

## Comfortable Cats Inspired by Anne Schreivogl

A HANDS-ON ART  
ACTIVITY DESIGNED BY  
MONA EDUCATION

### Materials

- Large heavy paper
- Pencil and eraser
- Crayons
- Paint brushes
- Paints (tempera paint is best)
- Pattern handout (located at the end of this activity)
- Writing paper
- Optional: Picture of a favorite cat



*Image Credit: Student Example*

### Description

Using the art of Anne Schreivogl, students will create cat portraits and stories inspired by their own personal favorite cats. This activity will encourage students to use visual and kinesthetic modes of thinking to express stories in art and give them the tools to examine art more closely in the future to determine what stories they convey.

## Instructions:

- 1)** Introduce the students to the painting *Night Out* by Anne Schreivogl and engage with them in VTS (Visual Thinking Strategies).
  - VTS is an inquiry-based method of facilitating discussion. Tips and resources on VTS and a copy of *Night Out* are included at the end of this lesson.
  - Write down notes about story ideas that develop from student discussion to use as writing prompts after they create their own paintings.
- 2)** Demonstrate to the students how to draw a cat sleeping, sitting, or playing.
  - Sketch simple large shapes first, then add smaller details like tails, legs, and ears.
  - Erase the parts of the line that should disappear or are no longer needed to complete the sketch. Add eyes, nose, whiskers, and fun stuff to give the cat personality.
  - Sketching should be done in pencil because there are always lines that need to be erased and changed.
  - Helpful guides for drawing various cat figures are included at the end of this lesson if students need more support.
- 3)** Outline and fill in large shapes with bright colors of paint, then layer details and patterns onto background shapes.
  - Use thin layers of paint that will dry quickly so its possible to do the outlines and details without puddles of paint.
  - Ask students to include a pattern, such as stripes, spots, flowers, plaids, on the cat like a patchwork quilt. Examples of patterns and how to create them are included at the end of this lesson.
- 4)** Once their paintings are finished, gather the group to discuss the writing portion of this activity. Encourage the students to come up with stories about their cats based on their art. You might provide prompts or ask questions to get them started, or use ideas from their earlier discussions about Anne Schreivogl's painting. If you want them to write a story, remind them to include a beginning, middle and end.
- 5)** Provide time for students to write down words to go with their pictures. Let them create their stories in whatever way makes sense to them. Most children will begin with the visual image and then get more good ideas as their story changes. Making the picture first will be a great pathway to writing.
  - Tips for correlating writing and art are included at the end of this lesson.
  - Allow time for students to share the stories they wrote with you and the other students.

## About the Artist: Anne Schreivogl

Anne Schreivogl is a born and raised Seattle artist. She attended Western Washington University and the Gage Academy (formerly known as the Seattle Academy of Fine Arts) as an arts grant recipient from the Anacortes Arts Foundation. Schreivogl describes her work as whimsical and representative of her everyday joy. Her work can be found all over the Seattle area, including the Seattle Aquarium, Anacortes Public Library, and Skagit Valley Hospital.



Anne Schreivogl

Image credit:

[http://homepage.fidalgo.net/~aes/Anne\\_Schreivogl\\_artist/Home.html](http://homepage.fidalgo.net/~aes/Anne_Schreivogl_artist/Home.html)



*Flight of Fancy*, Anne Schreivogl

Image Credit:

[http://homepage.fidalgo.net/~aes/Anne\\_Schreivogl\\_artist/Paintings/Pages/Studio.html#6](http://homepage.fidalgo.net/~aes/Anne_Schreivogl_artist/Paintings/Pages/Studio.html#6)

# Learning and State Standards

Fulfills [Washington State Arts Learning Standards](#):

