Distance Learning at the Cleveland Museum of Art

“A” IS FOR ANIMAL, “A” IS FOR ART

This Packet Includes:

HOW TO PREPARE YOUR CLASS FOR THE DISTANCE LEARNING PRESENTATION .......................2
TEACHER INFORMATION GUIDE ........................................................................................................3
  PROGRAM OBJECTIVES: ..................................................................................................................3
  COMMON CORE STANDARDS: .........................................................................................................3
  NATIONAL STANDARDS: K-4 .............................................................................................................3
  DESCRIPTION: .................................................................................................................................4
  VOCABULARY: ...............................................................................................................................4
  TEACHING EXTENSIONS..................................................................................................................4
  WEBSITES: .......................................................................................................................................5
  SUGGESTED READING FOR STUDENTS AND TEACHERS: ............................................................6
SELECTED IMAGES ...............................................................................................................................7
  ANIMAL CARDS: .............................................................................................................................9
THE CLEVELAND MUSEUM OF ART DISTANCE LEARNING EVALUATION FORM .......................16
How to Prepare Your Class for the Distance Learning Presentation

Teacher Information will be sent or made available to you prior to the program.

Please familiarize yourself with the materials and discuss them with your class.

Have the Teacher Information Packet (T.I.P.) materials on hand in the classroom, ready for the program. These materials may be used during the videoconference.

Be prepared to facilitate by calling on students yourself during the lesson. Students are sometimes initially shy about responding to questions during a distance learning lesson.

Explain to students that this is an interactive medium and encourage them to ask questions.

Reinforce topics discussed in the program by asking students to complete some of the suggested pre- and post-conference activities in the Teacher Information Packet.

We ask teachers, after the program, to please fill out the Evaluation Form and return it to:

Dale Hilton/Distance Learning
The Cleveland Museum of Art
11150 East Boulevard
Cleveland, OH 44106

Thank You!
Teacher Information Guide

Distance Learning at the Cleveland Museum of Art

“A” IS FOR ANIMAL, “A” IS FOR ART
Kindergarten – First grade

Program Objectives:
Students will learn or understand...

- How artists have depicted animals in their artwork.
- How artists convey not only the appearance of an animal (the shape, the texture, the color, etc.,) but sometimes also the behavior or the personality of an animal.
- The importance of animals in history and different cultures.
- That art is made in different cultures using different mediums.

Common Core Standards:

Kindergarten:
CCSS.ELA-Literacy.W.K.3
Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

CCSS.ELA-Literacy.W.K.5
With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

CCSS.ELA-Literacy.SL.K.1
Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

1st Grade:
CCSS.ELA-Literacy.W.1.3
Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

CCSS.ELA-Literacy.W.1.5
With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CCSS.ELA-Literacy.SL.1.1
Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

National Standards: K-4

Visual Arts Education:
- Reflecting upon and assessing the characteristics and merits of their work and the work of others.
- Understanding the visual arts in relation to history and cultures.

*Language Arts Education:*
- Communication skills
- Participating in society
- Applying language skills

**Description:**
In this 30-minute videoconference students will be introduced to works from different cultures and artists, using the theme of animals. They will also identify how animals are represented in different mediums and their meaning in different cultures. Students will be encouraged to describe the works of art, ask and answer questions, and discuss ideas for creating imaginary animals.

**Vocabulary:**
(It is recommended that the students be aware of these words and definitions for a better understanding of the lesson.)

- **Artist** – a person who creates works of art
- **Griffin** – a make-believe animal that has the head and wings of an eagle and the body of a lion
- **Museum** – a place where works of art are kept safely for all to visit
- **Painting** – a work of art made with paint on a surface
- **Sculpture** – the art of making 3-D figures out of materials such as clay, stone, wood, or metal
- **Statue** – a sculpture that looks like a human or an animal

**Teaching Extensions:**

1. **Create a mixed-up animal** *(Language arts, visual arts)*
   Supplies: Animals cards (*included in packet), paper, crayons, markers, etc.

   In the lesson the students saw a statue of a griffin. Students can create their own versions of mythical animals. Break the class into groups of 3 or 4 students, and give each student an animal picture (one per student) and a piece of paper (one sheet per group). (The animal cards included with this packet can be copied and cut into ¼ sheets.)

   One student in each group gets to choose the body, one chooses the head, one chooses the legs or wings, and one could choose the body covering (feathers, fur, scales, etc.) Each student would get to draw a part of the collective “griffin”-like animal each group creates.
Have the students write a short story about their make-believe animal (in groups or individually). Have them answer the following questions: What is it called? What parts of other animals make up your animal? What does it sound like? Is it friendly or fierce? What does it eat? Does it have any special powers?

2. **Pet graphing** *(Mathematics, language arts)*
Using a large chart tablet, (or any large paper or poster board) the teacher will write numbers along the left side of the chart. The names (and pictures) of different types of pets can be written along the bottom of the chart (cat, dog, bird, fish, guinea pig, frog, turtle, etc.)

