



The Museum Learning Center at the Honolulu Academy of Arts presents the

# Curriculum Guide

for the school tour

## ANIMALS IN ART

(this tour is for students in grades Pre-K through 3)

Welcome to the Honolulu Academy of Arts! We are very excited that you will be joining us on a school tour of the Academy.

**TOUR GOALS** • to expose your students to a variety of artistic styles and materials using a subject that is familiar to them—animals • to discover how and why animals are represented in the art of different cultures and time periods.

**TOUR LENGTH** 1.5 hours

There are two interactive activities on this tour that address HCPS III standards in Science, Math, and the Fine Arts.

This Curriculum Guide contains:

- Frequently Asked Questions ..... p. 1
- Recommended process for looking at art ..... p. 2
- Images from the tour ..... p. 3-8
- Pre-visit activities ..... p. 9
- Post-visit activities..... p. 10
- HCPS III Standards & Animals in Art ..... p.11
- Worksheets ..... p. 12-19

*That our children of many nationalities and races, being far from the centers of art, may receive an intimation of their own cultural legacy and wake to the ideals embodied in the arts of their neighbors.*

~the vision of Anna Rice Cooke, founder of the Honolulu Academy of Arts

## FREQUENTLY ASKED QUESTIONS

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### How can the Teacher's Guide help me?

This guide was developed to enhance your trip to the Academy by providing you with images you can share with your students and worksheets and activities for them to do before and after the tour. It also identifies connections between the tour and the HCPS III Standards so that you can relate what your students learn at the Academy to what they are learning in the classroom.

### How can I prepare my students for their tour?

You should show your students the video *A Trip to the Art Museum*, which you can download at [www.honoluluacademy.org/teacher](http://www.honoluluacademy.org/teacher). This video gives your students an overview of the museum and what they can expect to see. You should also go through the materials in this Teacher's Guide with your students, especially the images and the pre-visit activities.

### What are the images in this guide?

There are six images in the packet, including an image of the Academy and of the Academy's founder, Mrs. Anna Rice Cooke. These two images include general background information on the Academy so you can explain to your students where they are going on their field trip. The other four images are artworks that they will see on their tour.

### Why is it important to share images from the tour with my students?

When students have seen a reproduction of a work and have a basic understanding of that work before they see it in person, they have a much stronger connection to the object than if they have never heard of it before. They can relate to it better and appreciate it more. Additionally, the children enjoy comparing the object in real life to what it looked like as a reproduction, especially concerning differences in size, color, and three-dimensionality.

### How can I get the most out of these images?

Each of the images is complemented by basic background information that can guide your discussion with your students about the work. Additionally, leading your students through the process of Observing, Describing, Interpreting, and Evaluating, as illustrated by the questions on the following page, can help your students gain a solid understanding of and appreciation for each work.

### How can I present these images to my students?

You can print out the images and distribute them to your students, or you can project them directly from your computer onto a screen so everyone can view them at once. If you have this PDF open on your computer and you are connected to the Internet, you can click on the image to get a full-size version from our website.

### What are the activities in this guide?

This guide has both pre- and post-visit activities for you to do with your students, including several worksheets. We recommend that you complete the pre-visit activities before you come to the Academy so that your students are best prepared for their tour. After you return from your tour, the post-visit activities can help your students remember and elaborate on what they learned at the Academy.



## RECOMMENDED PROCESS FOR LOOKING AT ART

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### OBSERVE, DESCRIBE, INTERPRET, EVALUATE

As you look at works of art with your students, ask them questions to make them think about the art and pique their curiosity regarding the works. The process of observing a work first and then describing, interpreting, and evaluating it, in that order, has been identified as a positive and productive way for your students to get the most out of their interaction with the art. More information on this process can be found in the ARTS FIRST *An Essential Arts Toolkit*, which is a supplement to the Hawai'i Department of Education's Arts Instructional Guide.

#### OBSERVE

First have your students silently look at the artwork.

#### DESCRIBE

Then ask them questions that require them to describe what it is they have observed.

