Animals in Art
From Your Museum to Your Home

Note to the Caregiver
Thank you for taking the time to support your student’s learning. This unit on Animals in Art was created to introduce your student to the ways in which artists are inspired by the world around them. Your student will learn multiple ways that pencil and paper can be used to document the natural world around them.

In the Educator Overview, you will find the specific learning objectives for the unit as well as the education standards that each exercise fulfills.

In the Art Connections section, they will learn how an artist in our collection, Rosa Bonheur, used similar techniques to realistically capture the native animals of France in her paintings. Through the Learning to Look exercises, your student will use mark making techniques to note what they hear and what they see. We then will invite your students to make their own observational drawing and collage in their Studio at Home.

At the Walters Art Museum, we believe art brings people together. We hope that you can take time to follow along with your student’s learning. Want to dive deeper into Animals in Art? Take a look at our Extension Activities which include multimedia resources, a Unit Vocabulary list which is an aid in expanding your student’s vocabulary and Conversation Questions that will help you continue learning through dialog.

Please let us know what you and your student thought of this unit by taking a brief survey found at the end of the workbook.

Thank you for welcoming The Walters Art Museum into your home. We hope this will be one of many adventures we take together.

This resource was a collaborative project created by the School Programs team at the Walters Art Museum. Contributing to this project was Keondra Prier, Marta Zoellner, Elizabeth Norman, Iman Cuffie, and Susan Dorsey.
Educator Overview

This resource was especially crafted for third grade students studying in Baltimore City Public Schools and is appropriate for any third grade audience. It is a multidisciplinary unit integrating skills in visual arts, english language arts, science, social studies, and music. This unit can be used as a companion to Wit and Wisdom Module 4: Artists Make Art. It uses works of art from The Walters collection.

Unit Objectives

1. Students will observe plants and animals in nature and notice their similarities and differences.
2. Students will learn about Rosa Bonheur, a French artist who studied animals.
3. Students will create a work of art using observational skills.
4. Students will practice formal elements of drawing as well as how to translate visual data into line drawings and collage.

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<td>Visual Arts</td>
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<table>
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<th>Standards</th>
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<tr>
<td>LS3.B: Variation of Traits</td>
<td>Key Ideas and Details:</td>
<td>Anchor Standard 1 - I:3–5:1: Act on creative ideas to develop personally meaningful compositions through observation, imagination, or memory.</td>
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<td>Differences in how organisms look and function</td>
<td>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</td>
<td>Anchor Standard 2 - I:3–5:1: Develop and experiment in the creation and design of artworks.</td>
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<td>because they have different inherited information.</td>
<td>Integration of Knowledge and Ideas:</td>
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<td>Anchor Standard 9</td>
<td>RL.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</td>
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<td>I:3–5:1: Describe personal evaluation of musical works or performances based on criteria, using appropriate musical vocabulary.</td>
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<td>E:3–5:3: Compare and document musical elements from two or more contrasting selections of music.</td>
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<td>Standard 5.0 History: Students will use historical thinking skills to understand how individuals and events have changed society over time.</td>
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<tr>
<th>Materials</th>
<th>Pencil</th>
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<tr>
<td>Paper</td>
<td>Optional: Crayons or Colored Pencils</td>
<td>Scrap Paper or Cardboard Glue</td>
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Welcome to Walters Classroom Connect

Welcome to Walters Classroom Connect. Today you are going to learn about Animals in Art. The works of art in this lesson can be found in the Walters Art Museum, a collection located and owned by Baltimore City. The Walters Art Museum is your museum and we hope this is one of many adventures we will have together. You will learn how to look closely at the world around you, make notes about what you see, explore works of art and make connections to your lives. We hope you learn something new but more importantly that you have fun while learning!

Before you get started, gather a pencil and your imagination! Get ready to learn about a famous artist who liked to paint animals and then you will discover the world of animals in your own neighborhood. You will have a chance to look at art, read exciting information and then apply what you learned to some fun activities!

