

Canton
Museum
of Art



Teacher Resource Packet

4th & 6th Grade Level

Find Your Inner Animal

A lesson connecting geometry and art

Soar, Roar, Explore: Animal Life from the CMA Collection



The Navigator (2019)
Kristen Cliffl,
Low fire clay, glaze,
gold luster, wood,
and resin

The Museum To Go program and these educational materials are made possible by the generous funding from



This resource packet, companion artwork images, virtual tour of the exhibit *Soar, Roar, Explore Animal Life from the CMA Collection* and many other resources are available through the Canton Museum of Art website at

www.cantonart.org/learn/museum-to-go

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Overview:

In this Educator Packet, students will use geometry and art to portray their inner animal. Students will visit the CMA's *Soar, Roar, Explore Animal Life from the CMA Collection* exhibition through a virtual tour of our museum. Students will focus on *The Navigator* by Kristen Cliffl and *Puppy Queen* by Janis Wunderlich. *The Navigator* is a symbol of Cliffl's son leaving the nest while *Puppy Queen* sheds light on Wunderlich's chaotic life as a mother. Both artworks tell a story through animals. During this lesson, students will have an opportunity to personify themselves in the form of an animal. Students will use the Elements & Principles of Design and geometry to create their inner-animal.

Lesson Materials

1. Soar, Roar, Explore Virtual Tour
2. Soar, Roar, Explore Educator Packet

All lesson materials are available for download at www.cantonart.org/learn/museum-to-go

Worksheets & Handouts

Pre/Post-assessment
What's Your Animal?
Angles & Lines
How to Use a Protractor
Sketch It Out





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Content Standards

Museum To Go aims to connect curriculum in an art immersive lesson. These standards are based on the 2021 Ohio Department of Education Standards by Grade Level.

Mathematics

4th Grade

Geometric measurement: understand concepts of angle and measure angles.

4.MD.6 Measure angles in whole number degrees using a protractor. Sketch angles of specified measure.

6th Grade

6.G.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

Visual Art

4th Grade

4.5PE Link ideas in and design of works of art to the emotions and moods expressed in them.

4.23PR Generate ideas and employ a variety of strategies to solve visual problems.

4.4PR Demonstrate motivation, independence and persistence during studio practices to complete artworks.

4.5PR Combine the elements and principles of art and design to create visually effective compositions in original works of art.

4.6PR Demonstrate technical skill through the integration of common processes and topics from other subject areas.

4.5RE Refer to criteria and use art vocabulary when discussing and judging the quality of artworks.

6th Grade

6.2PE Discover and articulate how the media forms of the day use art and images to communicate messages and meaning.

6.5PE Use observations, life experiences and imagination as sources for visual symbols, images and creative expression.

6.6PR Describe how art and design elements and principles are used in artworks to produce certain visual effects and create meaning.

ELA

4th Grade

SL 4.1 Students are engaged effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grade 4 topics, building on others' ideas while expressing their own clearly

6th Grade

SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.



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Lesson Procedure

1) Introduction and Setup (5 minutes)

2) Pass-out Packets and Materials (5 minutes)

Connect the projector to the MTG tablet. Pull up the MTG Slideshow & Soar, Roar, Explore 360 Virtual Tour. As these are loading, have students complete the pre-assessment.

3) Museum Virtual Tour (10 minutes)

Students will take a virtual tour of the Canton Museum of Art's Permanent Collection Exhibition *Soar, Roar, Explore Animal Life from the CMA*. They will view the exhibition and discuss what it is like to visit a museum. Students will focus on *The Navigator* by Kristen Cliffl and *Puppy Queen* by Janis Mars Wunderlich. This conversation will segue into symbolism and will guide students to choose their inner animal.

4) Animal Development (10 minutes)

In this lesson, students will discover their inner animal. Have students complete the "What's Your Animal?" worksheet and share their animals with their groups. Discuss symbolism with the students. Students will decide what animal fits their personality.

4) Geometry (5 minutes)

Review the "Angles and Lines" & "How to Use a Protractor" pages in this packet.

6) Sketch It Out (10 minutes)

Students will work in groups to measure the angles of an animal's face. In this exercise, students will find that geometry is used in art. Have students share their answers. Afterward, students will practice creating animal portraits using the Elements & Principles of Design line, color, and texture.