- Is this a painting, sculpture, drawing, ceramic, print, textile, photograph, jewelry, etc?
- What colors and shapes do you see?
- What materials did the artist use to make this work of art?
- What is the title of this work and who is the artist?
- What is the subject of this work of art?
- Compare this work to another work - what are the similarities and differences?

#### INTERPRET

Now ask them questions that have them interpret what it is they have observed and described.

- What is happening in this artwork?
- What does this work remind you of?
- What mood or feeling does the artist convey?
- Through the use of what elements does s/he convey this mood or feeling?
- What does this work explain about the time and culture in which it was created?
- Why did the artist make this work?

#### EVALUATE

Once they have a deeper understanding of the work and what it could stand for, ask them to evaluate it.

- Do you like this work?
- What would you do differently if you were the artist of this work?
- Should other people experience this work of art? Why or why not?

## IMAGE 1

### *The Honolulu Academy of Arts*

The Honolulu Academy of Arts is Hawai'i's premiere art museum, with over 50,000 works of art in its collection. The museum was founded by Anna Rice Cooke (see Image 2) in 1927 to educate the children of Hawai'i about the diverse cultures that make up our island home. Today, annual visitors to the museum exceed 300,000, and about 10% of those visitors are school children who come on docent-led tours. The Academy's 31 galleries are arranged around pleasant, open courtyards and hold the museum's treasures of paintings, sculptures, and other works of art from all over the world.

Approaching the museum from Beretania Street, one looks upon a simple but definitely Hawaiian exterior. The peaked roof is borrowed from Polynesian structures and the lanai is a local adaptation of the New England veranda. The design of the many courtyards is based on the architecture of China and Spain. The Academy and the arrangements of its courts and galleries represent the meeting of East and West—right here in the Pacific.

## IMAGE 2

Charles Bartlett; *Mrs. Charles Montague Cooke*, 1927; oil on canvas

Before Anna Rice Cooke founded the Honolulu Academy of Arts in 1927, she opened her home to local children so she could share with them her extensive personal art collection and expose them to the value of studying art and culture. Her house was located where the Academy stands today, but she found it was not large enough to accommodate all of her visitors, so she had the home torn down and the museum built in its place. In addition to her love of children, Mrs. Cooke loved animals, and your students will get to see many animals depicted in art on your tour.

Mrs. Cooke's vision for the Academy is on the cover page.

## IMAGE 3

### *Animals Hunting*, 4th-5th century AD; limestone tesserae; Syria

This image is of a floor mosaic that was found in Syria in an ancient Roman hunting lodge. To make this mosaic, naturally colored limestone was cut into small bits called tesserae, which were carefully arranged to create these animals. Some were placed at angles to get the curves in the design, and the black tesserae were used to outline the images. The tesserae were likely laid out directly onto fresh plaster so that they would stay in place once dry. The tesserae are more easily visible in the detail to the right.



On your tour, your students will create a mosaic in the gallery and relate it to this artwork. This activity will address the following HCPS III Standards:

FINE ARTS: Standard 1: VISUAL ARTS

MATH: Standard 9: PATTERNS AND FUNCTIONAL RELATIONSHIPS

## IMAGE 4

Pierre Mignard; *The Children of the Duc de Bouillon*, 1647; oil on canvas; France

A portrait is an artistic representation of a person, and a group portrait is of more than one person. This group portrait was commissioned by the duc de Bouillon to depict his three children, which the artist did realistically and in great detail. The painting shows the duc's children in fashionable and elaborate clothing. The twelve-year-old girl holds fruits and flowers, which are attributes of femininity. The older boy has a protective gesture, while the younger one appears mischievous as he reaches for the dog. Today, instead of commissioning painters to make portraits, most people use a camera to capture a scene such as this.

On your tour, your students will complete an interactive activity related to this artwork that involves the five senses. This activity will address the following HCPS III Standards:

FINE ARTS: Standard 1: VISUAL ARTS

SCIENCE: Standard 1: SCIENTIFIC INVESTIGATION.