**VA:Cn11.1.2** Create works of art about events in home, school, or community life.

**VA:Cr1.2.2** Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

**VA:Re.7.2.2** Categorize images based on expressive properties.



# 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.

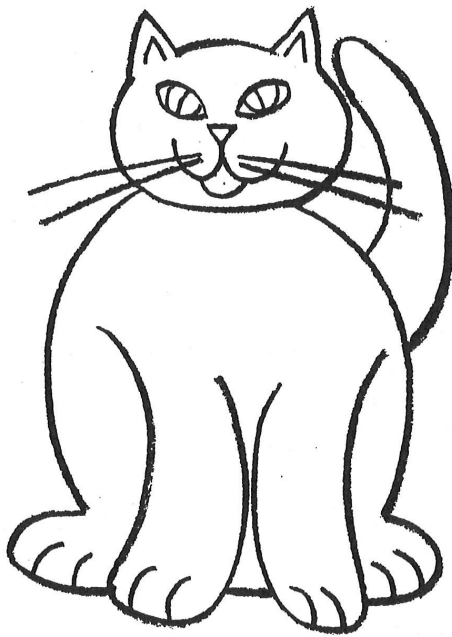
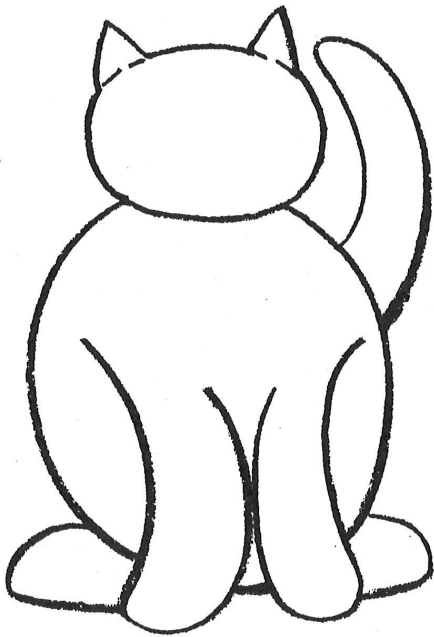
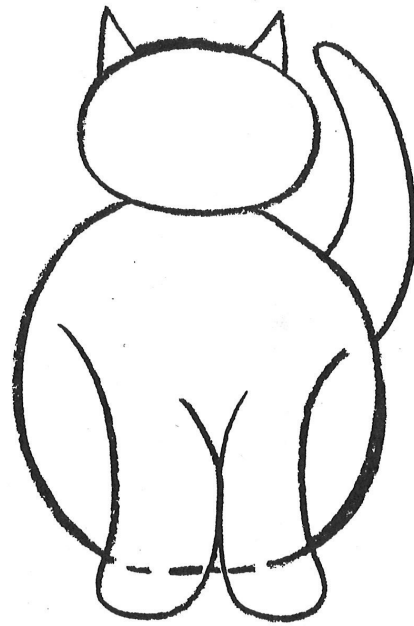
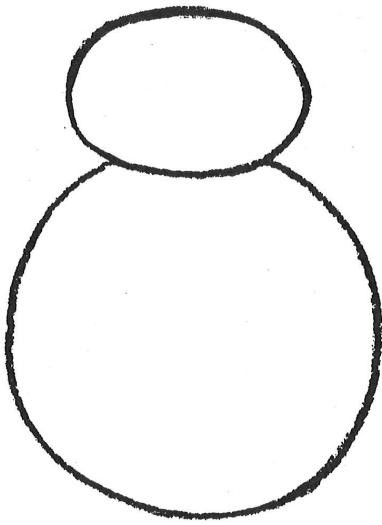
*What's going on in this picture?*  
*What do you see that makes you say...?*  
*What more can you find?*