7) Portrait of an Animal (20 minutes)

Students will use lines, angles, and color to create an angular animal portrait in this step-by-step process. Give students visual references with the Educator PowerPoint.

8) Final Wrap-Up (5 minutes)

Students will share final thoughts and take a survey & post-assessment based on what they learned.



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Exhibit Overview

Soar, Roar, Explore
Animal Life from the CMA Collection

Animals have long been a source of inspiration for many artists, spanning artistic time periods, themes, and styles. From surrealism to abstraction, to animals as mythical creatures or representations of people, wildlife has played an essential role in the scope of American art history.

Images of animals continue to be a powerful indicator of how we think about ourselves in relation to the world in which we live. In today's world, animals have been used in art to tell greater stories and illustrate larger themes in American life. In fact, we often look to animals to amend the weakness we feel as humans.

The artwork in this exhibit, pulled from the CMA's Permanent Collection, illustrates the role of animals in art across time. This exhibition challenges viewers to not only understand how and why certain animals were and are used in art, but also to decipher the myriad ways in which we have always seen our faults, our virtues, and our potential reflected in the natural world.



To see the virtual tour of this exhibition, visit
www.cantonart.org/learn/museum-to-go

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Focus Artworks



The Navigator

Kristen Cliffl

2019

https://www.cantonartcollection.com/itemdetail.php?work_id=2633&gallery_id=25



Puppy Queen

Janis Mars Wunderlich

2005

https://www.cantonartcollection.com/itemdetail.php?work_id=2000&gallery_id=25



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Meet the Artist

Kristen Cliffl



Kristen Cliffl is a sculptor currently active in Cleveland, Ohio. Her ceramic works focus on domesticity and raising a family and are pulled from her own experiences as a wife and mother. In her pieces you will see crowns, animals, flowers, and other imagery that have a fairytale quality to it. Cliffl's pieces use these fairytale settings as the vehicles to express her life's stories because she believes that our culture surrounds us with impossible fairytale expectations. She also uses fairytale imagery to address serious, heavy topics in a light-hearted manner. She says: "Creating artwork is the way I express my questions, concerns, and hopes for the future. Being a wife and mother, I find myself wedged into roles that both trouble and delight me. Developing visual narratives helps me understand some of the mixed emotions I navigate through on a daily basis."

Cliffl graduated from the Cleveland Institute of Art in 1990 with a BFA in Ceramics, and has completed residencies at The Banff Centre in Alberta, Canada, and the Kohler Company in Wisconsin. Kristen has given workshops at the Penland School of Crafts as well as Anderson Ranch Arts Center and the John Michael Kohler Arts Center. She has been awarded a Creative Workforce Fellowship from the Cuyahoga Partnership for Arts and Culture, has received several Ohio Arts Council Individual Artist Fellowships, and has taught ceramics in Wisconsin, Colorado, and Ohio. In 2016, Cliffl was awarded the Cleveland Arts Prize for mid-career artist in the visual arts.

Cliffl currently teaches sculpture and ceramics at a grade school in Ohio, as well as giving workshops at universities and colleges across the country. Her work is in numerous collections, including the Akron Art Museum in Ohio, San Angelo Museum of Fine Arts in Texas, and Crystal Bridges Museum of American Art in Arizona, among others.



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Lesson Vocabulary

Exhibition: A public display of artworks that share a similar theme or style.

Personality: A set of characteristics that defines yourself.

Symbolism: An object or sign that represents something else.

Texture: The way something looks or feels.

Line: A point moving in space.

Parallel Line: Lines in a plane that never intersect.

Perpendicular Line: Two lines that intersect at right angles.

Acute Angle: An angle with a measure less than 90 degrees.

Right Angle: An angle that is 90 degrees.

Obtuse Angle: An angle with a measure greater than 90 degrees and less than 180 degrees.

Symmetry: Equal balance on both sides.

Portrait: A painting, drawing, or photograph of a person, specifically their face.



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Lesson Discussion Points

Viewing of Soar, Roar, Explore Tour

1. What is an exhibition? A public display of artworks that share a similar theme or style
2. *The Navigator* by Kristen Cliffl
Why did Cliffl use a bird?
How did Cliffl show her son in her work?
What do you notice about the size of the artwork? Why is this important?
Why is the nest gold?
3. *Puppy Queen* by Janis Mars Wunderlich
How does Wunderlich give personality to her artwork?
Why did Wunderlich use puppies?
This piece is about motherhood. Discuss symbolism.
4. What do these artworks have in common?
They both use animals to portray their stories.
Motherhood is a topic in both pieces.
Puppy Queen and *The Navigator* are both sculptural.
Cliffl & Wunderlich are female contemporary artists.
5. How are they different?