## IMAGE 5

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### *Nandi's Head*, late 18th century; polychromed wood; India

The bull Nandi belongs to the Hindu god Shiva, who uses Nandi as his vehicle of transportation. In this artwork from Kerala in southwestern India, Nandi is presented as a giant wooden head gaily decorated in preparation for a festival. Carved from a single piece of wood, this work was placed at the front of a processional cart drawn through town during temple festivals. Nandi is much loved in Hindu art and religion, and his image is often seen outside temples dedicated to Shiva, adorned with lei.



## IMAGE 6

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*Dragon*, 18th century; ink and color on mulberry; Korea

Dragons are auspicious or good creatures in Asian mythology for they are considered to control the rain, oceans, rivers, lakes and floods. Dragons can live at either the bottom of the sea or high above in the clouds. They bring good luck and keep evil at bay, and they represent wisdom and immortality. This dragon is depicted as powerful and dynamic, exemplifying the bold style of Korean folk art. He is chasing the pearl of wisdom.

## PRE-VISIT ACTIVITIES

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- VIDEO: Show your students the introductory video *A Trip to the Art Museum*, which you can download at [www.honoluluacademy.org/teacher](http://www.honoluluacademy.org/teacher).
- VOCABULARY: Introduce your students to the following vocabulary words, many of which are on the video or are discussed in this guide with the images: **museum, docent, gallery, art, artist, painting, sculpture, mosaic, pattern, photograph, two- and three-dimensional.**
- FIVE SENSES: Be sure your students are familiar with the five senses: touch, taste, smell, see, hear. On their tour they will be doing an interactive activity related to how they can use the five senses and their own observations to more fully understand art.
- WORKSHEETS: The instructions are below.

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### WORKSHEET 1: WHAT IS A MUSEUM? ..... p. 12

Your students will design their own museum to share with the world things important to them.

INTRODUCTION: After watching the introductory video, ask your students questions, such as the following:

Do any of you have a collection? What do you collect and why?  
Are you proud of your collections? Would you want to share them with others?  
What is a museum? What do museums have in their collections?  
Has anyone ever been to the Academy before? What did you see when you were there?  
If you've never been, what do you expect to see when you are there?  
What type of art do you expect to see (paintings, sculptures, etc)? This is a good time to reiterate the vocabulary words.  
Why are museums important?

PROJECT: Pass out the worksheet and have your students make a map of their own museum. Have them name their museum, title the four galleries, and draw objects important to them that they would display in each of galleries—maybe baseball cards, dolls, toys, or photographs of their families.

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### WORKSHEETS 2 & 3: VARIETY OF ANIMALS (pre-visit) ..... p. 13 or 14

Your students will consider the variety of animals found around the world.

INTRODUCTION: If your students need it, give them an introduction on the variety of animals (classification) found in the world.

PROJECT: For the younger grades, give your students the worksheet on page 13 and ask them questions about the different animals (elephant, frog, bird, crocodile, fish, dragon\*). Have them compare and contrast the animals and tell you what they know about each. For the older grades, give them the worksheet on page 14. Instruct your students to draw a line connecting the type of animal listed on the left to the corresponding photo on the right. Discuss with them the life structures, life cycles, food chains and environments of each animal.

\*Both worksheets include a dragon because your students will see a dragon on the tour. Although they will not see all of the other animals from the worksheet on their tour, they will see a great variety of animals depicted in the art of the Academy's collection.

## POST-VISIT ACTIVITIES

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- **WORKSHEETS:** The instructions are below.
- **DRAW OR DESCRIBE:** Ask your students to recall the work to which they most closely related on the tour. Have them sketch the work or describe it in detail and ask them why they chose to focus on this particular work.
- **COMPARE:** Ask your students to compare the images in this guide to the real works and have them explain how seeing them in person differs from seeing the reproductions. You can also have your students compare different works to each other, focusing on their subjects and materials.
- **POETRY:** Have your students draw an image of an animal or use one of the images from the tour and write a poem about this work of art.
- **STORYTELLING:** Make up a story using an animal from the tour as the main character or come up with a human character who encounters the many animals from the museum. Describe how the human travels the world to meet the animals. You can have your students do this individually or you can do it as a class.

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### WORKSHEETS 4 & 5: VARIETY OF ANIMALS (post-visit)..... p. 15 or 16

These worksheets are extensions of worksheets 2 & 3 from the pre-visit activities.