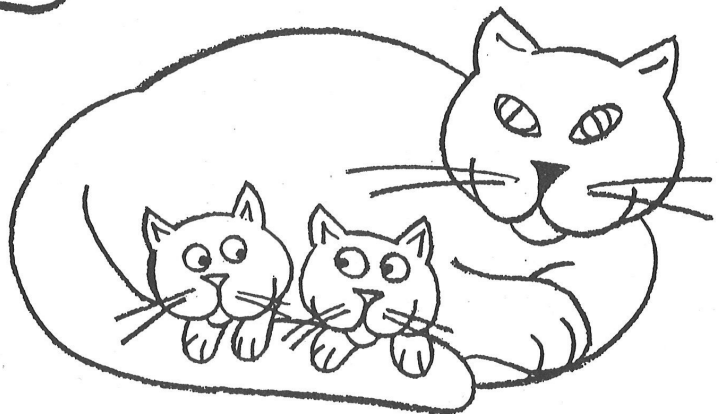
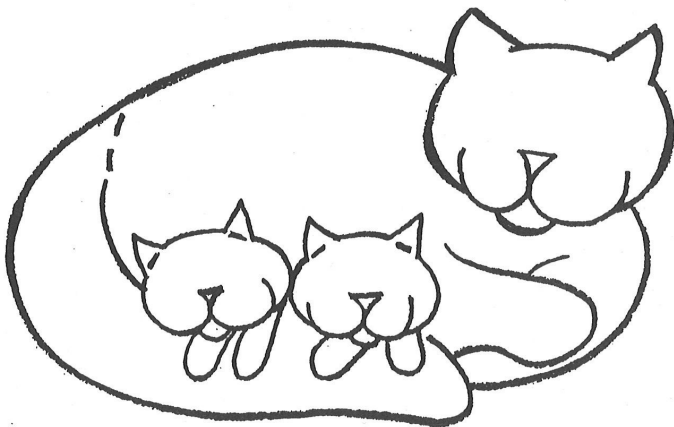
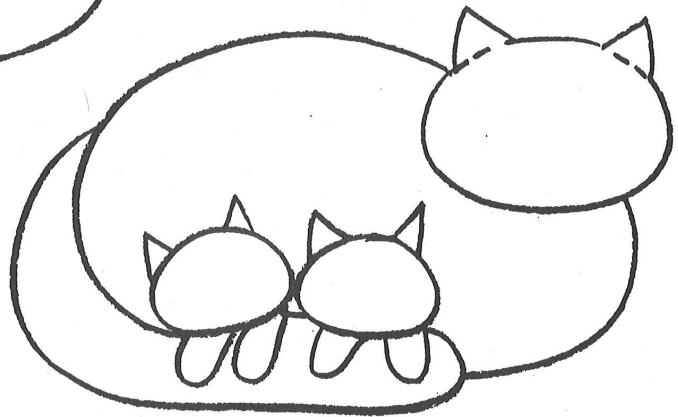
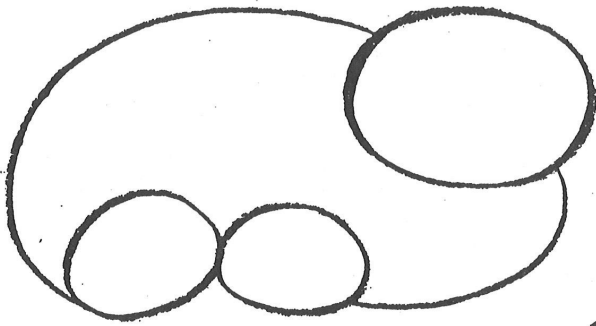
## Visual Thinking Strategy Links

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](http://www.monamuseum.org/resources-for-educators)

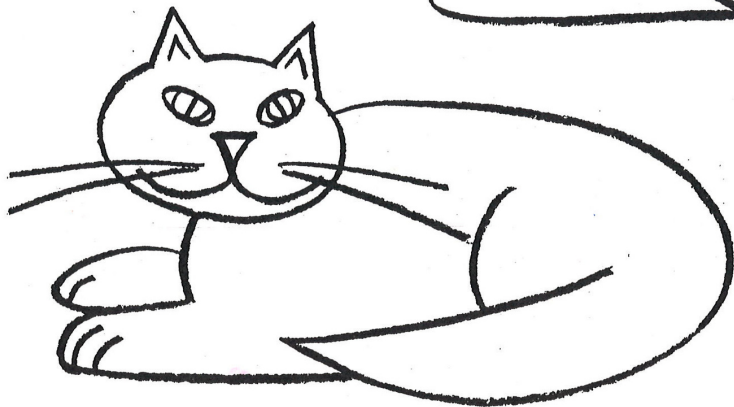
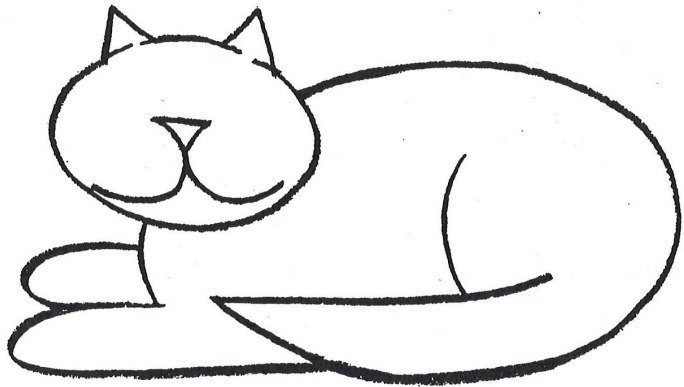
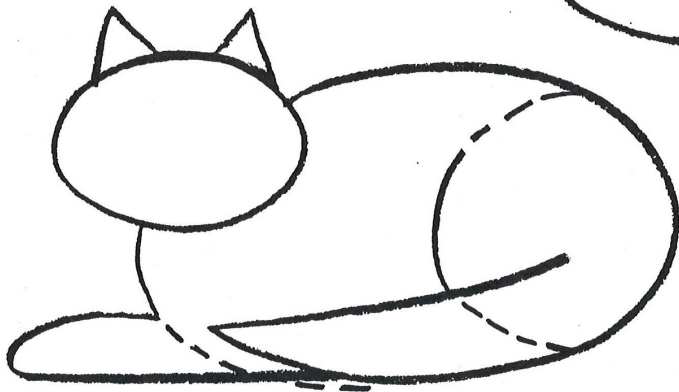
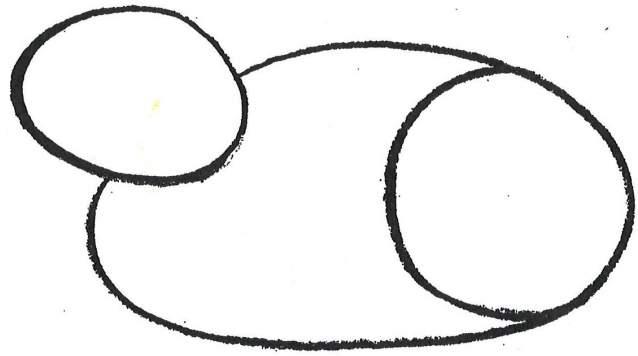