Let the students guide this conversation. Each piece tells a different story that is individual to the artist's message. Although they are both sculptures and about motherhood, Cliffl uses a bird to narrate her son leaving the nest while Wunderlich uses puppies to describe her chaotic life as an artist and mother.

Animal Development

1. Introduce the project. Students will be creating a portrait of their inner animal using geometry.
2. Relate back to the focus artworks that were discussed in the virtual tour. These artworks used **symbolism** (An object or sign that represents something else).
3. Pass out the "What's Your Animal Worksheet" and have students work in groups to discuss.
4. Have students pick an animal for their project. Remind students that they will be creating a **portrait** (An artwork that represents a person, specifically their face).

Geometry

1. Pass out the "Angles & Lines" and "How to Use a Protractor" worksheets. Work these problems out as a class.
2. The "Sketch It Out" worksheet gives students the opportunity to develop their inner animal and work on angles and lines. Review the directions with students before letting them work in groups. Remind students how to use a protractor beforehand. Let this be a time to think creatively and practice using the materials.

Creating your portrait

1. Give students reference images.
 2. Encourage students to add facial features to their portraits. Students can create details through texture, color, and line. The texture of something is the way it looks or feels. Have students feel the table. Is it smooth or bumpy? Have students feel the bottom of their shoes. Is it smooth or bumpy? This is texture
 3. A portrait is a painting, drawing, or photograph of a person, specifically their face
- Reflect with students- Where do you see angles/ lines in your portrait?
4. Finish with a post-assessment.



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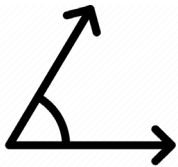
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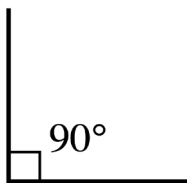
Pre/Post - Assessment

1.



- A) Acute Angle
- B) Right Angle
- C) Obtuse Angle

2.



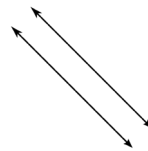
- A) Acute Angle
- B) Right Angle
- C) Obtuse Angle

3.



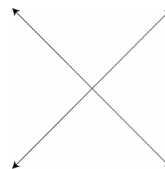
- A) Acute Angle
- B) Right Angle
- C) Obtuse Angle

4.



- A) Acute Angle
- B) Parallel Line
- C) Perpendicular Lines

5.



- A) Obtuse Angle
- B) Parallel Line
- C) Perpendicular Lines



Circle the correct answer

1. What is an exhibition?

- a) A public display of artworks that share a similar theme or style
- b) An exhibition is where you exit a building
- c) I don't know

2. Which is an example of symbolism?

- a) Cats are a symbol for music
- b) Trees are a symbol of nature
- c) Mirrors are a symbol of healing

3. What is a portrait?

- a) A painting that is done outside
- b) an artwork that represents a person, specifically their face
- c) path that outlines or surrounds the shape

4. What is texture?

- a) The way an object looks or feels
- b) An object, sign, or mark that represents something else
- c) The color of an object



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What's Your Animal?

Animals have personalities and stories just like humans.

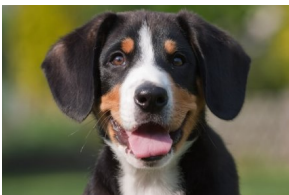
A **personality** is a set of characteristics that defines yourself.

What is your personality? Write a few sentences that describe yourself.

Symbolism is an object or sign that represents something. What animal represents your personality? Why?

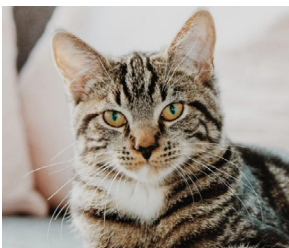


Directions: Match the animal to its personality. Which animal is most like you?



