

# Faces of Civilization

Lyn Belisle, Pam Valentine, CJ McCollum

Primary Lessons



 San Antonio Museum of Art

# San Antonio Museum of Art

*Faces of Civilization*

*Primary Section - Animals, Art, and Attitude*



## Overview

Activities contained here are designed to help students create a visual vocabulary based on art objects from across time and culture. Materials support educators before, during, and after a museum visit. The primary section is designed for elementary students and is geared for 3rd grade. Lessons can be modified to suit other grade levels.

## Key Questions

- Why have animals always had a special place in artwork?
- How are animals portrayed by different cultures?
- How have animals been used to decorate objects of art?

## Objective/Goals/Learning Outcomes

- Throughout this unit students should be able to:
- Students develop skill in observing artwork.
- Students develop understanding of the elements of art: line, shape, form, space, and color.

## Vocabulary

- color
- form
- landscape
- line
- portrait
- shape
- space
- value
- still life
- sculpture
- self-portrait
- thumbnail sketch
- utilitarian art
- vessel

## Quotes

"What is art but a way of seeing?" — **Thomas Berger**

"The job of the artist is always to deepen the mystery." — **Francis Bacon**

"A man paints with his brains and not with his hands." — **Michelangelo**

"The art of a people is a true mirror to their minds." — **Nehru, Jawaharial**

"Thousands of years ago, cats were worshipped as gods. Cats have never forgotten this." — **Unknown**

"What is man without the beasts? If all the beasts were gone, man would die from a great loneliness of spirit. For whatever happens to the beasts, soon happens to man. All things are connected." — **Seattle, Chief of the Duwamish, Suquamish and allied Indian tribes, Letter to President Franklin Pierce, 1854**

**Primary: Animals, Art, and Attitudes**  
**Pre-Activity #1:**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Materials:** Copies of images and student worksheets (next page), and examples of utilitarian art. Larger versions of the artwork can be downloaded from the “Faces of Civilization” website.

**Activity:** Animals have been used as part of or to decorate objects for many thousands of years. Objects of art that can be used for a purpose are called “utilitarian”. Students observe, compare and analyze two pieces of “utilitarian” artwork.



**Red-Figure Fish Plate**  
South Italian (Campanian), ca.  
330 – 320 B.C.  
Terracotta  
Attributed to the Elliot Painter



**Lamp with Lion Head Handle**  
East Roman  
2nd –3rd century A.D.  
Museum Purchase: Stark-  
Willson Collection

**Primary: Animals, Art, and Attitudes**  
**Pre-Activity #1: page 2**

	<b>Object "A"</b>	<b>Object "B"</b>
1. What colors do you see?		
2. What shapes do you see?		
3. What kinds of lines do you see?		
4. When do you think this object was made? (recently, a hundred years ago, or thousands of years ago)		
5. List 5 possible uses of this object.		



## **Primary: Animals, Art, and Attitudes**

### **Museum-Visit Activity #1:**

**Materials** - Copies worksheets, pencils, and clipboard, notebook or other surface to lean on.

#### **Activity** - Gallery Walk and Sketch

Animals are used as subject matter in paintings, as sculpture, and as decorative art on many art objects across time and culture. If possible, the teacher/guide should visit the museum prior to the field trip to select the gallery for this activity. Of special interest are the Greek/Roman, the Pre-Columbian, and the Egyptian galleries.

Students record their findings about artwork that uses animals as part of the subject matter. Teacher/guides should first model the exercise, point out the boundaries to the gallery, and allow students to sketch and move about the gallery. Review museum etiquette. The exercise ends with students sharing one of the pieces that they used and the questions that they wrote. Thumbnail sketches are quick and simple.

#### **Tips and Pitfalls**

Several students will most likely select the same work of art. Have students share questions that have not been asked before. Move the group around the gallery. Most groups will have a maximum of 10 students and sharing of the activity should be easy.

**Student Worksheet**  
**Museum Activity #1**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Activity:** Walk about the gallery and look for pieces of artwork that have animals on them. Make a small, quick thumbnail sketch of the artwork. Fill in the rest of the information in the chart below. Use the back of the paper if you need more space.