Primary Source: An Artist’s Painting

Rosa Bonheur (b. 1822), *Ploughing Scene*, 1854. Oil on Canvas. 37.836.
Art Connections: Social Studies Connection

Rosa Bonheur: Revolutionary Farm Artist
Many artists are inspired by nature, and especially, by animals. One artist who loved animals very much was Rosa Bonheur (Bon-ur). Rosa was born in France in 1822, into a family of artists. Her father was a painter, and her mother taught piano. A lot of people at this time believed only boys should be educated, but Rosa’s parents thought girls should be allowed to learn too. Her parents supported her and her siblings in learning how to make art - in fact, two of Rosa’s brothers, her sister, and Rosa all became artists! Their father painted people, but Rosa and her siblings all made art inspired by animals.

The 1800s were a time of great change, especially in France. After the French Revolution (1789-1799), a large conflict in which the working people rose up against the royalty, the French had to find a new system of government, without a king and queen. Around the same time, people in many countries were experiencing the Industrial Revolution (1760-1840), a time when factories and machines were being built, and large numbers of people moved into the city from the country to find work. Revolution is a word for a very large, very dramatic change.

At this time, In the 1800s, art showing animals became very popular. In France, it was so popular that French writers created a new word to describe artists who focused on animals: animaliers (an-i-mal-i·ers). One of the reasons why this art style became so popular was because of the many changes the world was going through. Admiring the beauty of animals helped people to deal with changes, and farm scenes especially reminded people of a simpler, less complicated time, when people lived in rural communities instead of urban cities, and farmed instead of working in a factory or office.

Rosa painted and drew constantly. Her favorite animals to draw were farm animals specifically: horses and goats, but especially cows. She spent hours studying the animals and their anatomy, or the way their bodies were formed, and her works of art became very popular. During her lifetime, Rosa was considered the most famous female artist in the world! She was so famous that people made dolls of her to give to little girls!

Rosa was also well-known for behaving differently than many women around her. At a time when women wore dresses, Rosa wore pants, because they made it easier for her to walk in the fields. At a time when women were expected to get married and stay home, Rosa stayed...
unmarried and worked all her life. Rosa loved painting cows and horses more than anything and people loved her paintings just as much. Rosa was a revolutionary artist in revolutionary time!

**Art Connections: Reading Comprehension**

Please try to write in complete sentences. All of the answers can be found in the reading.

1. Who was Rosa Bonheur?

2. What kinds of animals did Rosa like to paint? Can you name three?

3. What things did Rosa do that people at the time found unusual or different? Can you name two?

4. List two new things you learned about Rosa.

5. Name three animals that you would choose to inspire your art!
Learning to Look: Make Your Mark

Scientists and artists use observation. Below you will learn how to use pencil marks as a way to record what you see.

Directions
Using a pencil or marker, practice the different mark making techniques using the display panel below as a guide. Practice creating dots, dashes, diagonal lines, intersecting lines, swirling lines, etc.
Learning to Look: Drawing Sound

Next, use mark making to record the different bird songs you hear outside. You can listen from inside or outside.

Close your eyes and listen.
Think about what you are hearing.

How many different bird songs do you hear?
_______________________________________________________________

Do you notice any birds in conversation with one another, or responding back and forth?
_______________________________________________________________

**Rhythm**: Are the birds making long or short sounds? Is there a pattern to them?
_______________________________________________________________

**Pitch**: Are the sounds high or low?
_______________________________________________________________

**Tone**: Do they sound happy or sad?
_______________________________________________________________

Think about what mark making technique you might use to visually represent the rhythm, pitch, and the tone of the bird songs you are hearing. For example, you might choose a **circle** to represent a **high pitch** and a **thick horizontal line** to represent a **deep pitch**, or vice versa.

<table>
<thead>
<tr>
<th>Rhythm</th>
<th>Pitch</th>
<th>Tone</th>
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Learning to Look: Sound Sketch

Now, let’s make a sound sketch—marks to represent the bird songs we hear! Close your eyes and focus your sense of hearing on one bird song. While your eyes remain closed, use your writing tool to mark each note that you hear from the bird. Focus on matching the rhythm of your mark making to the rhythm of the bird’s song.

Move onto another bird call and notice the difference in rhythm, tone, and pitch. While making a sound sketch of the bird’s song, again try to match the rhythm of your strokes to the rhythm of the bird’s call.

Now, open your eyes and compare the marks and patterns you used for the two bird songs.
Learning to Look: Birdwatching

Next, try this exercise with your eyes open and think through what different marks you might use to represent the different pitches and tones. Each bird makes a different song. Make a note of the species, or type of bird you see. Make a sound sketch of their song.

