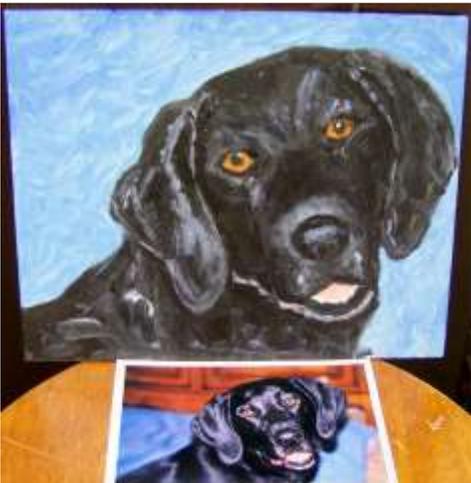


**GRADE 2, 5 LESSON PLAN  
PET PORTRAITS – DRAWING AND PAINTING**

<p><b>Lesson Plan Information</b></p> <p>Grade: 2, 5</p> <p>Subject Grade 2, 5: Arts (Visual Arts)</p> <p>Science and Tech (Understanding life systems)</p> <p>Duration: 2 hours</p>	
--	--

<p><b>Lesson Plan Overview and Objectives</b></p> <p>Students learn about David Hockney, an English artist who has lived between London and Los Angeles for many years.</p> <p>Students create a painting inspired by pets. They will learn techniques for painting loosely, with a focus on expressive brushwork. They will learn about warm/cool colour groups and how to create values and tints. Through their painting, they will demonstrate an understanding of the elements and principles of design (variety).</p>
---

**AT QUEEN ELIZABETH PARK COMMUNITY AND CULTURAL CENTRE**

<p><b>Pet Portraits – Drawing and Painting inspired by David Hockney</b></p>	
<p><b>Materials</b></p>	<p>Reference images (paintings by David Hockney, domestic animals), a variety of images of animals from magazines such as National Geographic, especially of domesticated animals that act as pets, drawing tools, canvas panel (8"x10"), paper strip (for value painting practice), brush, liquid acrylic, palette</p>
<p><b>Introduction Inspiration</b></p>	<p>Students explore animals and different types of pets. The instructor introduces David Hockney's paintings and his life. Discuss how Hockney used elements and principles of design to create his paintings. Introduce pop art and connect Hockney's paintings to these styles.</p> <p>Talk about Hockney and the 45 paintings of his two dachshunds—Stanley and Boogie—he exhibited in California and then England in 1995. He painted them in three months and refused to sell any of them.</p> <p>Discuss personal approaches and reflections.</p> <p><b>Guiding questions</b></p> <ul style="list-style-type: none"> <li>- How did David Hockney use colour and values to create his paintings?</li> <li>- Why do you think David Hockney decided to paint his dog?</li> <li>- If you could touch the dog's fur, how would it feel? How does the artist paint texture?</li> </ul>

	<ul style="list-style-type: none"> <li>- What is pop art? Why do you think his artwork is considered pop art?</li> <li>- What do you feel when you look at his paintings? Why do you feel that way?</li> </ul> <p><b>Art terms to be covered</b></p> <ul style="list-style-type: none"> <li>- Elements of design</li> <li>- Principles of design</li> <li>- Pop Art</li> <li>- Painting</li> <li>- Tint</li> <li>- Shade</li> <li>- Tone</li> <li>- Texture</li> </ul>
<p><b>Demonstration Activity</b></p>	<p><b>Demonstration by the fine art instructor</b></p> <ul style="list-style-type: none"> <li>- How to break down the anatomy of different animals into simpler shapes. Students are encouraged to fill the canvas with the drawing of their animal.</li> <li>- Colour mixing techniques - creating a range of warm and cool tints by mixing colours with white. Explain how colours can be used to create different mood. Students will paint a value scale on a paper strip to practice creating tints and shades.</li> <li>- Painting techniques – blocking in, underpainting, and layering.</li> </ul> <p><b>Drawing and Painting</b></p> <ul style="list-style-type: none"> <li>- Students create a sketch of their animal on a canvas, breaking the shapes down into simple forms. Based on the instruction and demonstration, students apply colour mixing and painting techniques to create their pet portraits.</li> </ul> <p><b>Art terms to be covered</b></p> <ul style="list-style-type: none"> <li>- Value scale</li> <li>- Form</li> <li>- Contrasting colour scheme</li> <li>- Painting techniques (blocking in, underpainting, layering)</li> </ul>

### FOR TEACHER BACK AT SCHOOL – POST-VISIT ACTIVITIES

<b>Post-Visit Activity</b>	Artist reflection questions, drawing or painting (optional)
<b>Materials</b>	Pencil, eraser, paper, crayon
<p><b>Artist Reflection</b></p> <p>Applying the techniques learned at QEP, draw a self-portrait. To do so, break your face down into basic shapes and apply the rules of proportion and symmetry to create your likeness. If you have colour pencils, use them to finish the portrait. If you have paint, practice colour mixing to create the mood you want to convey. Think about the bright colours in Hockney’s painting and how they make us feel when we look at his dogs.</p> <p><b>Resources</b></p> <p><i>Dog Days</i>, David Hockney, Thames and Hudson, 2006</p>	

### FOR TEACHER REFERENCE ONLY – CURRICULUM CONNECTIONS

<b>Cross Curricular and Integrated Learning</b>	Science and Technology
---	------------------------

*Science and Technology (growth and changes in animals)*

**Create an Animal**

Phase 1: Describe Your Animal

My animal will be called:

My animal is found in (name the type of environment or specific place):

Type of animal (reptile, fish, bird, mammal, insect):

Describe your animal's body parts (i.e.: long trunk, short legs, one fin, flat tail):

My animal eats:

My animal lives in (what type of shelter?):

How does your animal move around?

Who are your animal's predators?

What types of weather does your animal have to deal with?

Phase 2: Describe the Adaptations

An adaptation can be physical or it can be behavioral. List 6 in all:

What adaptations help your animal gather or eat food?

What adaptation help your animal breathe?

What adaptations help your animal defend itself?

Phase 3: Sketch Your Animal

Now that you have brainstormed your animal's traits and adaptations, you are ready to create a model of your animal. To help you with your model, draw a sketch of your animal. Be detailed with your sketch. Be sure to add all the body parts that you planned for your animal! In art class, make a model of your animal out of paper maché, plasticine, clay or found objects.

**Curriculum Expectations**

**The Arts** (Visual Art)

*Fundamental Concepts:*

**Elements of Design** (line, shape and form, space, colour, texture, value)

**Principles of Design**

Grade 2: Repetition and Rhythm

Grade 5: Proportion

**Science and Technology** (Understanding Life Systems)

Topic Grade 2: Growth and Changes in Animals