**PROJECT:** For the younger grades, give your students worksheet 4 and have them match the photo of the animal on the left to the artwork of the animal on the right. For the older grades, give them worksheet 5 and have them match the animal listed in the middle to both the corresponding photo on the left and the artwork on the right. On both worksheets, the photos are the same photos from worksheets 2 & 3, and the artworks are from the Academy's collection. Your students may have seen some of them on their tour.

**ART PROJECT:** When they have finished the worksheet, have your students make their own works of art to represent each type of animal, using a material of your choice. Ask your students how their works compare to the artwork from the worksheet, focusing on materials, size, colors, and realism. Are your students surprised that there are so many ways to represent animals in art?

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### WORKSHEETS 6-8: MOSAIC ..... p. 17-19

Have your students make their own mosaic, like they did at the Academy.

**PROJECT:** Have your students help you cut out small squares or shapes from colored card stock or construction paper. They can use their "tesserae" to make a mosaic of the turtle, fish, or hibiscus on pages 17-19, using either glue or double sided tape to make the card stock or construction paper adhere. You can also have your students draw their own outlines of animals to use as templates for their mosaics. Encourage them to use a variety of colors and patterns for their mosaic.

## HCPS III Standards and Animals in Art

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The interactive activities on the tour and the worksheets from this guide address the following HCPS III Standards:

- INTERACTIVE ACTIVITY for *Animals Hunting* (p. 5)

**FINE ARTS:** Standard 1: VISUAL ARTS: Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences

**MATH:** Standard 9: Patterns, Functions, and Algebra: PATTERNS AND FUNCTIONAL RELATIONSHIPS: Understand various types of patterns and functional relationships

- INTERACTIVE ACTIVITY for *The Three Children of Duc de Bouillon* (p. 6)

**FINE ARTS:** Standard 1: VISUAL ARTS: Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences

**SCIENCE:** Standard 1: The Scientific Process: SCIENTIFIC INVESTIGATION: Discover, invent and investigate using the skills necessary to engage in the scientific process

- WORKSHEET 1: WHAT IS A MUSEUM? (p. 12)

**FINE ARTS:** Standard 1: VISUAL ARTS: Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences

- WORKSHEETS 2-5: VARIETY OF ANIMALS (p. 13-16)

**FINE ARTS:** Standard 1: VISUAL ARTS: Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences

**SCIENCE:** Standard 3: Life and Environmental Sciences: ORGANISMS AND THE ENVIRONMENT: Understand the unity, diversity, and interrelationships of organisms, including their relationship to cycles of matter and energy in the environment

Standard 4: Life and Environmental Sciences: STRUCTURE AND FUNCTION IN ORGANISMS: Understand the structures and functions of living organisms and how organisms can be compared scientifically

Standard 5: Life and Environmental Sciences: DIVERSITY, GENETICS, AND EVOLUTION: Understand genetics and biological evolution and their impact on the unity and diversity of organisms

- WORKSHEETS 6-8: MOSAIC (p. 17-19)

**FINE ARTS:** Standard 1: VISUAL ARTS: Understand and apply art materials, techniques, and processes in the creation of works of art and understand how the visual arts communicate a variety of ideas, feelings, and experiences

**MATH:** Standard 9: Patterns, Functions, and Algebra: PATTERNS AND FUNCTIONAL RELATIONSHIPS: Understand various types of patterns and functional relationships

## WORKSHEET 1: WHAT IS A MUSEUM?

The Name of My Museum is: \_\_\_\_\_

My Museum has Four Galleries. You can see what is in each gallery on this map that I have made.