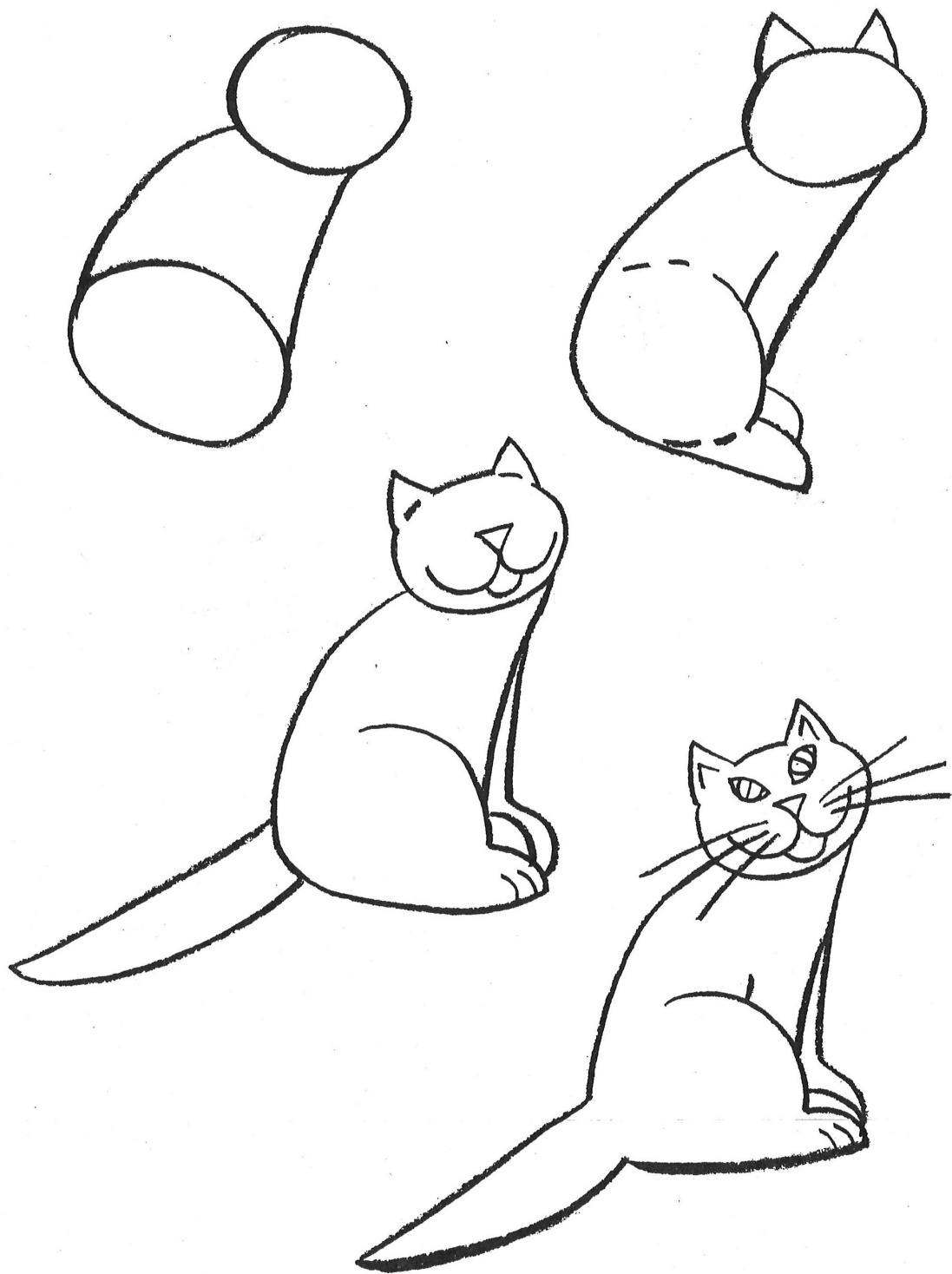
Image credit: *Night Out*, Anne Schreivogel