Now make another sound sketch of a different bird species. How is the bird the same as the first bird you observed? How is it different?
Studio at Home

Bonheur’s Technique

Rosa Bonheur studied animals closely to make her paintings. Her process included observing, sketching, and making notes about the animals and their anatomy. Let’s take a look at one of her drawings, Sketch of Five Bulls with Color Notes. In this drawing, you can see her attention to detail when sketching from an animal in real life.

Primary Source: An Artist’s Sketch

Rosa Bonheur (b. 1822), Sketch of Five Bulls with Color Notes, c.1850. Graphite and watercolor on paper, 37.2365. The Walters Art Museum
Step-by-Step: Observational Drawing

Step 1. Look Around You

Have a seat in a place where you can look around outside. This can be beside a window, on a stoop or porch, or in a park. Find a plant or animal that catches your eye. Focus on the plant or animal and what surrounds it. Is it grass? Concrete? Spend at least five minutes to really look at your subject closely. Looking is the first step in drawing.

Step 2. Draw Contours

For many of us, the first things we notice are the lines. We see the edges of objects as lines, which are called contour lines. Start by lightly sketching the lines that make up the outline of what you’re looking at. You can always darken them later, but starting off light gives you a chance to really define the shape of the outline.

Step 3. Draw the Details

After this, you will sketch in the defining details. Does your subject have leaves? Does it have eyes? Focus on outlining them in your drawing.

Step 4. Add the Texture

Did you notice that Rosa Bonheur took notes on the edge of her drawing? You can also take notes, so that you can come back to them later, when it’s time to work on your final product. Write down what you notice about the texture of your subject. Is it fuzzy? Is it spikey? Does it have feathers? What colors do you see? Start by making notes of these things without worrying about drawing or coloring just yet. These observations will help you decide what materials to use later on.

Step 5. Transfer your Contour Drawing

Artists like Rosa Bonheur start with sketches as the base for their paintings to follow. You can see an example of a finished painting by Rosa Bonheur in the Art Connections section of this packet.

Now that you have created your observational drawing and made notes of what you saw, it’s time to re-draw your lines on a larger/thicker sheet of paper or cardboard. This gives you a chance to clean up your lines, or make changes to your drawing as you move on to the final product.

*Note: If you don’t have thicker paper or cardboard, you can use a page in this packet, or continue working on your sketch*
Step 6. Finding the Texture

Now it’s time to look back at your notes to decide what textures and colors to add. You can add these elements with crayons, markers, or colored pencils, or you can look for items to create a collage. Collage items can include cut up magazines and paper, or you can look for them outside! Leaves, grass, and other bits of nature work great. If you choose to collage, you will also want glue or tape to attach your materials, and you may want scissors to create shapes (tearing also works).

Step 7. Creating the Final Product

Option 1: Draw/Color

There are lots of ways to use your supplies to create texture and color. Try layering two or more different colors on your paper to create the perfect shade. For texture, you can make different types of marks like you did during the Learning to Look section.

Option 2: Collage

Collage is when you glue together little pieces of paper to add color and texture to a work of art. Remember when collaging, you don’t have to cover every part of your drawing—it’s ok for the lines to show! Before gluing anything down, take a moment to lay out the different materials and make sure you’re happy with the result. Where on your drawing do the textures and colors belong?

Once this is planned out, you can start to glue!

Step 8. Show it off!

Sign your name on your work! Be proud of it and choose somewhere to display it with the help of an adult. You can even display the draft and the final product side by side to show your artistic process! Remember: as you create art about the world around you, observation is key and taking the time to really observe, sketch, and plan will lead to amazing results!

Don’t forget to share your work with us on social media using #WaltersClassroomConnect.
Extension Activities

Conversation Questions

Why do people write down the things they hear and see?
What is your favorite part of looking closely at the world around you?
What can we learn by taking a lot of time to look at something?
What other things did you observe while spending time looking outside?

