

MoNA

Museum of Northwest Art

Adorned Animals Inspired by Sherry Markovitz

A HANDS-ON ART ACTIVITY
DESIGNED BY MONA
EDUCATORS

Materials

- Examples of Sherry Markovitz's art (included)
- Poster board cut to desired size
- Variety of white paper
- Scissors
- Glue sticks
- White glue
- Decorative materials (beads, glitter, sequins, feathers, fabric)
- White card stock
- A variety of animal silhouettes copied on white card stock

Age: Fifth Grade

Lesson Duration: Two Hours

Subjects: Art, Biology, & Art History



Student Example

Image Source: Museum of Northwest Art

Description

With inspiration from Sherry Markovitz's adorned animal sculptures, students will create their own imaginatively embellished animal using mixed-media collage. They will also create a collaged landscape for the background, using different weights and textures of white paper to create a monochromatic winter scene.

Instructions

1) Show students the animal sculptures by Sherry Markovitz and use VTS (Visual Thinking Strategies) to study the work.

- VTS is an inquiry-based method of facilitating discussion. Tips and resources on VTS and a biography of the artist are included at the end of this lesson.

2) Begin with the background collage. Ask students to picture the varieties of white in a winter landscape (snow, clouds, fog, pale winter skies). Using the selection of white paper of different weights and textures, create your own winter landscape on the poster board by tearing and cutting paper into desired shapes and arranging them into a landscape composition.

- Demonstrate tearing paper to make cloud shapes, and cutting paper into more detailed tree shapes or mountain peaks.

3) Once the papers are arranged to create a wintry background, carefully glue papers onto poster board using the glue stick. Remember to think about the layers when you are gluing: the bottom pieces (the paper in the furthest space of the background) are glued first, ending with the top pieces (the paper that is in the nearest space of the background) glued last.

4) Have students choose an animal to cut out of cardstock or to create their own on the extra white cardstock. Students can visualize the special qualities, powers or emotions they associate with the chosen animal while they embellish the animal shape with white glue and the decorative materials.

5) Once the animal is decorated, place it in the winter landscape so that it has dominance in the foreground. Glue animal in place with white glue.

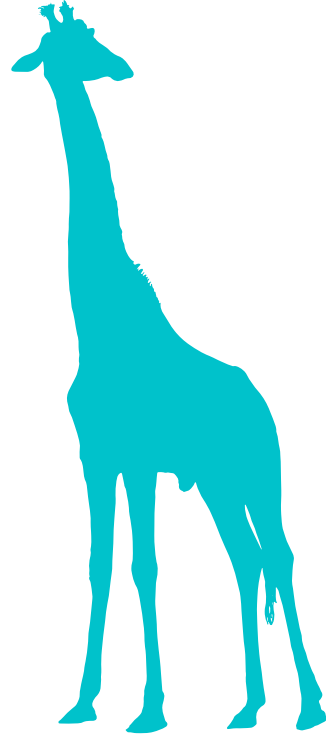


Extension Step

Students can write a story or a poem about the special animals they have created.

Vocabulary

- ✓ Contrast
- ✓ Collage
- ✓ Background
- ✓ Foreground
- ✓ Monochrome
- ✓ Embellish
- ✓ Adorn



Learning and State Standards

Fulfills **Washington State Arts Learning Standards:**

- **VA:Cr2.1.5** (Experiment and develop skills in multiple art-making techniques and approaches through practice)
- **VA:Cr3.1.5** (Create artist statements using art vocabulary to describe personal choices in art-making)

About the Artist: Sherry Markovitz

Sherry Markovitz is a painter and sculptor, best known for creating beaded sculptures of animals and dolls. Markovitz was born in Chicago, Illinois in 1947 and moved to Seattle to study art at the University of Washington. Her work has been exhibited at galleries and museums all over the world.

For more information, visit the [Greg Kucera Gallery page](#) with videos about her work.



Image source:

www.cityartsmagazine.com/sherry-markovitz-and-peter-milletts-seamless-flow/



Image source: artisttrust.org/artists/sherry-markovitz/

**"IN 1981, I BEGAN THE SERIES OF ORNAMENTED ANIMAL TROPHY HEADS OF DEER, ELK AND MOOSE AND WILD CATS...THEY ARE BEAUTIFUL IMAGES OF REBIRTH, THE DEATH SOMEWHAT MASKED BY THEIR BEAUTY."
- SHERRY MARKOVITZ**

Visual Thinking Strategies

MoNA's Education programs utilize Visual Thinking Strategies (VTS), which is a research-based teaching method that promotes aesthetic development, including critical thinking and communication skills. Here in the MoNA, we use VTS to engage students and general visitors with art, encouraging them to observe closely, think critically and discuss respectfully; however, VTS can be effectively used across curricula. This approach teaches its participants how to take the time to observe closely, describe what they see in detail and provide evidence for their observations. Students learn that their reflections and thoughts are valued and appreciated in this inclusive teaching method.

In order to facilitate a VTS discussion, you first encourage viewers to take a quiet moment to observe the work you are going to explore. Then you ask the following questions and paraphrase the responses without adding any of your own judgements. You can insert additional vocabulary and point to specific parts of the artwork.

What's going on in this picture?

What do you see that makes you say...?

What more can you find?

Visual Thinking Strategy Links

If you are interested in learning more about VTS, [here is their website](#). If you already know and love VTS, but want help finding great images to use in your classroom, here is a [fantastic gallery](#). You can also visit this website for additional resources: www.monamuseum.org/resources-for-educators



Curiosity, 1986

Artwork copyright Sherry Markovitz.

Photo courtesy of Washington State Arts Commission.



Patterned Fawn, 1984

Artwork copyright Sherry Markovitz.

Photo courtesy of Washington State Arts Commission.