# A Six-Step Correlation

## Between... **WRITING & ART**

1

PRE-WRITING  
PRE-DRAWING

- CONCEPTUALIZE
- BRAINSTORM
- MAKE A PLAN

- START WITH AN IDEA
- VISUALIZE

2

FIRST-DRAFT

- GATHER INFORMATION
- GET IDEAS DOWN
- DON'T WORRY ABOUT  
DETAILS OR SPELLING

- GET STARTED
- WHAT MATERIALS WILL  
YOU USE
- CREATE THUMBNAIL  
SKETCHES

3

CONFERENCE  
ART CRITIQUE

- ORGANIZE
- CONFERENCE WITH  
TEACHER OR ANOTHER  
STUDENT
- DON'T SAY I MESSED UP

- TAKE A SECOND LOOK
- IT'S OK TO CHANGE YOUR  
IDEA OR APPROACH TO  
MAKE IT BETTER
- LEARN FROM OTHERS  
COMMENTS

4

REVISE  
DRAFT 2

- DEVELOP IDEAS AND  
TECHNIQUES
- ERASE
- MAKE CHANGES  
UNTIL SATISFIED  
WITH RESULT

- TRY NEW  
TECHNIQUES AND  
DIFFERENT  
MATERIALS
- WATCH A  
DEMONSTRATION

5

ANOTHER EDIT  
CONFERENCE

- REFINE WORK BASED  
ON FEEDBACK
- USE BEST  
HANDWRITING OR  
SPELL CHECK  
GRAMMAR AND  
PUNCTUATION

- ADD FINISHING TOUCHES
- DECIDE HOW TO DISPLAY
- REFLECT ON WHAT YOU  
LEARNED FROM THE  
PROJECT

