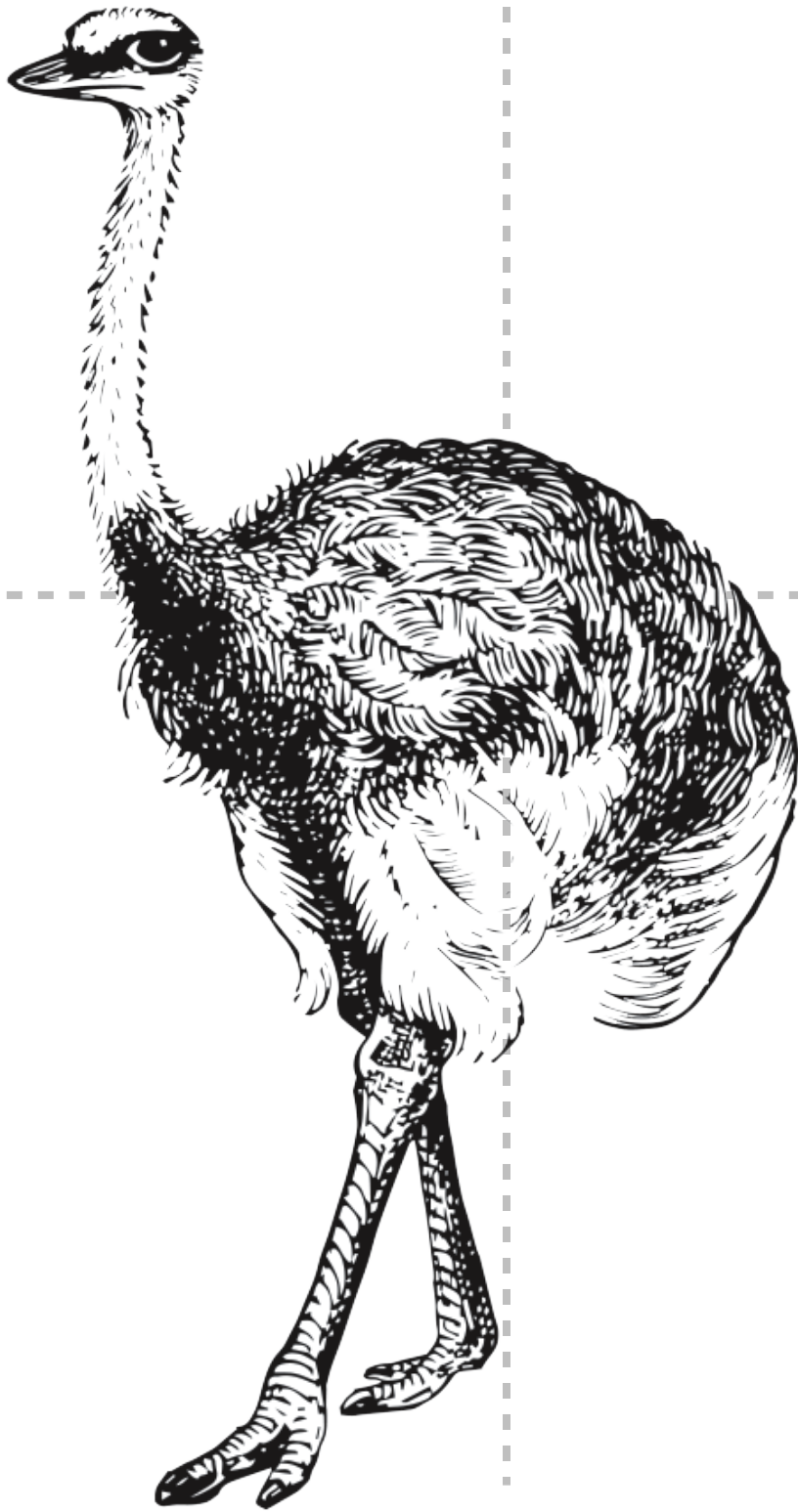
TIGER

# ELEPHANT

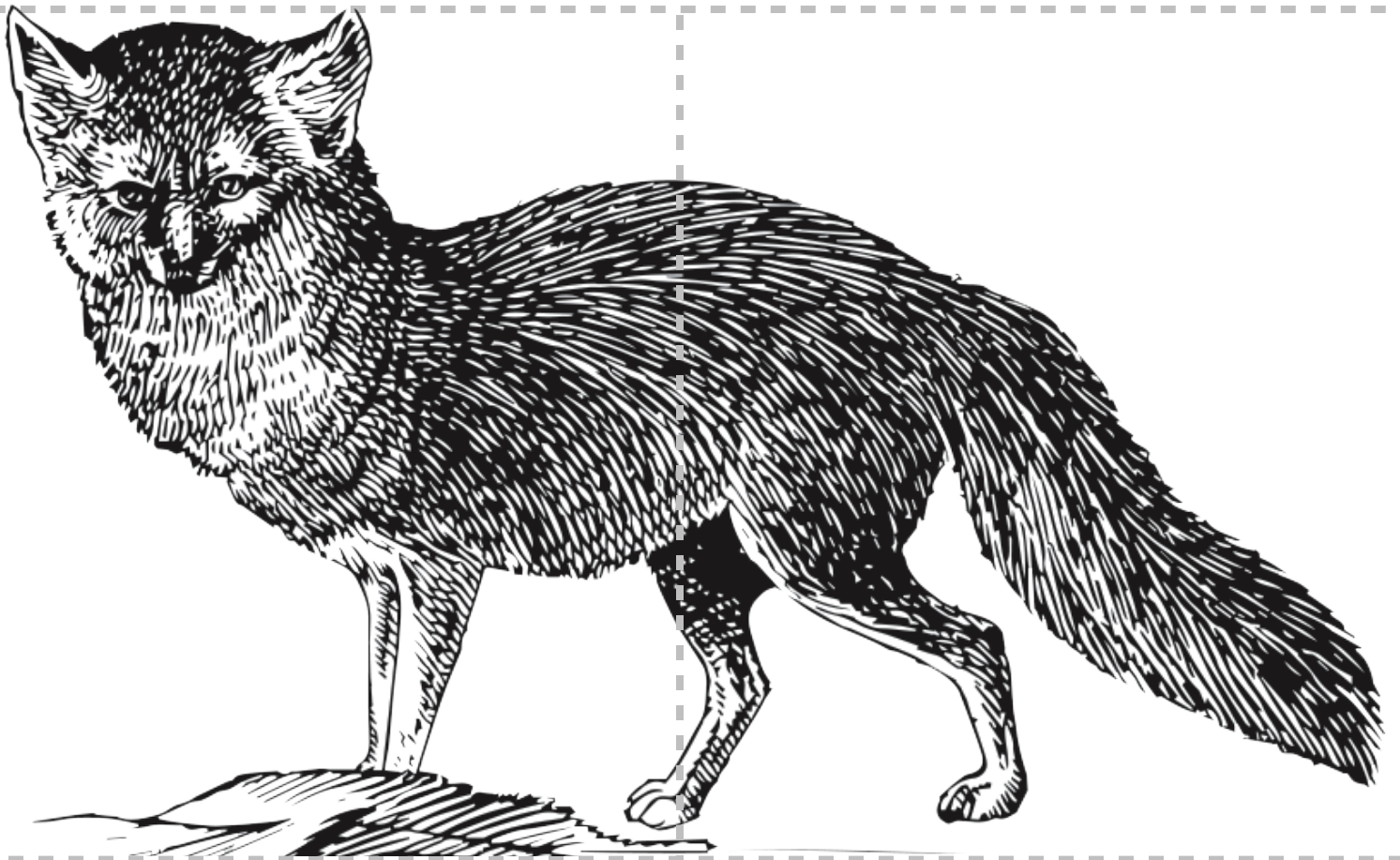




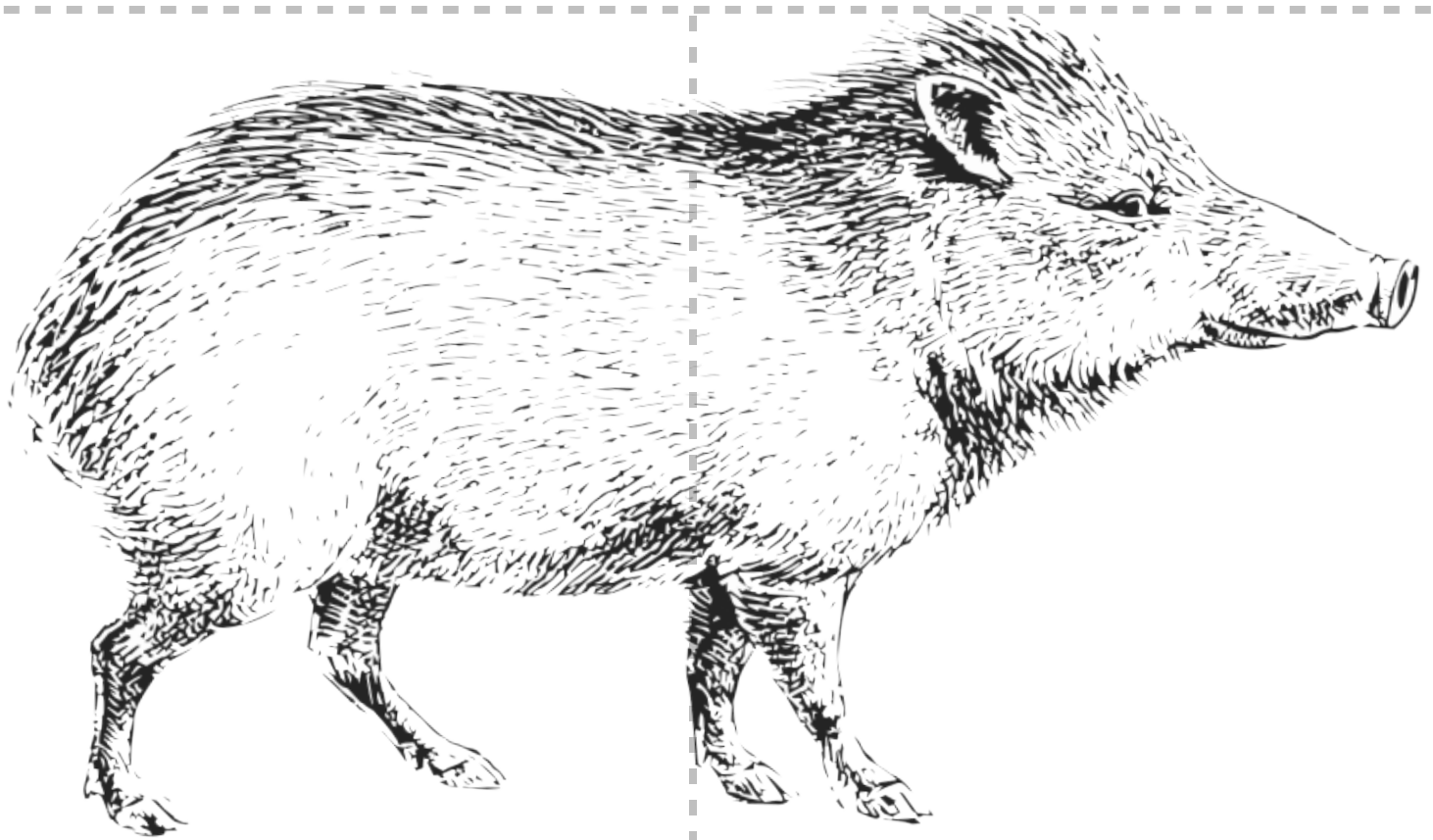
# GIRAFFE



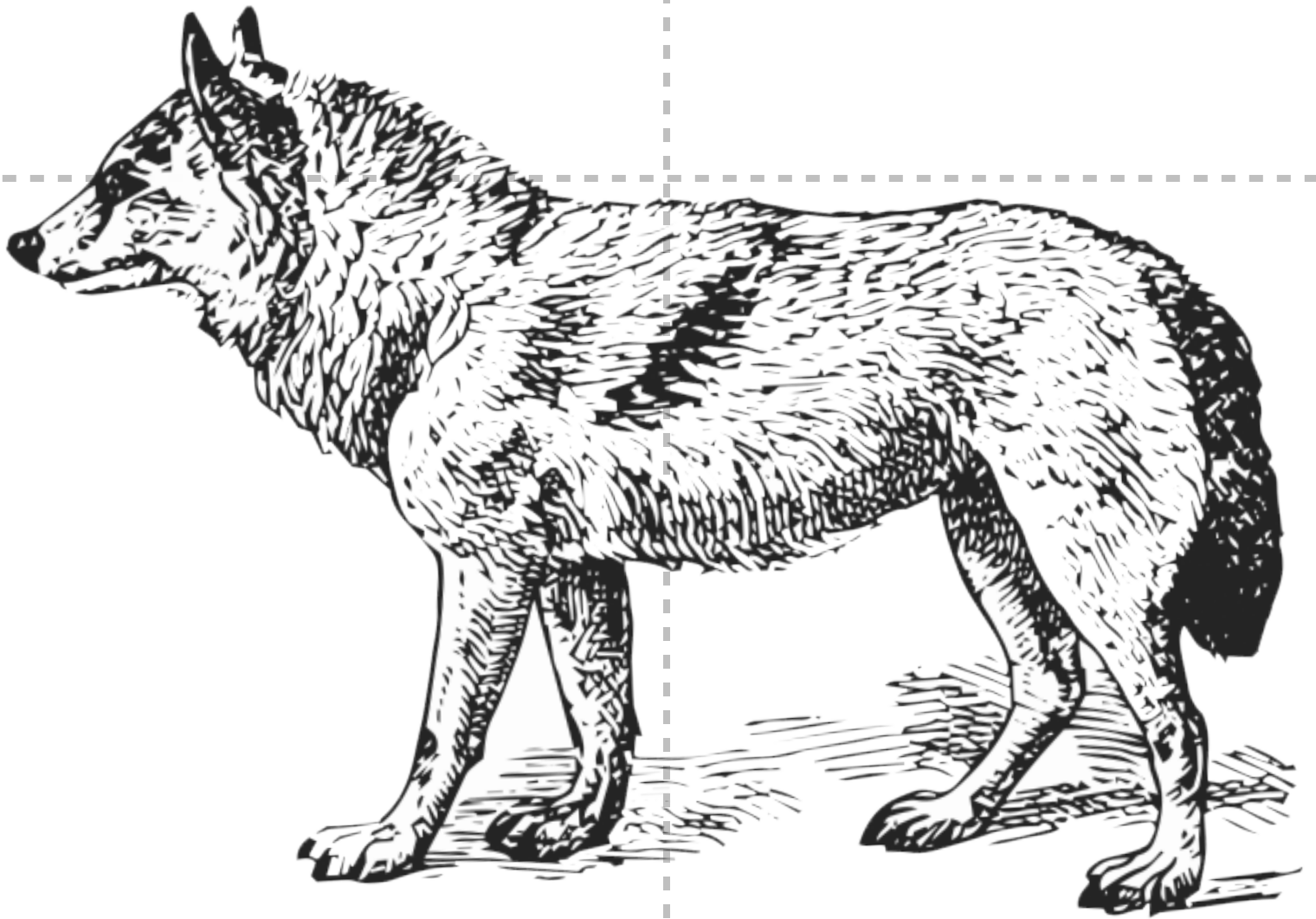
# OSTRICH



# FOX



# WILD BOAR



WOLF



# NATIONAL CORE ARTS STANDARDS-FIFTH GRADE

## CREATING

- Generate and conceptualize artistic ideas and work** — combine ideas to generate an innovative idea—demonstrate diverse methods to approaching art making
- Organize and develop artistic ideas and work** — experiment and develop skills in multiple techniques through practice—show craftsmanship through care—document objects of personal significance
- Refine and complete artistic work**—create artists statements using art vocabulary to describe personal choices in art-making

## PRESENTING/PRODUCING

- Analyze, interpret and select artistic work for presentation**— define roles and responsibilities of a curator—explaining the skills/knowledge needed to preform curation
