

## **Endangered Species Portraits**

**Grades:** Elementary

**Discipline:** Art/Visual Art

**Time Frame:** 3-4 class sessions

**Created by:** Mary Jane Hadley with additions by The Andy Warhol Museum's Education Department

Andy Warhol's *Endangered Species* prints were commissioned from Warhol by the art dealers Ronald and Frayda Feldman. The idea for this series was born after conversations they had with Warhol about ecological issues, including beach erosion. Warhol owned beachfront property on Long Island, and undeveloped acreage in Colorado.\* Shown in museums and sold for fundraising events, this series of ten silkscreened images of critically endangered animals showcase not only Warhol's concern for nature, but also his dramatic use of line and color. While Warhol is best known for his Pop art and films, his interest in nature was lifelong. As a child he drew animals in science class at Holmes School, kept a flower garden in the family's yard, and drew in Schenley Park and Phipps Conservatory. In college, he went to the zoo in Highland Park to draw.

In this lesson, students use drawing, collage techniques and/or painting techniques to create a portrait of an endangered animal of their choice based on Warhol's prints. Students then use their artwork as the inspiration for a class 'call-to-action' project to raise awareness of these animals' plight.

\* Warhol's 15-acre beach is now The Andy Warhol Preserve, a gift to The Nature Conservancy from The Andy Warhol Foundation for the Visual Arts.

**Warhol images needed for this lesson:**

1. Andy Warhol, **Endangered Species: Pine Barrens Tree Frog**, 1983

Synthetic polymer paint and silkscreen ink on paper, 38"x38"

One print from a portfolio of ten screen prints.

The Andy Warhol Museum, Founding Collection

Contribution The Andy Warhol Foundation for the Visual Arts, Inc.

© The Andy Warhol Foundation for the Visual Arts, Inc.

All Rights Reserved

2. Andy Warhol, **Endangered Species: Grevy's Zebra**, 1983

Synthetic polymer paint and silkscreen ink on paper, 38"x38"

One print from a portfolio of ten screen prints.

The Andy Warhol Museum, Founding Collection

Contribution The Andy Warhol Foundation for the Visual Arts, Inc.

© The Andy Warhol Foundation for the Visual Arts, Inc.

All Rights Reserved

3. Andy Warhol, **Endangered Species: Orangutan**, 1983

Synthetic polymer paint and silkscreen ink on paper, 38"x38"

One print from a portfolio of ten screen prints.

The Andy Warhol Museum, Founding Collection

Contribution The Andy Warhol Foundation for the Visual Arts, Inc.

© The Andy Warhol Foundation for the Visual Arts, Inc.

All Rights Reserved

4. **Bengal Tiger.**

Student artwork from Mary Jane Hadley's class at Rowan Elementary School.

5. **Frog Paper Collage.**

Student artwork from Mary Jane Hadley's class at Rowan Elementary School.

## **Pennsylvania Arts and Humanities Standards**

### **9.1.3**

Know and use the elements and principles of each art form to create works in the arts and humanities.

- Elements – color, space
- Principles – balance, contrast

### **9.2.3**

E. Analyze the ways in which historical events and culture impact forms, techniques and purposes of works in the arts.

**Goal:** Students will create a multimedia animal portrait based on Andy Warhol's *Endangered Species* prints. Students will also learn how artists use world issues and events as subject for their work.

#### **Objectives:**

- Students will learn about Andy Warhol's *Endangered Species* series.
- Students will create portraits of endangered animals using drawing & collage and/or painting techniques.
- Students will understand and utilize the elements of color, contrast and compositional balance.
- Students will make connections between their animal portraits and Warhol's prints.
- Students will research and write short reports on their animals and present them to their peers.