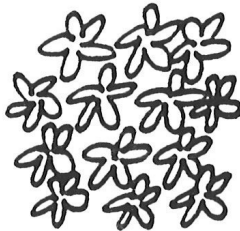
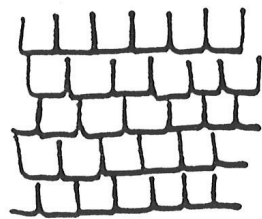
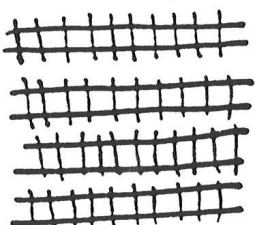
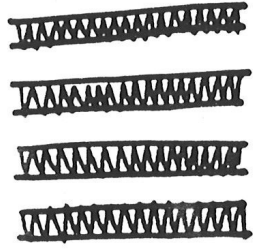
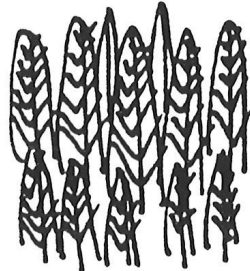
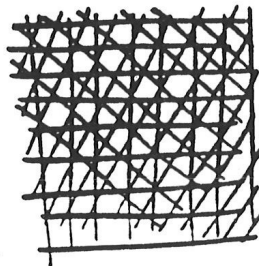
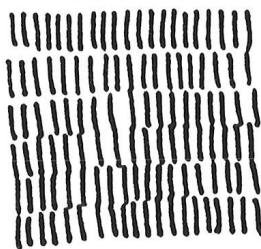
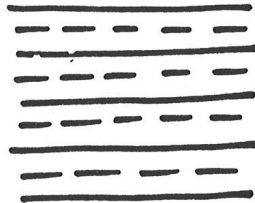
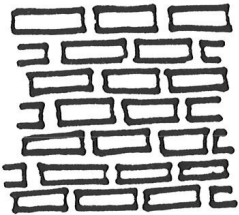
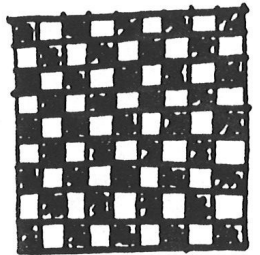
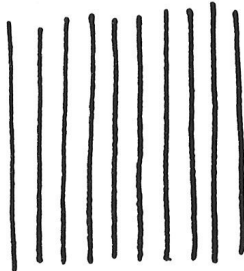
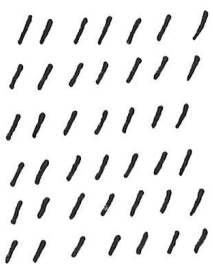
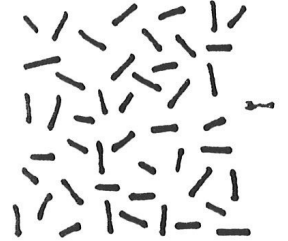
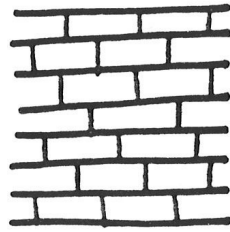
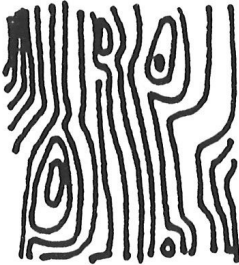
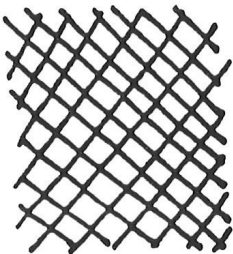
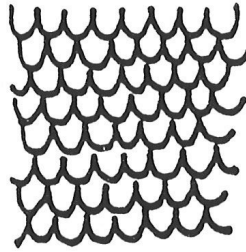
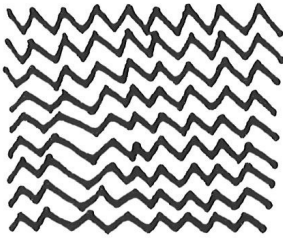
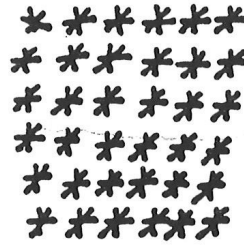
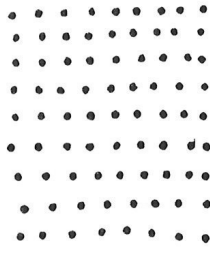
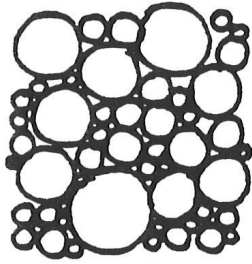
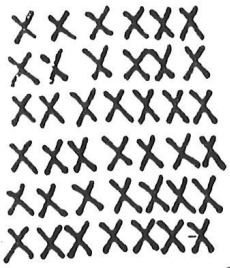
6

PUBLICATION  
ART DISPLAY

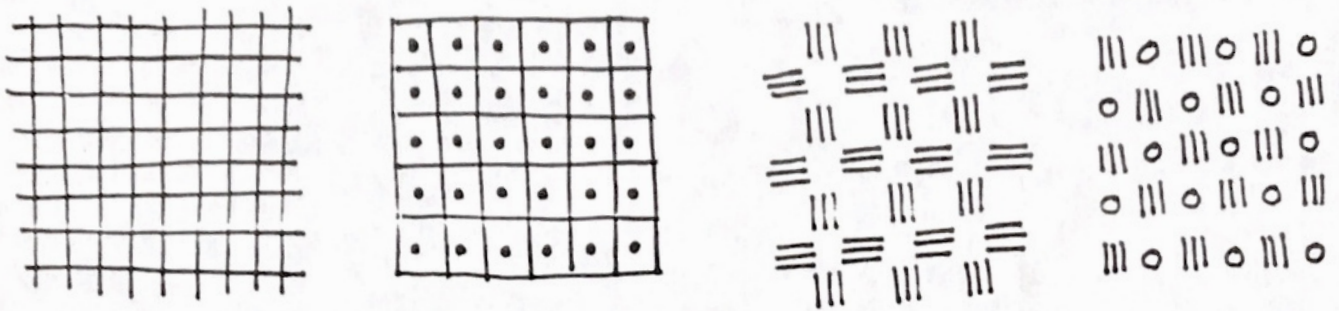
- PUBLISH FINAL  
WRITING FOR  
OTHERS TO READ

