



Title: Animal Portraits With Todd Sherman

GRADE: 1 **TIME:** 1-2 sessions

Developed by Karen Stomberg , Art Specialist



KIT INCLUDES:

- lesson plan
- 4 project examples
- 2-fold biography board
- 4 double boards of Todd Sherman Paintings
- 2-fold board of Todd Sherman's young art
- 20 laminated Bill Berry animal drawing strips

MATERIALS:

- 9 x 12' white const paper
- 12 x 18 colored construction paper
- Payons (watercolor crayons)
OR
if payons unavailable:
- watercolors and crayons
- water cup,
- paint brush
- pencil
- glue

LESSON DESCRIPTION:
Students are introduced to the colorful portraits by Fairbanks artist Todd Sherman. Todd enjoys painting animals, friends and family, often adding humor to his art by having animals acting and looking like people. Students paint their own "self-portrait" as an Alaskan animal using the style of Todd Sherman.

VOCABULARY:
portrait
self-portrait
artist
painter
sketch

ART ELEMENTS:

- Line
- Shape/Form
- Color
- Value
- Texture
- Space/Perspective

ART PRINCIPLES:

- Pattern
- Rhythm/movement
- Proportion/Scale
- Balance
- Unity
- Emphasis

CONTENT CONNECTIONS:
social studies;
Alaska animals
science
CAREERS:
THEMES:
self

OBJECTIVES AND ASSESSMENT CRITERIA: Students will;

- learn about Fairbanks artist Todd Sherman and his colorful paintings,
- learn the vocabulary words **sketch**, **artist**, **painter**, **portrait** and **self-portrait**,
- practice sketching and painting techniques,
- create a self-portrait as an Alaskan animal.

PREPARE:
Familiarize yourself with Todd Sherman's life and artwork. Gather materials. Make a sample self portrait as an Alaskan animal.

ENGAGE AND EXPLORE:

1. Introduce students to the life and work of Alaskan artist Todd Sherman.

A. Gather students in a circle area. Begin by showing the two-fold board of pictures of Todd Sherman and his family. Share some things that you have learned about Todd Sherman from the biography at the end of this lesson plan. The most important things to tell students about Todd are that he lives in Fairbanks, Alaska and is an Art Professor at the University of Alaska Fairbanks. He is a painter and enjoys painting portraits of his children and their classmates, as well as “portraits” of animals.

1. Show students the photograph of Todd Sherman painting. Point out that Todd is painting a **portrait** of a student. Ask your students if they can see the student model's face. Discuss what a portrait and what a self-portrait is.

- a **portrait** usually shows a representation of a person from the shoulders up—head and shoulders
- a **self-portrait** is a representation of the artist.

2. Look at the photograph of Todd Sherman and his family. Todd is married to Kristi Sherman, and has three children; Conor, Sarah and Julia. Many members of Todd's family live in Fairbanks as well. His mother Anne Sherman is a potter, one sister is a teacher and he has one more sister and a brother in Fairbanks too!

B. Continue to teach students about Todd Sherman through showing the reproductions of his artwork. Todd's mother saved many of his drawings from when he was a little boy. Start by showing students the two childhood drawings.

1. Cowboy, Lasso and Horse 1960 by Todd Sherman age 5
Todd was already interested in people and animals!

2. Family Portrait 1961 by Todd Sherman age 6 Todd drew this portrait of his family when he was in first grade.

3. Show: Wolf by Todd Sherman. Todd has painted many wolf pictures as an adult. Some people think maybe Todd's wolves paintings are self-portraits. Ask students what colors they see. Are these the colors we would see on a real wolf? Why do you think Todd used these colors? Can you see the brushstrokes? Is this like a picture from a camera? Why is this a portrait?

4. Punkupine by Todd Sherman What kind of animal is this? Why did Todd Sherman call this Punkupine?

5. Show students the three double posters of Todd Sherman's children, first as themselves then...as animal selves! Ask students what they see in each portrait. What do you think Todd is telling us about his children in each portrait?

a. Conor and Juvenile (Conor)

b. Sarah and Olympic Swimmer Sarah

c. Julia and Wolf Cub Julia

CREATE:

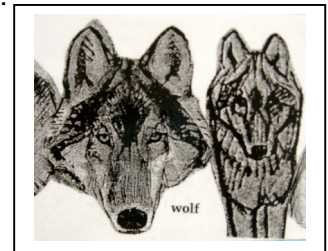
1. Introduce the animal portrait project.

A. Show students the strips of animal drawings by Todd Sherman's teacher, Bill Berry. They will use these as reference to draw from. Bill Berry was a Fairbanks artist who painted the mural in the Berry room at the Noel Wien Library. He spent many seasons in the Denali Park area and drew animals by observing them in their habitat.