- Develop and refine artistic work for presentation** — develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork
- Convey meaning through the presentation of artistic work** —cite evidence of how an exhibition in a museum presents ideas and provides information about specific concepts

## RESPONDING

- Perceive and analyze artistic work-** compare interpretation of art to another's interpretation —analyze cultural associations suggested by visual imagery
- Interpret intent and meaning in artistic work** — interpret art by analyzing form, structure, context information, subject, visual elements, and use of media to identify mood and ideas conveyed
- Apply criteria to evaluate artistic work**— recognize differences in criteria used to evaluate works of art depending on styles

## CONNECTING

- Synthesize and relate knowledge and personal experiences to make art-** apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding**

# I CAN STATEMENTS FOR MIXED-UP ANIMAL

- Today I will learn about SURREALISM, so that I CAN accurately describe at least 3 facts about the movement in art history.
- Today I will learn about LINE and SHAPE, so that I CAN SKETCH an animal that is made up of 2 different animals. I'll know I have it when I have used CROSS-HATCHING to add IMPLIED TEXTURE & CONTRAST.
- Today I will learn about COLLAGE, so that I CAN cut and arrange all the sections of my COMPOSITION to create BALANCE.

## COMMON CORE STANDARDS FOR MIXED-UP ANIMAL

### **CCSS.ELA-Literacy.SL.5.2**

*Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.*

After introducing the students to Surrealism via book, posters, PowerPoint, etc., students can be asked to answer questions orally to summarize what they have learned about the style, use of the elements of art, and principles of design in the form of a discussion.

### **CCSS.ELA-Literacy.W.5.1**

*Write opinion pieces on topics or texts, supporting a point of view with reasons and information.*

As students complete an artist statement (located in Resources), they are supporting claims about what their artwork means. This requires them to build their answer based on how they created the work as evidence pointing toward the composition's meaning.

### **CCSS.ELA-Literacy.L.5.1**

*Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*

You can communicate to students that using conventions of standard English grammar when writing their answers to the artist statement worksheet should be emphasized. This is a wonderful way to help students see cross curricular connections between subjects!

# ASSESSMENT CHECKLIST

## MAIN IDEAS FROM: MIXED-UP ANIMAL SKETCH

STUDENT NAME: \_\_\_\_\_

- Can the student tell me at least 3 facts about Surrealism?
- Did the student create an animal made up of 2 different animals?
- Did the student use cross-hatching to achieve contrast?