- SHARE AND  
APPRECIATE
- PRESENT ART  
DISPLAY
- FOR OTHERS

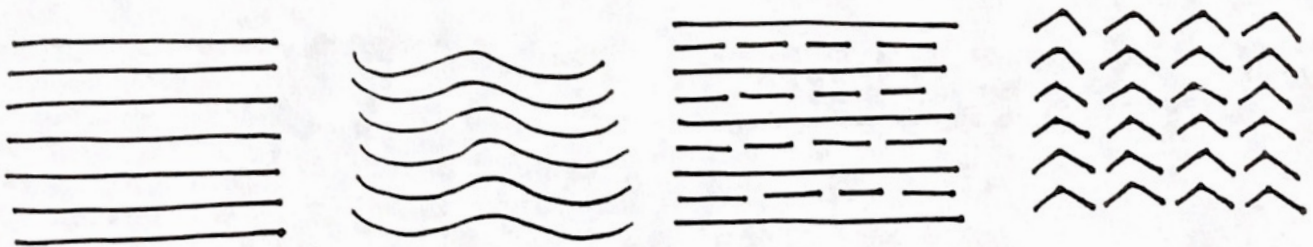
# LINES and TEXTURES



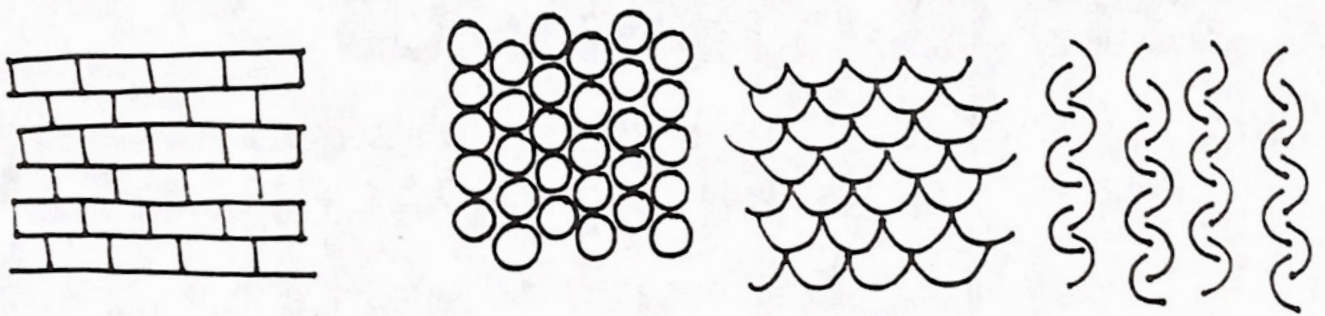
# PRINCIPLES OF PATTERN MAKING



The simplest repeat pattern is the repeat grid.

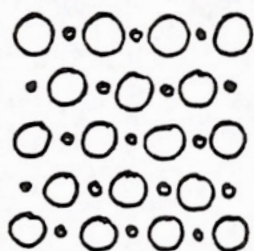


Lines can be drawn with a break or a curve to create pattern.



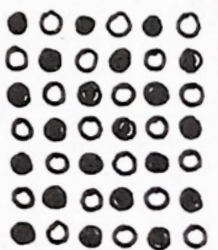
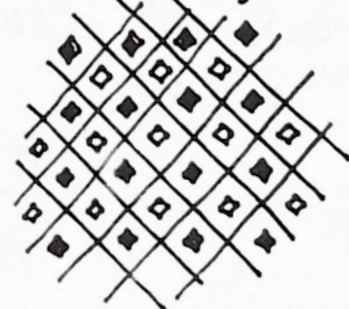
A half-drop repeat, like bricks, creates patterns

Large and Small



Thick and Thin

Light and Dark



Contrast is a way to create pattern.