**Gallery:** \_\_\_\_\_

<b>Thumbnail Sketch of Artwork</b>	<b>Title, Artist, Date and other information</b>	<b>Material that the artwork is made of</b>	<b>List the animal or animals used in the artwork.</b>	<b>Write 3 questions about this piece of art.</b>

**Primary: Animals, Art, and Attitudes**  
**Post-Visit Activity #1:**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Materials** - Paper (9"x 12" or 12"x 16"), crayons or markers

**Activity** - Artists create many kinds of vessels. Vessels are objects that can hold something. The artists used animals in different ways on the vessels above. How are these objects the same? How are they different? Notice that each vessel has a sturdy base and can stand by itself. How big do you think these containers are? What do you think these containers held? Larger versions of the images can be downloaded from the "Faces of Civilization" web site.



**Vessel in Form of a Dog**  
ca 200 B.C. - 300 A.D.  
Vasua en Forma de Perro  
Colima Culture, West Coast, Mexico  
Red Slipper earthenware  
Bequest of Mrs. A.A. Seeligson, Sr.



**Black-Figure Amphora (Type B)**  
Greek (Attic), ca. 580 B.C.  
Terracotta  
Workshop of the Gorgon Painter  
Gift of Gilbert M. Denman, Jr.

Students draw a vessel that uses the image of an animal. Write a paragraph that describes the qualities of the animal. Describe the size and purpose of your vessel. Tell what it could contain or carry.

**Variation:** Students create a clay vessel.

**Primary: Animals, Art, and Attitudes  
Assessment**

<b>Utilitarian Objects</b>	<b>Outstanding</b>	<b>Met Criteria</b>	<b>Minimal</b>
<b>Pre-Visit Activity # 1</b>	Student has thoughtfully and carefully completed all portions of the chart.	Student has completed the chart.	Student has completed some of the chart.
<b>Pre-Visit Activity # 2</b>	Student has carefully created a utilitarian object that has an animal as part of its design. The written paragraph explains the use of the object and why the particular animal was selected.	Student has created a utilitarian object that has an animal as part of its design. The written paragraph explains the use of the object and why the particular animal was selected.	Student has created an object that is not utilitarian or that does not have an animal as part of its design. The written paragraph does not explain the use of the object and why the particular animal was selected.
<b>Museum-Visit Activity # 3</b>	Student has carefully created a utilitarian object that has an animal as part of its design. The written paragraph explains the use of the object and why the particular animal was selected.	Student has created a utilitarian object that has an animal as part of its design. The written paragraph explains the use of the object and why the particular animal was selected.	Student has created an object that is not utilitarian or that does not have an animal as part of its design. The written paragraph does not explain the use of the object and why the particular animal was selected.
<b>Post-Visit Activity # 4</b>	Student has carefully created a vessel that has an animal as part of its design. The written paragraph describes several of the qualities of the animal and what the vessel was designed to hold or carry.	Student has created a vessel that has an animal as part of its design. The written paragraph describes one of the qualities of the animal and what the vessel was designed to hold or carry.	Student has created a vessel or and animal. The written paragraph describes the animal but not what the vessel was designed to hold or carry.

## Primary: Animals, Art, and Attitudes Extensions

### Language Arts

- Students bring in several utilitarian objects from home. They describe to the class the use of the objects and their design.
- Have students draw a vessel for storing water. The students should depict a scene with a modern hero in action. Then the students could write a story about the scene.

### Math

- Students estimate the volume of different utilitarian vessels. Have containers of various sizes (gallon, quart, pint, cup, etc.) available for students to use in comparisons. Discuss the size of the vessel in relationship to the purpose of the vessel. For example, water containers would be larger than perfume or make-up containers.
- Complete the lesson on **Vessel Volumes**. Resources are found on the web site for The Art Institute of Chicago (<http://www.artic.edu/cleo/Teachfolder/Amphhtml/FINAL/Amphora.Math.1.html>).
- Have the students draw a watering vessel based on their favorite pet. Then have the students create a variation of the drawing using geometric shapes to represent the different parts of the animal body. Cycladic figure (<http://www.artic.edu/cleo/Teachfolder/Cyclhtml/FINAL/Cycl.Art.1.html>)

### Technology

- Students use digital photography to photograph utilitarian objects. They write paragraphs describing the objects use.
- Using a computer drawing program, students will draw a realistic animal using 9 - 12 shades of gray. They will then in three steps change (metamorphosis) the animal or insect into a realistic kitchen tool. Consistent shading and texture should be utilized.

