



**Unit : Art (Andy Warhol)**  
**Level : 5**

<b>Subject of lesson</b>	Lesson I – Introduction & drawing	
<b>Duration</b>	<b>80 minutes</b>	
<b>Agenda</b>	<ul style="list-style-type: none"> <li>• Introduction – Andy Warhol’s Endangered Species</li> <li>• Look at books to get ideas</li> <li>• Draw rough and good copy of their chosen animal</li> </ul>	
<b>IRP Prescribed learning objectives (page)</b>	SWBAT <ul style="list-style-type: none"> <li>• draft ideas for images using feelings, observation, memory, and imagination (A-35)</li> <li>• make 2-D and 3-D images:               <ul style="list-style-type: none"> <li>- using a variety of design strategies, including selection</li> <li>- in various styles / - to communicate ideas (A-35)</li> </ul> </li> <li>• demonstrate an awareness of the significance of images in a variety of social, historical and cultural contexts (A-37)</li> </ul>	
<b>Objectives</b>	SWBAT <ul style="list-style-type: none"> <li>• Identify characteristics in the Endangered Species series (ie colour, lines)</li> <li>• Discuss why Andy Warhol may have painted the series</li> <li>• Draw an endangered animal</li> </ul>	
<b>Materials/Resources</b>	Books, 8 ½ x 11 white paper, pencils, black pens, example of work to be done, colour wheel	
<b>Time (min)</b>	<b>PROCÉDURE</b>	
10	<b>What the teacher says/Does</b>	<b>What the students do</b>
	<b>Pre Activity:</b> <b>Introduction</b> Show pictures of the Endangered Species series and ask students questions about them (below lesson plan).	Students will observe the paintings and respond to the questions as a class.

<p>5</p>	<p>Explain what the art lesson is going to be for this class and what they will be doing next class.</p> <ul style="list-style-type: none"> <li>• Students will draw an endangered species in pencil (it will not be coloured in, but will be painted next class)</li> <li>• Medium sized, no background</li> </ul> <p><b>Activity:</b></p> <p><b>A) Look at pictures of Endangered or wild animals</b></p> <p>Give each table group one or two books with pictures of endangered animals. Explain that they are not looking to copy the pictures, but to create their own drawing of the animal.</p> <p>Ask students if anyone would like to share what they are planning on drawing and why.</p> <p>Have one student from each table come to the front to collect the paper.</p>	<p>Students will flip through books with pictures of endangered animals to get ideas for their drawing.</p> <p>If they would like to, students can share what they are going to draw, and perhaps explain their reason for choosing that animal.</p>
<p>55</p>	<p><b>B) Draw rough copy</b></p> <p>Have students draw a rough copy of their chosen animal, and ask them to show it to me when they are done.</p> <p>***It will need to have well spaced lines, be a medium sized centered picture and have no background.</p> <p><b>C) Draw good copy</b></p> <p>Once they have shown me their drawing, I will give them instructions on how to outline their work.</p>	<p>Students will draw the rough copy of their animal. They will show me the drawing before beginning a good copy, so that I can ensure it will photocopy well.</p> <p>Students will touch up their rough copy, or draw a good copy. They will darken the lines in black pen, or very dark pencil.</p>
<p>10</p>	<p><b>Post-Activity:</b></p> <p><b>CLOSURE</b></p> <p>Introduce what will be done with the drawings the following class.</p> <p>Ask students to hand in their drawings by the end of the day Thursday so they can be photocopied for Monday.</p>	

	Clean up (put books back at the front, paper in recycling etc)	
<b>Evaluation &amp; Overall closure</b>	<b>Formative:</b> Students participating, volunteering answers <b>Summative:</b> will be completed at the end of the project	
<b>Link with other subjects:</b>		
<b>Extension Activity:</b> <i>(for early finishers)</i>	Look at the colour wheel and try and identify what warm, cool, complementary (contrasting) and analogous colours are, and how they could use them in their painting.	
<b>Adapted activity:</b> <i>(for those requiring a challenge)</i>	At this point, I do not see the need for an adapted activity. If I see the need during the lesson, I will suggest something at the time, depending on the problem. I believe that all students will be able to do this activity.	
<b>Teacher reflections):</b>	<b>N.B.</b> <i>At the end of the lesson, what adjustments should I bring to the lesson?</i>	
<b>Plan « B »):</b>	<b>N.B. Plan « B »:</b> If all or most students are finished before the period is over, I will give an introduction to the colour wheel so that they may begin planning what colours they will use in the painting of their pictures.	

Questions to ask students about the paintings (from the Andy Warhol Museum's Education Department lesson plan):

1. What animals do you see all the time? (e.g. wildlife, pets.) Where do you see them? Why are some animals kept in zoos and others not?
2. What is an *endangered* animal? Why do you think an artist like Andy Warhol would create portraits of endangered animals? Can these artworks affect people? If so, how?
3. Look at Warhol's prints. How did Warhol draw attention to these animals in his portraits? Describe the colors and lines used: Are they bold? Do they match one another? How do the colors affect the way you view the animal?
4. Warhol treated these animal portraits as if they were *celebrity* portraits, using large canvases and stunning colors. How are celebrities treated, and what might happen if animals were treated in the same way celebrities are treated?