Gallery:	Gallery:
Gallery:	Gallery:



WORKSHEET 2: VARIETY OF ANIMALS



1



2



3



4



5



6

### WORKSHEET 3: VARIETY OF ANIMALS

AMPHIBIAN  
(frog)



BIRD



FISH



REPTILE  
(crocodile)



MAMMAL  
(elephant)



MYTHICAL  
(dragon)





WORKSHEET 4: VARIETY OF ANIMALS



WORKSHEET 5: VARIETY OF ANIMALS



AMPHIBIAN  
(frog)



BIRD



FISH



REPTILE  
(crocodile)



MAMMAL  
(elephant)

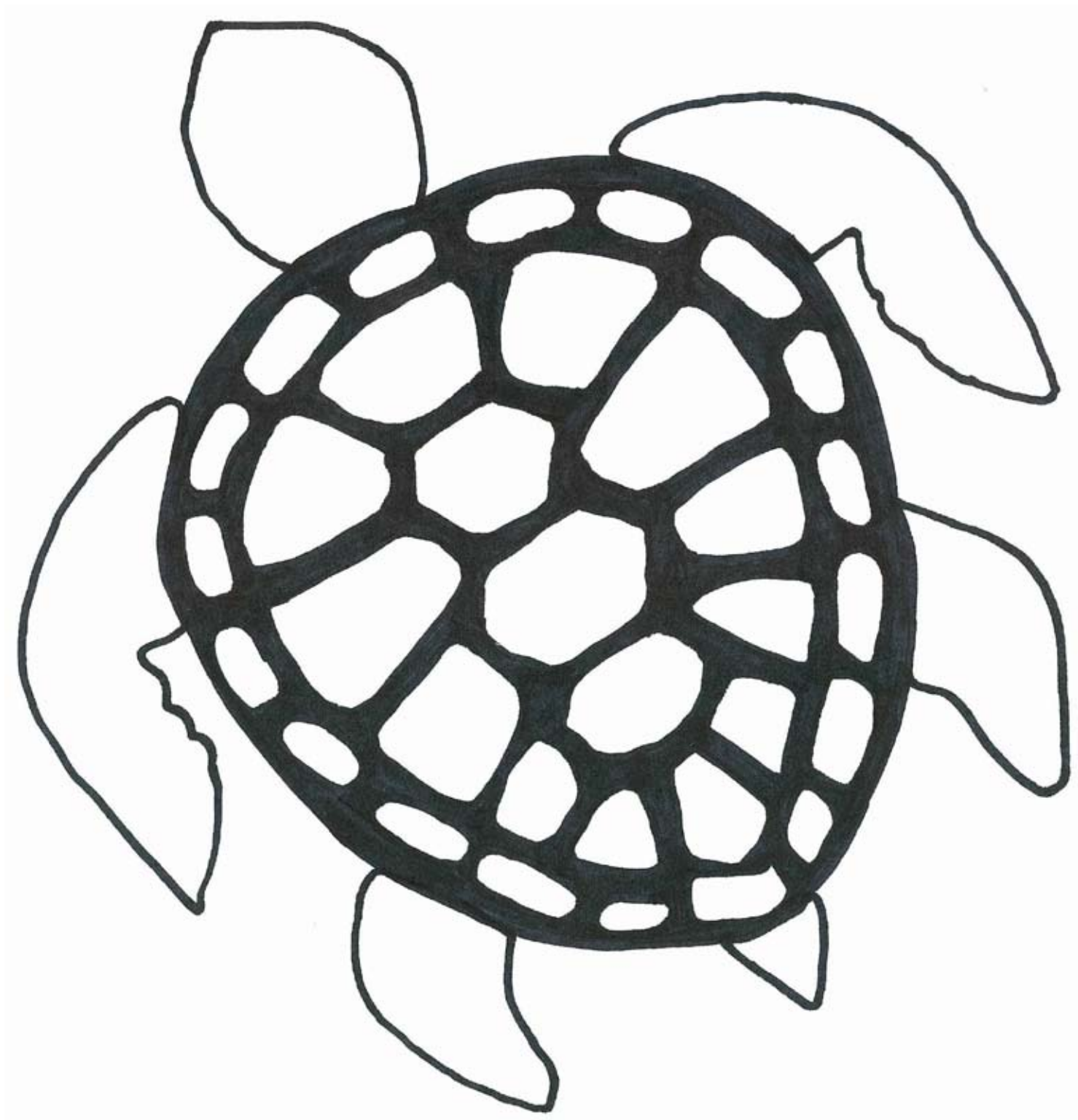


MYTHICAL  
(dragon)



