Lesson Plan:
animal collagraphy rubbings

About the Art:
Naomi Campbell’s faceted glass windscreen panels feature animals in a variety of postures and settings. The viewer notices complex compositions with layers of color and texture that place the animals in lush settings. The location of the work is not coincidental; nearby is the world-famous Bronx Zoo. The artist says that she considers Animal Tracks to be an integration of her past involvement in animal sciences with her art and “a step toward the unity and community feeling paramount to our steps in the future”. Animal Tracks serves as an introduction to the zoo visitors just arriving at the station, and a reminder of the trip to those heading home.

Activity Objective:
Students will develop observational skills. Students will be able to create a collagraphy block by cutting, layering, and pasting paper to create an animal figure. They will create a crayon rubbed image from the printing block. They will decide what colors to use.

Questions for Discussion:
What do you see? What are the animals doing? What type of community is this? Are the animals “quiet” or “in action”? Are they all looking to the front? Where are the animals (what kind of environment, background)? If there were polar bears and penguins, should the background change? How? If there were camels?

Materials:
White cardstock paper 8.5” x 11” (3 pieces per student, can be cut in halves)
scissors
pencils
glue sticks
crayons (peeled and broken in halves, various colors)
pictures of animals for reference (optional).

Artist:
Naomi Campbell

Art Work:
Animal Tracks, 2004, faceted glass in platform windscreens

Location:
West Farms Square - East Tremont Avenue Station
#2 and #5 trains, Bronx

Grades:
1-3
Procedure:

- Give a small talk about printmaking. You could mention footprints on the sand and textures. With paper and a crayon (use the side of it and press hard) show them how rubbings are made. You could use the sole of a shoe. Show them how in printmaking the same image can be repeated again and again.
- Give a demo: Building a Printing Block. Cut and paste cardstock to create a figure. Add details by layering cardstock. Show them a finished sample.
- Give each of them the picture of an animal, or let them work from their memory / imagination. If the students visit the Zoo prior to this workshop, they can sketch animals and work from their drawings. Tell them to observe the specific characteristic of their animal and its environment.
- Give each student a piece of cardstock to use as the background and an extra piece of cardstock to cut from.
- Students start cutting and pasting paper to create the figure of an animal. This is their “printing block”.
- Ask them to keep adding more details and layers of paper. Make them think about the animal’s environment, to add a background. If needed, let them use pencil to draw the shapes before cutting them out.
- Students place a white paper on top of the “printing block”. They hold it tightly in place with the left hand (if needed they could use masking tape to hold the printing block and the paper in place). Press hard and rub the side of a crayon all over the paper. Repeat with another color. If possible, let them do a series of 3 - 5 rubbings using different colors.

![Printing Block](image1)
![Final Rubbing](image2)

Closure:
Ask the students how printmaking is different from a drawing. Point out the fact that they could make multiple images from the same printing block. Ask the students to write a paragraph describing their animal and its environment.

New York City Strands of Art Education:
1. Arts Making
2. Literacy in the Arts
3. Making Connections
4. Community and Cultural resources
5. Careers and Lifelong Learning

National Art Education Learning Standards:
1. Understanding and applying media, techniques and processes
2. Using knowledge of structures and functions
3. Choosing and evaluating a range of subject matter, symbols and ideas
4. Reflecting upon and assessing the characteristics and merits of their work and the works of others
5. Making connections between visual arts and other disciplines