B. Share the four lesson examples with students. Ask students. "What art ideas are we borrowing from Todd Sherman? (making an animal portrait, making an animal doing human things like wearing clothes, using bright colors...) Point out how BIG the animal heads are in the examples. They need to draw big! Hold up the examples and have students trace the portraits with their fingers as an "air pencil".

2. Draw the animal. With students close to you, demonstrate how to draw an animal portrait.

A. Look at the strip of Bill Berry animal drawings and choose one you would like to draw.



Bill Berry

B. Use your finger on your blank white 9 x 12" paper to trace how big you will make the shape of your animal's head and shoulders, the shape of its nose and where you will place the eyes, ears and mouth. This guided observation will really help your students with their drawings.

C. Demonstrate how to draw an animal using VERY LIGHT SKETCHING LINES until they have the right shape for the head, ears and nose. Encourage them not to erase lines, just draw lightly, because the color will cover the lines later.

*Young children sometimes grasp their pencils very tightly and make heavy dark lines. Help them to learn to loosen their grip and not bear down so hard—this will help them in writing letters as well.



Animal Portraits Drawing Hints:

1. Draw with your 'air pencil' first to plan out your animal. Make the head, shoulders, the eyes, ears, shape of nose and mouth.
2. Draw BIG
3. Draw lightly
4. Put on clothes, a hat or other things to make it a self-portrait!

3. Paint the animal. Demonstrate for students, emphasizing these points:

- Todd Sherman saw many colors in his animal portraits and it is wonderful to experiment with layering the payons and blending colors.*
- Animals are covered with fur feathers, hair or skin and this TEXTURE should show. Have students feel their hair and the bottom of their shoe to help them understand that texture is seeing or showing how something FEELS.*

If using Payons watercolor crayons:

A. Use payons just like crayons to go over the pencil lines, fill in areas of color, make lines for texture, add color to clothes and add detail. Use BLACK for the eyes, nose and mouth to make them stand out. (show students the lesson examples again to point out the black details).

B. Add simple shapes repeated as patterns or some 'scribbled' color in the background to make it more interesting to look at.

C. Use paint brush and a small amount clean water on the payons. Don't scrub across colors, follow lines, trying to stay with like colors—scrubbing over whole painting with water will make brown! This is a quick process—just a little bit of water—no puddles, to make the payons flow.



If using regular crayons with watercolor:

Follow steps A. and B. above.

C. Use watercolors to add color to portraits. Demonstrate how to keep colors clean, by washing brush after each use and blotting on a paper towel. The crayon lines should 'resist' the watercolor and continue to show unless student uses very dark color. Encourage them to use light color and not to scrub over lines. Show them how to put down color and move on quickly.

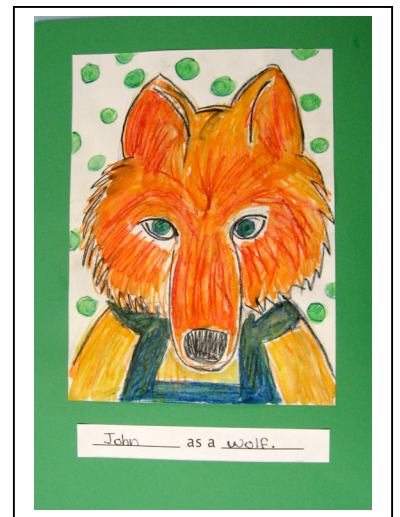


4. Finish Portrait:

A. Choose 12 x 18" colored construction paper mount portrait on. Glue dry portrait to paper.

B. Give each student a strip that says: _____ as a _____.

Help them to fill out their name and spell the animal using pencil.



CLOSE:

ASSESSMENT: Group Discussion Prompt; What is the name of the Alaskan artist we learned about today? How did Todd Sherman become an artist? Why do you think he paints his children as animals? Are his paintings realistic like taking a picture with a camera?

Teacher administered assessment tool

DN	OK	UP	Lesson_____ Teacher_____																				
			Grade_____ Date_____ Number of Students_____																				
			Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers. (K=knowledge, S=skills, C= creativity, A=attitude, E=engagement)																				
			1. Can you tell me what a portrait is? (K)																				
			2. Can you tell me what a self-portrait is?(K)																				
			3. Did you choose an Alaskan animal ? (S)																				
			4. Did you? (S)																				
			5. Did you add an imaginative touch to your art? (C)																				
			6. Did you actively listen and follow directions?(A)																				
			7. Did you do your best during this lesson?(E)																				
<u>Teacher self-critique</u>			8. My teaching of this lesson: <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> </tr> <tr> <td colspan="7" style="text-align: left;">needed improvement</td> <td colspan="3" style="text-align: right;">was highly successful</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	needed improvement							was highly successful		
1	2	3	4	5	6	7	8	9	10														
needed improvement							was highly successful																
			9. What would I do differently next time?																				

ALIGNMENT:**Alignment of Standards:**

Art: A1,2,3; B4; C2b,5;D1.

English: C2,3,4.

Science: C2,3.

CREDITS:

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