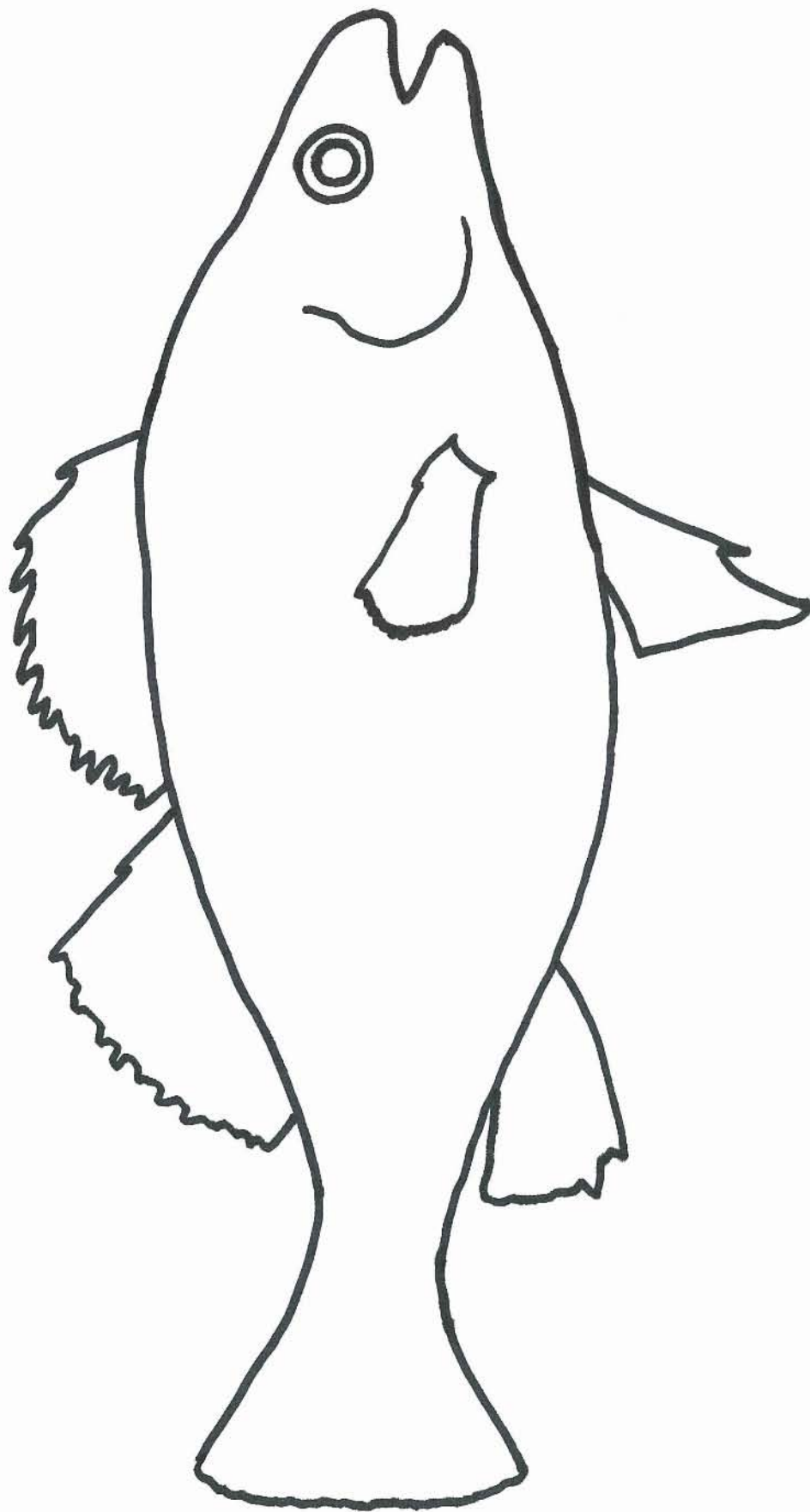


WORKSHEET 6: MOSAIC





WORKSHEET 7: MOSAIC



WORKSHEET 8: MOSAIC

