



ANIMAL POEMS – Texture, Colour, Value

Students use tempera paint to create a layered painting of an animal to illustrate a poem they have written.

Required Time

120 Minutes

Grade Level

Grade 2 to Grade 7

Subject

Language Arts
Visual Arts

Vocabulary

colour
contrast
shades
texture
value

Materials

Tempera Paint

Glue

Scissors

Paint Brushes

Painting Paper

Water Containers

Paper Towels

Shop Crayola Products



Flat Brush Set, 4 Count



Washable No-Run School Glue,
118 ml



Pointed Tip Metal Scissors

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Marker & Watercolour Pad, 60
Pages

Steps



Step One

1. Find a good photograph of your animal.
2. Make a viewfinder to focus in on the texture of the animal.
3. Paint the animal's skin texture on your whole paper using only black, white and grey.
4. Mix black and white together to get different shades of grey.



Step Two

1. On a separate piece of paper paint just the animal.
2. Use your photograph as a guide.
3. Be sure to mix different colours to add details to your painting.



Step Three

1. Carefully cut out the painted animal and glue it on top of the background.



Step Four

1. Choose a colour of construction paper that will go well with the colours in your painting.
2. Carefully glue the painting to the construction paper.

Learning Goals

Students will be able to:

1. Create a layered painting of an animal to illustrate a poem they have written;
2. Use colour mixing and value to create the illusion of texture;
3. Demonstrate technical accomplishment and creativity; and
4. Support their ideas with evidence found in the works.

Extensions

1. Take digital photos of the paintings and create a class e-book of paintings and poems students have written.

Prepare

1. Prior to this lesson gather and make available books of poems about animals, for example, *National Geographic Book of Animal Poetry: 200 Poems with Photographs That Squeak, Soar, and Roar!*, by J. Patrick Lewis (Compiler); *Animal Poems*, by Valerie Worth; *Pug: And Other Animal Poems*, by Valerie Worth; *Mammalabilia* by Douglas Florian; *Tiger*, by William Blake
2. Download animal images from the Internet, for example,
Tiger
Lion
Crocodile
Giraffe
Raccoon
Skunk
3. Have students:
 - Choose an animal to research and find at least one image of the animal.
 - Explore poetry, and animal poems in particular. Write a variety of different types of poems about their animal focusing on different aspects of the creature, for example, acrostic; haiku; cinquain; rhyming couplets; shape; diamante; I wish; limerick.

Introduction

1. Have students share some of their poems while their peers listen with their eyes closed.
2. Discuss the imagery.
3. View images of a variety of animals paying attention to the texture of their fur/skin.
4. Demonstrate how to use a viewfinder to isolate some of the textured surface. (2 L-shaped pieces of cardstock paper placed together to make a small frame)
5. Demonstrate how to use black and white paint to mix shades of grey to paint a patch of the texture on a chart paper.
 - point out how to use the tip of the brush to get fine lines and the side of the brush to get thicker strokes
6. Introduce the challenge.

Activities

The Challenge

1. Create a layered painting of an animal to illustrate a poem you have written.
2. Use colour mixing, and value to create the illusion of texture.
3. Demonstrate technical accomplishment and creativity.
4. Support your ideas with evidence found in the works.

The Process

1. Make sure everyone understands the challenge.
2. Establish success criteria with your students, for example,
 - *background texture is created with different shades of grey*
 - *animal is painted with mixed colours*
 - *details represent characteristics of the animal*
 - *animal is carefully cut out*
 - *animal is carefully glued to background*
3. Guide students through the steps outlined in this lesson plan.
4. Observe students as they work.
5. Provide individual assistance and encouragement.

Sharing

1. Place students into small groups with their paintings.
2. Ask them to:
 - *Compare their work and describe to each other what they did to get certain effects.*

- *Discuss the things that are especially effective and why.*
 - *Talk about what they found difficult and what they found easy to do.*
3. Share ideas with the whole class.
 4. Ask some students to read their poem while showing their painting.

Assessment

1. Observe students as they work - thoughtful focus, discriminating, seeking more information, elaborating, experimenting
2. Observe students as they discuss the art works - active listening, insightful contributions, supporting ideas with evidence found in the artwork and from personal experience.
3. Use a checklist to track progress. (Downloads - [AnimalPoem_tracking.pdf](#))
4. Have students use the self-assessment form to evaluate their work. (Downloads - [AnimalPoem_self-assessment.pdf](#) or [AnimalPoemPrimary_self-assessment.pdf](#))