Unit Vocabulary

<table>
<thead>
<tr>
<th>Anatomy</th>
<th>Noun, the study of the structure of an animal or plant, or any of its parts.</th>
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<tbody>
<tr>
<td>Animalier</td>
<td>Noun, french, an artist who professionally makes art featuring animals.</td>
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<tr>
<td>Artist</td>
<td>Noun, a person who creates art.</td>
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<tr>
<td>Community</td>
<td>Noun, a social group of any size, with members existing in a certain place and sharing a culture or interests.</td>
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<tr>
<td>Collage</td>
<td>Noun, from the French verb coller, meaning 'to glue,' is the artistic process of gluing and assembling various materials to a flat surface to create a picture.</td>
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<tr>
<td>Contour Lines</td>
<td>Noun, a line that defines an edge or form (like an outline). In Contour Line drawing, the artist only draws the lines that follow the most defined parts of an object.</td>
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<tr>
<td>Revolution</td>
<td>Noun, a great and dramatic change, can describe a specific conflict, a movement or a cultural shift.</td>
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<tr>
<td>Revolutionary</td>
<td>Adjective, being related to a great change; noun, a person who promotes and seeks change.</td>
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<tr>
<td>Rural</td>
<td>Adjective, relating to farming and country life.</td>
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<tr>
<td>Texture</td>
<td>Noun, the feel, appearance, or consistency of a surface or a substance.</td>
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<tr>
<td>Urban</td>
<td>Noun, in, relating to, or characteristic of a town or city.</td>
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Learning to Look: Birdwatching Extension

Look for the following Maryland Birds that may be flying right outside your window! Find out if you can Sound Sketch exercise with the different species of birds.

<table>
<thead>
<tr>
<th>Bird Name</th>
<th>Image</th>
<th>Sound Sketch</th>
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<tbody>
<tr>
<td>Mourning Dove</td>
<td><img src="image1.png" alt="Image" /></td>
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<tr>
<td>European Starling</td>
<td><img src="image2.png" alt="Image" /></td>
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<tr>
<td>American Robin</td>
<td><img src="image3.png" alt="Image" /></td>
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<tr>
<td>House Sparrow</td>
<td><img src="image4.png" alt="Image" /></td>
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Rosa Bonheur Farm Artist

N Q S F F Q T L O W X B H H E
G S N P A N T S H D X O M O E
V V W R M M C T G O Q G G B C
R W Q J I U O K T L R I C J P
D F H A L C W U E L B S W P V
S E O U Y T H K S Z C S E T U
W J J V N E A X C M J B W H H
K O I S Y J Z H Y L B Q P U B
L N L M Q B V W K K M X N S Y
K S V G R G B Y O S C X I C X
N N F E O L J O A R T I S T G
R P P L F A Y C J R K C T O H
Y E K Y N T T Y E P F X H L R
M C C V W L E G W C S G O E J
A X W J D J W R Y U C H U Y K

ARTIST
FAMILY
COW
HORSE
GOAT
FAMOUS
DOLL
PANTS
WORK

MAKE YOUR OWN WORKSHEETS ONLINE @ WWW.ATOZTEACHERSTUFF.COM
Learning to Look

Further information about birds you may observe outside can be found at the following links. Try to identify the birds you are hearing using these resources and label your notations accordingly.

➔ Learn How to Identify Birds
➔ How to Learn Bird Songs and Calls
➔ Identify Birds in a Database
➔ Backyard Birding Activities
➔ Watch Bill Nye the Science Guy Explain Sound
➔ Record Bird Sounds and Analyze Their Frequency
➔ Keep a Birding Journal

Observe and record bird sounds at different times of the day, during different seasons and weather patterns throughout the year. Keep a journal to document your observations while comparing and contrasting your notations.

Art Connection

➔ Use the Walters Online Collection to find more artists who are inspired by animals.
➔ Use a timeline to help your child understand how long ago 1820 was.
➔ Learn about another animalier and author, Beatrix Potter, by reading or listening to the audiobook of The Tale of Peter Rabbit.
➔ Rosa Bonheur kept a variety of pets, including cows, goats and lions! Listen to an audiobook about famous authors and the pets that kept them company.

Studio at Home

➔ Read about the B’More Birds project and artist landry Randriamandrosio. Take a picture in front of his murals around Baltimore or create your own interpretation by coloring in one of the coloring pages. Don't forget to share your pictures with us on social media using #WaltersClassroomConnect.
➔ Learn about what it takes to be a Scientific Illustrator.
➔ Learn how artists and scientists work together to document birds at Cornell’s Lab of Ornithology.

Take Our Survey

Please let us know how you used this resource and whether it was helpful.