### Science

- Have the students learn about the lost wax technique used to create many of the ancient metal vessels. Resources (<http://www.artic.edu/cleo/griffin/griffinMovie.html>) can be found at the web site of The Art Institute of Chicago.

### Art

- Students create utilitarian objects out of clay.
- Students create artworks with animals as subject matter.
- Students create portraits of an animal.

## Social Studies

- Students research utilitarian objects from various cultures.
- Students view the movie and fill-in the worksheet ***Vessels: Then and Now***. The resource to use is found on the web site for The Art Institute of Chicago (<http://www.artic.edu/cleo/Teachfolder/Amphhtml/FINAL/Amphora.SocSci.1.html>).

## **Primary: Animals, Art, and Attitudes Books**

- Bayles, D. & Orland, T. (1993) *Art and Fear*. Santa Barbara, CA: Capra Press.  
ISBN 0 – 88496-379-9
- Baylor, B. (1972) *When Clay Sings*. New York, NY: Aladdin Books.  
ISBN 0-689-71106-9.
- Burmark, Lynell. (2002) *Visual Literacy: Learn to See, See to Learn*. Alexandria, VA: ASCD. ISBN 0-87120-640-4
- Clough, P. (1996) *Clay in the Classroom*. Worcester, MA: Davis Publications, Inc.  
ISBN 0-87192-309-2
- Cornette, C. (1999) *The Arts as Meaning Makers: Integrating Literature and the Arts Throughout the Curriculum*. Columbus, OH: Prentice-Hall. ISBN0-13-792920.
- Finn, D. (1985) *How to Visit a Museum*. New York, NY: Harry N. Abrams, Inc.  
ISBN 0-8109-2297-5
- Gelb, P. (1998) *How to Think like Leonardo da Vinci*. New York, NY: Delacorte Press.  
ISBN 0-385-32381.
- Levy, V. (1983) *Let's go the Art Museum*. New York, NY: Harry N. Abrams, Inc.  
ISBN 0-8109-2380-7.
- London, P. (1989) *No More Secondhand Art: Awakening the Artist Within*. Boston, MA: Shambala Publications, Inc. ISBN 0 – 87773-482-8.
- Moore, R (editor). *Aesthetics for Young People*. Champaign, IL: National Art Education Association. ISBN 0-937652-73-3.
- Qualley, C. (1986). *Safety in the Classroom*. Worcester, MA: Davis Publications, Inc.  
ISBN 0-87192-174-X
- Tejada, I. (1993) *Brown Bad Ideas from Many Cultures*. Worcester, MA: Davis Publications, Inc. ISBN 0-87192-247-9.
- Topal, C. (1992). *Children and Painting*. . Worcester, MA: Davis Publications, Inc.  
ISBN 87192-241-X.
- Schuman, J. (1981) *Art from Many Lands: Multicultural Art Projects*. Worcester, MA: Davis Publications, Inc. ISBN0-87192-150-2
- Venezia, M. (1993) *Getting to Know the World's Greatest Artists Series*.  
Chicago, IL: Children's Press.

## Elementary: Animals, Art, and Attitudes Resources

<http://hirshhorn.si.edu/education/animals/animals.html>

Hirshhorn Museum & Sculpture Garden Animals in Art Packet

[http://www.artsmia.org/animals/animals\\_activities.html](http://www.artsmia.org/animals/animals_activities.html)

Amazing Animals in Art

[http://curry.edschool.virginia.edu/curry/class/Museums/Teacher\\_Guide/Art/Animals.in.Art.html](http://curry.edschool.virginia.edu/curry/class/Museums/Teacher_Guide/Art/Animals.in.Art.html)

The National Gallery of Art

<http://www.getty.edu/artsednet/resources/Look/Animals/lion.html>

Animals in Art: Imagination

<http://www.artic.edu/cleo/Teachfolder/Amph.html/FINAL/Amphora.Science.3.html>

Pottery Science - has a movie explaining the process of creating the pottery from clay and techniques to produce different colors.

