



Arcimboldo meets Audubon

OBJECTIVES

Students will...

- Research and study bird species local to their state
- Research and study flowers native to their geographical area
- Study the place of artist in the early documentation of flora and fauna

STANDARDS

VA:Cr1.2.1a — Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.

VA:Re.7.2.1a — Analyze how one's understanding of the world is affected by experiencing visual imagery.

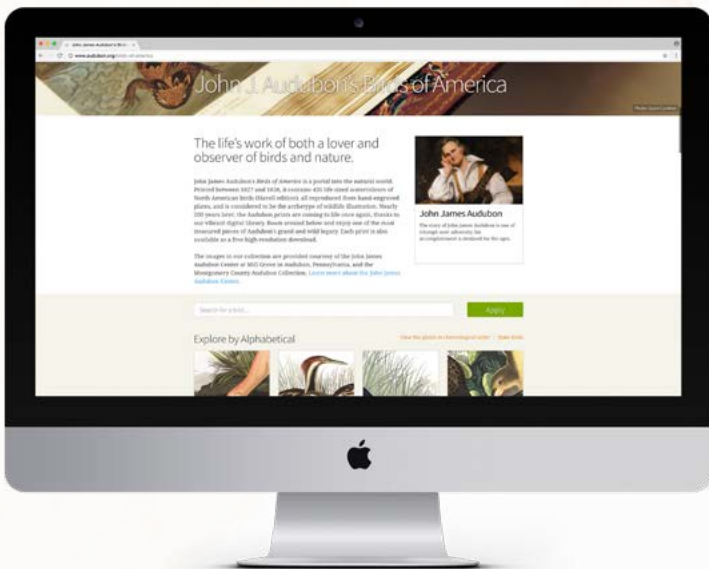
VA:Cr2.2.1a — Traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

OVERVIEW

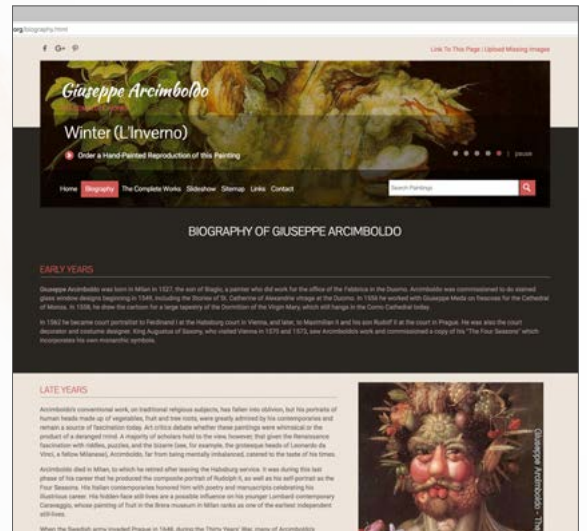
During the unit of study, students will explore the role of artist, before photography, in documenting flora and fauna from around the world. Students will choose a bird and flower/plant to combine in a surrealist way.



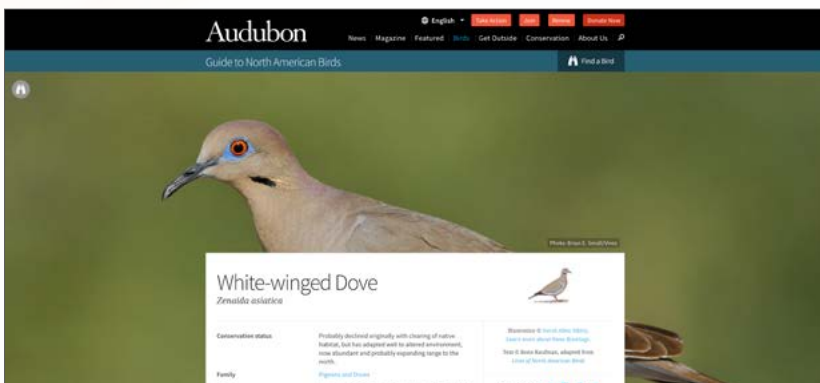
DAY 1



Audubon



Arcimboldo



Teacher will introduce John James Audubon and his role in documenting and recording bird and plant species in the United States. After an overview, introduce the work of Giuseppe Arcimboldo, Renaissance artist who used plants, fruits and vegetables in his work.

Students will then research and explore online resources for John James Audubon and bird photos from National Geographic to choose a bird for inspiration.

- <http://www.audubon.org/birds-of-america>
- <https://www.nationalgeographic.com/animals/birds/>
- <http://www.rhsprints.co.uk/>
- <https://www.giuseppe-arcimboldo.org/biography.html>

Have students practice drawing from the prints of birds and flowers. Have them experiment with replacing and combining the birds and flowers.

DAY 2



Distribute watercolor paper to each student. Have them draw their combined composition using a 2H pencil. Have students draw lightly and fill the paper with their bird.

DAYS 3-5



Step 2. When the drawing is complete, have students start to render in color using Jolly Watercolor Pencils and the water-soluble graphite.

Step 3. Using a watercolor brush, dissolve the pigment of the color rendering using water.

Step 4. Once the first layer of color is dry, have students work back to create darks and soak up color to lighten the area.



CLOSURE

Students should display and discuss work as a class. Works can be matted or mounted for in school display.



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MATERIALS LIST

Nasco Private Label Watercolor Paper – **9740507**

Jolly Supersticks Watercolor Pencils - Box of 24 – **9737837**

General's[®] Sketch & Wash[®] Graphite Pencils - Pkg. of 12 – **9708337**

B-900 Dynasty[®] Watercolor Assortment - 120 Brushes – **9717899**

General's[®] Kimberly[®] Graphite Drawing Pencils - 2H - Pkg. of 12 – **9715433(J)**



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