#### **Materials:**

endangered animal images (photographs, magazine clipping, etc.)

markers

scissors

colored fluorescent paper, 12"x12"

black construction paper, 15"x15"

colored construction paper, 12"x12"

Scotch tape

pencils

white graphite pencils

acrylic/tempera paints

brushes

construction paper

crayons

glue/glue sticks

**Procedures:**

1. Display the images of Andy Warhol's *Endangered Species* prints.

**Motivational Questions:**

- What animals do you see all the time? (e.g. wildlife, pets.) Where do you see them? Why are some animals kept in zoos and others not?
- What is an *endangered* animal? Why do you think an artist like Andy Warhol would create portraits of endangered animals? Can these artworks affect people? If so, how?
- Look at Warhol's prints. How did Warhol draw attention to these animals in his portraits? Describe the colors and lines used: Are they bold? Do they match one another? How do the colors affect the way you view the animal?
- Warhol treated these animal portraits as if they were *celebrity* portraits, using large canvases and stunning colors. How are celebrities treated, and what might happen if animals were treated in the same way celebrities are treated?

**To Create Painting:**

2. Choose a visual image of an endangered animal.
3. With a white graphite pencil, draw the animal on a 12"x12" sheet of black construction paper so that it nearly fills the entire sheet.
4. Discuss *contrasting colors* with the students. Have the students choose two contrasting paint colors for their portraits, one for the background, and one for the main body of the animal. Students paint in the background and animal.
5. Add detail to the animals with smaller brushes and other colors by painting thin lines to outline respective body parts (eyes, feathers, stripes, spots, whiskers, scales, etc.).
6. Glue the 12"x12" sheet onto the center of a 15"x15" sheet of black construction paper, creating a 1½ inch border on all sides of the piece.

**To Create Paper Collage:**

1. Choose an image of an endangered animal.
2. With pencil, draw the animal on a sheet of 12"x12" fluorescent colored paper so that it nearly fills the entire sheet. Add color and detail such as whiskers, scales and feathers using construction paper crayons or markers.

3. Discuss *contrasting colors* with the students. Have the students look through the stack of 12"x12" colored construction paper and choose a contrasting color for the *background* of their animal portrait. Next, students cut out their animal and glue it to the center of the background paper.
4. Have students identify things in their animal's habitat. Students draw their animal's habitat (branches, grasses, leaves, rocks, etc.) with crayons.
5. Glue the 12"x12" sheet onto the center of a 15"x15" sheet of black construction paper, creating a 1½ inch border on all sides of the piece.

### **Assessment:**

Have students write a one-page report on the animals they chose, describing the animal's life (environment, eating habits, appearance, reasons why it is endangered). Students then pick two or three short facts about their animal and with crayons write them in the 1½ inch border around their pieces. Students also include in their reports the answers to the following questions:

- Why did you select this particular animal? Why did you choose certain colors? Were your color choices true to the animal's coloring? If not, discuss why.
- What were you trying to convey in your animal portrait?

### **Further Steps:**

As a group, students brainstorm possible action plans on how they can use these artworks to help save the animals from extinction. Some examples:

- Feature one animal a week in your school's newsletter or community paper. Use a photograph of the original artwork and essay by the student to introduce the animal and its plight.
- Use the artwork to promote a special day dedicated to endangered species. Invite the whole school to participate.
- Contact the Rachel Carson Institute in Pittsburgh to see what your class can do to support their mission.
- Create an informational website on endangered species, with links to local and national organizations.

### **Related Organizations and Websites:**

*The Rachel Carson Institute*  
[www.chatham.edu/rci](http://www.chatham.edu/rci)

*The World Wildlife Fund*  
[www.worldwildlife.org](http://www.worldwildlife.org)

*The International Union for Conservation of Nature and Natural Resources  
Year 2000 Redlist of Threatened Species*

[www.redlist.org](http://www.redlist.org)

**Special Dates:**

*Earth Day (April 22)*

[www.earthday.com](http://www.earthday.com)

*Arbor Day (last Friday in April)*

[www.arborday.com](http://www.arborday.com)

**Books:**

Dobson, David. Can We Save Them? Endangered Species of North America.

Silverstein, Alvin, Ed. Endangered in America Series

World Wildlife Federation. Endangered Species: Wild and Rare.

**Vocabulary:**

Endangered

Celebrity

Contrasting colors

Portraiture

Composition

Underpainting

Pop Art

Collage

**Suggested Interdisciplinary Connections:**

**History/Science:**

Students create an endangered species timeline, marking important dates in wildlife awareness (dates of animal extinctions, creations of wildlife organizations, designations of endangered animals, etc.).

**Mathematics:**

Students create graphs/charts detailing the population levels over time of the particular animals they chose for their collages.