Playful, loyal

Social, imaginative



Shy, timid

Powerful, direct



Sly, sneaky

Intelligent, reliable

My animal is? _____



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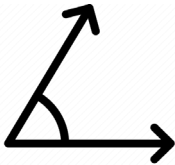
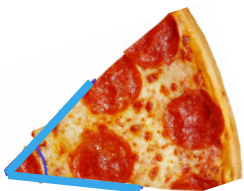
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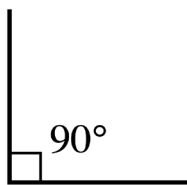
Angles & Lines

Review angles and lines with the class after the pre-test.



Acute Angle:

An angle with a measure less than 90 degrees.



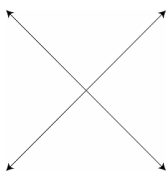
Right Angle:

An angle that is exactly 90 degrees.



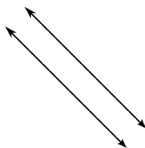
Obtuse Angle:

An angle with a measure greater than 90 degrees and less than 180 degrees.



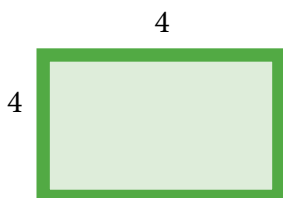
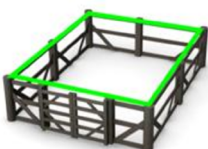
Perpendicular Line:

Two lines that intersect at right angles.



Parallel Line:

Lines in a plane that never intersect.



Perimeter:

The path that outlines or surrounds the shape.



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How to Use a Protractor

Materials: Protractor, pencil, Angles & Lines worksheet

Directions:

Measure the degree of each angle and label if it is obtuse, right or acute

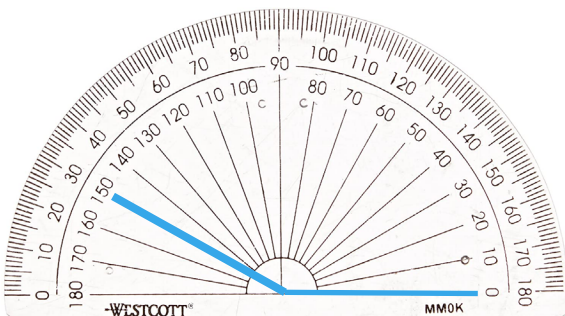
A **protractor** is a tool used to measure the degree of angles

Obtuse < 90 degrees

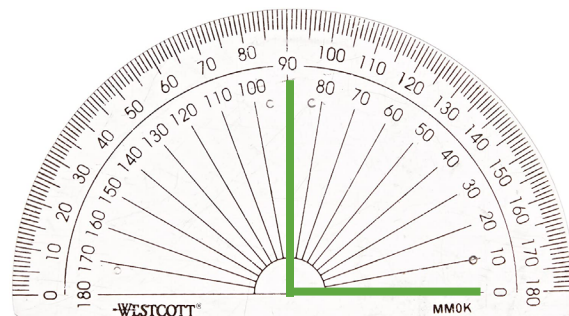
Acute > 90 degrees

Right 90 degrees

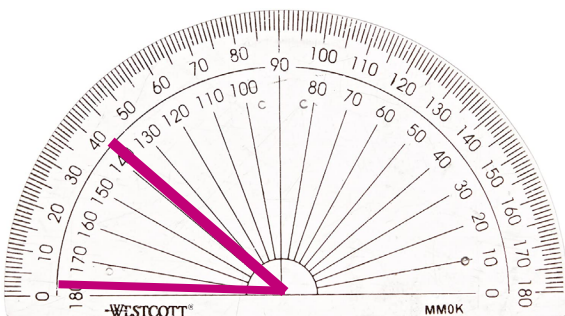
1. Lay the protractor on the center point
2. Follow the scale to count the angle
3. Read the size of the angle



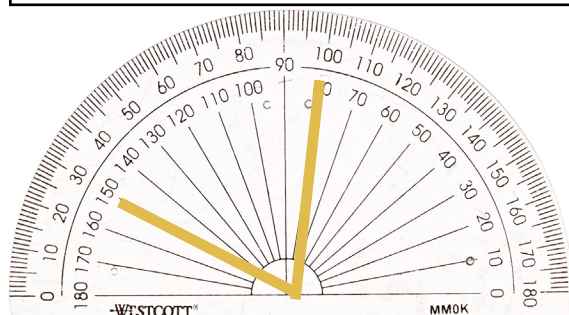
Degree: **Type of Angle:**



Degree: **Type of Angle:**



Degree: **Type of Angle:**



Degree: **Type of Angle:**



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Sketch it Out

Procedure

1. Gather students in groups.
2. Show students how to measure an angle using a protractor.
3. **Measure:** Using your protractor, measure the degree of each angle and mark it down.
4. **Match** the angle or line color (Example acute angle is blue)
5. **Sketch:** Create a sketch of your inner animal. Add texture, line, and color (time permitting).