<http://www.graphicmaps.com/aatlas/world.htm>

Source for maps.

## Museum Etiquette

**Most students will know these guidelines, but avoid having them be embarrassed by a guard speaking to them or asking them to leave.**

1. Backpacks and large bags are checked at the front desk. It is better to leave them on the bus. A clipboard or binder may be carried and used to lean on for activities.
2. There is no eating or drinking in the galleries.
3. Use pencil in the galleries. Pens can be used for writing in the Hops House only.
4. Often people come to the museum and spend time thinking and reflecting in front of a piece of artwork. This creates a quiet atmosphere. It is permissible to speak in soft voices.
5. School tours require that students remain with the teacher/parent leader.
6. It is OK to sit on the floor with legs close to the body. It is not acceptable to lie on the floor or to block an area where people may pass. Often times in museums there are collapsible stools for sitting.
7. Because of the damaging oil and salt in fingertips, do not touch artwork, pedestals, or walls. Also be aware and do not lean on the walls.
8. Stay at least 12 inches from any piece of artwork. Besides the safety aspects to the artwork, over time the humidity of the breath can be damaging.
9. Nudes – Artists have always used the human body as subject matter because they believe the body to be an example of beauty. Viewing a nude makes some people feel uncomfortable. This can be for many reasons, many of them cultural. The artists in no way intended to offend anyone. Just as we do not feel that a baby without clothing is in any way dirty or bad, artists present the human body. Please note the difference in the words “naked” and “nude”. The correct art term is “nude” and implies the natural state of the body. “Naked” refers to someone who is without clothing. If you find nude artwork offensive, please understand the perspective of the artist. Prepare students for this experience.