Give each child a sticker, and everyone can take turns placing their sticker in the appropriate column for which type of animal they have. (Students who do not have pets could choose what pet they would like to have someday.)

3. **Interactive story writing** *(Language arts)*
Write a class story about an animal or mixed-up animal. You could use the book *Brown bear, brown bear, what do you see?* (by Bill Martin with illustrations by Eric Carle) as a model for the class story. On a large writing pad, students can take turns writing a word from the story (and the teacher can write the harder words.)

Sample: “Brown bear, brown bear, what do you see?
I see a red bird looking at me!”

(You could change the animal colors and names to anything the students wanted to use. So, a new version of that line could be:

“Green fish, green fish, what do you see?
I see a blue shark looking at me!”)

This website has instructions on making a large book, and other ideas for extension activities - [http://www.thevirtualvine.com/brownbear.html](http://www.thevirtualvine.com/brownbear.html)

4. **Interactive story telling** *(language arts)*
Read the book *Pretend You’re a Cat* by Jean Marzollo to the class. Have the students act out the lines as you go along for a movement activity with the story. (Now stretch like a cat, now purr like a cat, etc.)

**Websites:**
  This site includes art lessons plans, information about elements and principles of art, an art glossary, etc.
The sites provide art teachers with resources for their classroom.

This site includes instructions on making a large “Brown Bear” book, and other animal activities involving patterns, colors, counting, graphing and more websites.

**Suggested reading for students and teachers:**


This program was developed with assistance from Carla Roberson, Gina Buffington, Misty Morrison, and Kristina Uhrik of Richardson, Texas.
Selected Images

“A” is for Animal, “A” is for Art

**Cat Coffin**, 664-30 BC
Egypt, Ptolemaic Dynasty
Bronze, hollow cast
1917.998
© The Cleveland Museum of Art

**Mat Weight in the Form of a Bear**, 206 BC-24 AD
China, Western Han dynasty
Gilt bronze
1994.203
© The Cleveland Museum of Art
The Cleveland Museum of Art

Selected Images
“A” is for Animal, “A” is for Art

The Ladies Amabel and Mary Jemima Yorke, c. 1761
Joshua Reynolds (British, 1723-1792)
Oil on canvas
1942.645
© The Cleveland Museum of Art

Lion on the Watch, 1885
Jean-Léon Gérôme (French, 1824-1904)
Oil on wood panel
1945.25
© The Cleveland Museum of Art
Animal Cards:

Please cut each sheet into 4 cards.

cat

monkey

dog

dove
turtle

panda

giraffe

rabbit
pig

crab

lion

rooster
eagle
elephant
cow
butterfly
zebra
dolphin
koala
snake
ladybug

penguin

deer

octopus
duck
frog
bee
horse
The Cleveland Museum of Art Distance Learning Evaluation Form

Your Name______________________________________________________________
Your School________________________________________________________________
School Address (with zip code) ______________________________________________
E-mail Address ____________________________________________________________
Grade/Class of students (e.g. 10th grade French) _______________________________
Program Title __________________________________________________________________
Program Date __________________________________________________________________

Thank you so much for your participation in our distance learning program. We would appreciate
your response to these questions by circling the appropriate answer and returning the survey.
Please Mail or Fax to Dale Hilton at 216-707-6679

5= Strongly Agree  4= Agree  3= Neither Agree nor Disagree
2= Disagree  1= Strongly Disagree

1. The teacher information packet was helpful for preparing my class and me for the distance learning
   lesson.
   5  4  3  2  1

2. The teaching style of the on-camera instructor was interesting, engaging and fostered interaction.
   5  4  3  2  1

3. The Teacher Information Packet was helpful in providing interdisciplinary extension activities that I
did use or plan to use.
   5  4  3  2  1

4. The distance learning lesson successfully taught its objectives.
   5  4  3  2  1

5. The distance learning lesson was not interrupted by technical difficulties.
   5  4  3  2  1

6. The pre-requisites the distance learning lesson and extensions are aligned with The National
   Education standards.
   5  4  3  2  1

7. I plan to register for another distance learning lesson.
   (circle one) Yes  No
   If no, why?______________________________________________________________

8. I would like more information about The Cleveland Museum of Art’s Teacher Resource Center.
   (circle one) Yes  No

9. Why did you choose The Cleveland Museum of Art Distance Learning?

Page 16 of 17
(circle one)

a.) Price Point
b.) Quality of lessons
c.) Selection of lessons
d.) Ease of working with CMA
e.) Other

10. How did you hear about The Cleveland Museum of Art Distance Learning program?
(circle all that apply)

a.) CMA inservice
b.) CILC
c.) TWICE
d.) Conference
e.) Brochure
f.) The Cleveland Museum of Art website
g.) The Teacher Resource Center
h.) Other

11. Do you have any additional comments about the distance learning lesson?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Please return the completed teacher evaluation form to:

Dale Hilton/Distance Learning
The Cleveland Museum of Art
11150 East Boulevard
Cleveland, OH 44106

Or fax to Dale Hilton at 216-707-6679