Measure These!

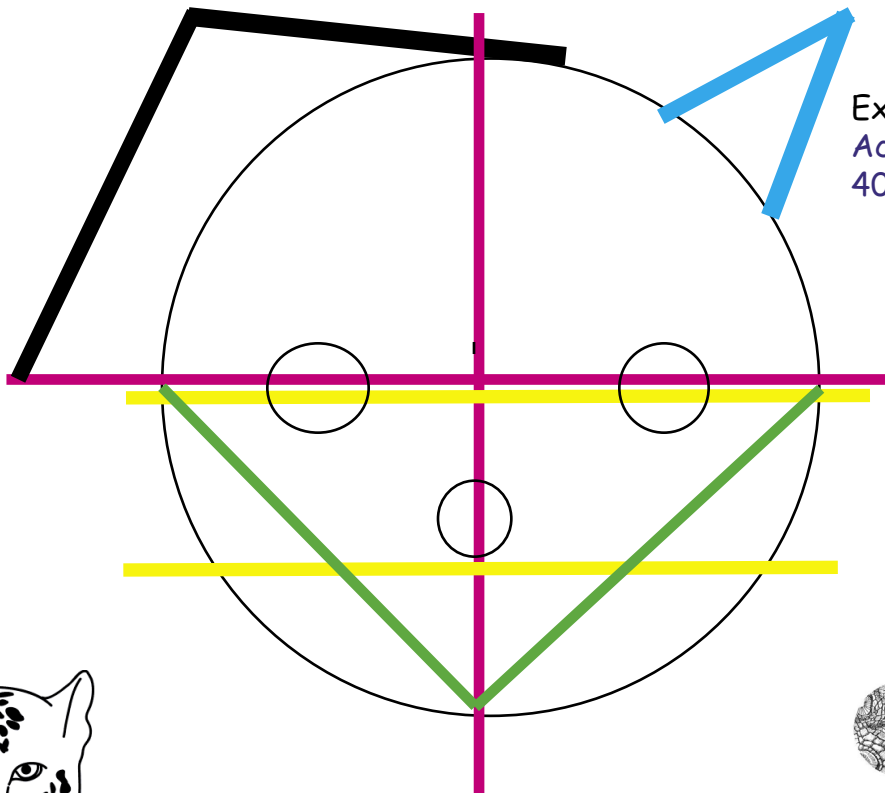
Acute Angle: blue

Right Angle _____

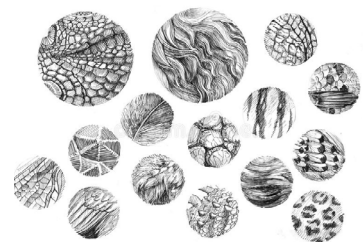
Obtuse Angle _____

Parallel Line _____

Perpendicular Line _____



Example:
Acute Angle
40 degrees





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Animal Portrait

Students will be using lines and angles to create a portrait of their inner animal

Materials

Paper

Pencil & eraser:

Protractor

Oil Pastel

Scissors

Procedure

Step 1: Fold

Fold the paper in four to create a perpendicular line. These lines will create symmetry (the equal balance on both sides).

Step 2: Circle

Use your protractor to make a circle around your paper

Step 3: Angles

Using a protractor and a pencil, make an angle for the jawline.

For ears, start at the top of the head and create the angle of your choice

Small ears: Acute angle >90 degrees

Medium ears: Right angle 90 degrees

Large ears: Obtuse angle: <90 degrees

Step 4: Eyes, Ears, Nose

Use reference photos to create facial features.

For a general animal, create two small ovals for eyes approximately halfway on the middle fold. Create the nose halfway below the folded median line.

Step 5: Erase any dark, harsh lines.

Step 6: Oil Pastels

Use oil pastels to add color, line, and texture (the way something looks or feels) to the animal.

Step 7: Cut out the portrait of your animal using scissors (time permitting).