## Vocabulary List

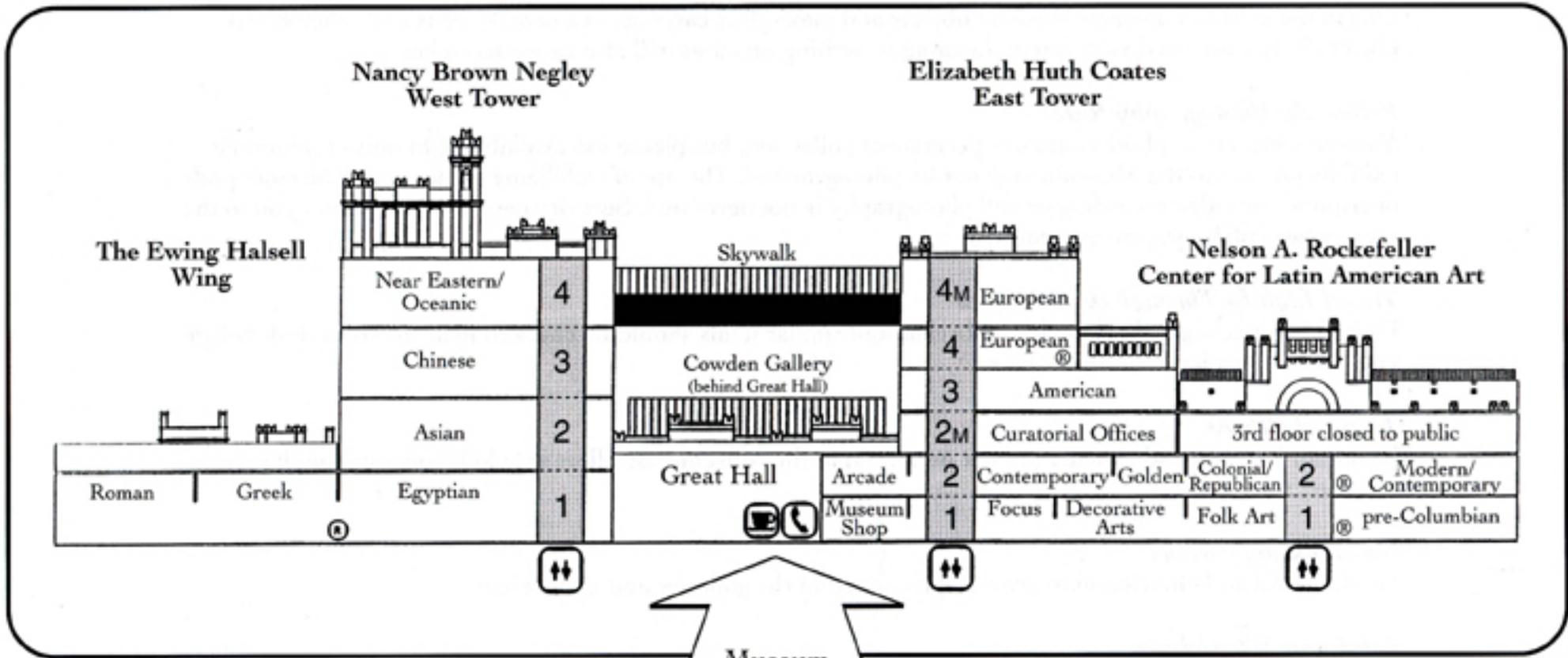
1. Attribute - characteristic of a person or thing
2. Background - the part of an artwork that is away or in back
3. Bark cloth - heavy fabric made from beaten plant fibers
4. Bas relief - sculpture which comes out slightly from a flat surface
5. Clay pigments - materials from the earth which can be used to stain or paint objects
6. Color - the quality or effect of light on objects
7. Disguise - to make recognition difficult through altering the appearance
8. Estimate - guess at a proximate amount
9. Foreground - the part of an artwork nearest the viewer
10. Form - a shape that has height, width, and depth
11. Free-standing - stands without an attachment or by itself
12. Frontal - as seen from a straight on view
13. Gesture - the position of the limbs and of the body
14. Half-profile - part profile
15. Helmet masks - a mask which covers the entire head rather than just the face
16. Landscape - a genre of art dealing with the depiction of natural scenery
17. Line - a mark that goes from one point and moves over a surface. A line may be 2-d or 3-d and straight, curved, long, short, thick or thin
18. Leonardo da Vinci - Italian born in 1452, artist, architect, musician, scientist who embodies the idea of a "Renaissance man"
19. Medium - any material used to create a work of art (pencil, paint, clay, etc.)
20. Mind map - a graphic representation of information, usually with words and images
21. Motif - distinctive, usually repeated, figure, design, or color
22. Papier-mâché - an ancient art consisting of paper and a binder, such as wallpaper paste or glue

23. Portrait - the likeness of a person or animal
24. Portraiture - paintings, sculptures or other artwork that creates the likeness of a person or animal
25. Profile - seen from the side
26. Proportion - the relationship between the size of part of an object to another part or whole
27. Rattan - long, thin plant stems used for baskets, mats, masks and other objects
28. reflectional symmetry - when one side of something balances out the other side in a mirror-like manner
29. Representation - a symbol, sign, or picture which stands for something or symbolizes it
30. Rotational symmetry - when a design is repeated at intervals around the center point of a circle
31. Sculpture - a three dimensional artwork
32. Shape - a two dimensional object that is enclosed by real or implied line
33. Space - the area below, above, or between objects
34. Static - showing little growth, change, or progress
35. Still life - a painting of inanimate objects such as fruit or flowers
36. Subject matter - what a piece of artwork is about (still life, portrait, landscape, non-objective, interior, etc.)
37. Symbol - a picture or image that tells a story of what it is without using words
38. Symmetrical - having similarity in size, shape, and relative position of corresponding parts
39. Taboo - a prohibition or ban imposed by social custom
40. Thumbnail - a small, quick sketch
41. Utilitarian art - art created to be used. Examples - quilts, lamps, and bowls
42. Value - That property of a color by which it is distinguished as bright or dark; luminosity.
43. Vessel - an object used as a container (especially for liquids)



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# Gallery Guide



**KEY**

- Restrooms
- Refreshments
- Elevators
- Telephone
- Mezzanine