

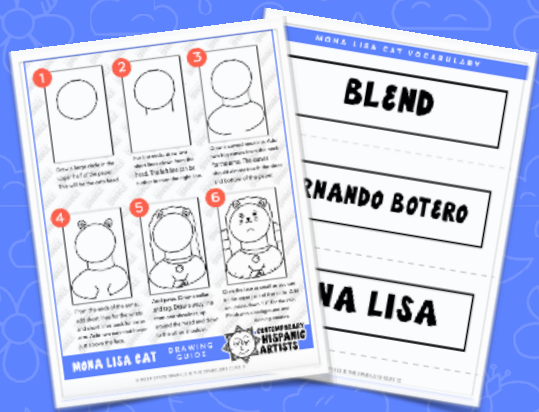


3



MONA LISA CAT

INSPIRED BY FERNANDO BOTERO

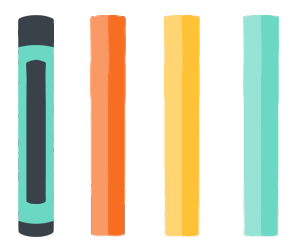


Time Needed
1 Session at
45 Minutes



Topics Covered
Proportion,
Value & Line

What You'll Need



MONA LISA CAT



Mona Lisa with a twist. Two twists, in fact. The first is creating a cat version of the *Mona Lisa* and the second is giving the cat an exaggerated volume to emulate the style of Colombian artist Fernando Botero. Students will be creating a simple drawing of *Mona Lisa* as a cat and then color it with chalk pastel. The simple drawing combined with quick coloring will give you a unique one-session art lesson that packs an art history double punch.

ABOUT THE ARTIST

FERNANDO BOTERO (b. 1932) is an artist from **COLOMBIA**. Botero's style is to create mostly animals and people with exaggerated volume, making them appear large and round. Botero is known for both his paintings and sculptures. Some of his pieces are reproductions of famous artworks done in his own style, including a large volume version of da Vinci's *Mona Lisa* (pictured at right).



Botero, Fernando. *Mona Lisa*. 1978, oil on canvas, Museo de Botero, Bogotá, Colombia.

WHAT YOU'LL NEED:

- 12" x 18" black sulphite paper
- Black oil pastel
- Colored chalk pastels
- Large circle tracer (optional)

DRAWING THE MONA LISA CAT



- Use a black oil pastel to draw your **PORTRAIT** of a cat version of the **MONA LISA** on a 12"x 18" black sulphite paper turned **VERTICAL**.

- To begin, draw a large circle on the upper half of the paper for the cat's head. If you want, you can use a large circle tracer to help, but it's not necessary as long as students draw their circles large.



Handout on page 6

- Draw the rest of the cat by using the drawing guide on page six.

- Make sure when you draw the face that you draw it as small as you can in the upper part of the circle to really accentuate the large **VOLUME** of the cat like Botero does with his portraits.

- Don't forget to add the upside-down "U" for the chin.

- **TIP:** Have students draw the cat *Mona Lisa* on both sides of their black paper by walking them through the directed drawing twice. Then students can choose their favorite cat to color.



ADDING COLOR WITH CHALK



- Chalk pastel can be very messy; just embrace it. If you put newspaper under the students' artwork, you can then use the same newspaper as a protector of the artwork.

- Color in the cat first and then the background with colored chalk.

- Students can choose realistic or non-realistic colors. Leave it up to them.

- After coloring in a section, use one finger to **SMOOTH** the chalk. You'll be able to feel the oil pastel lines, so try to stay within them.



- It's okay if the drawing details get covered up by the chalk. The entire drawing will be retraced with black oil pastel in the last step.

- It can be helpful to have a paper towel or baby wipe for students to wipe their finger with between colors.

- As an optional step, students can add **VALUE** to their cat to give it a sense of **FORM**.



- Choose a color that is a darker value than the face color and add a band of color around the outer edge of the face and the top of the neck. Use one finger to **BLEND** the area between the darker and lighter values to create a smooth transition.

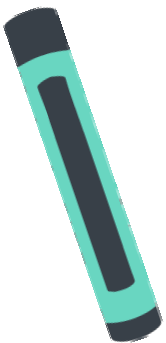
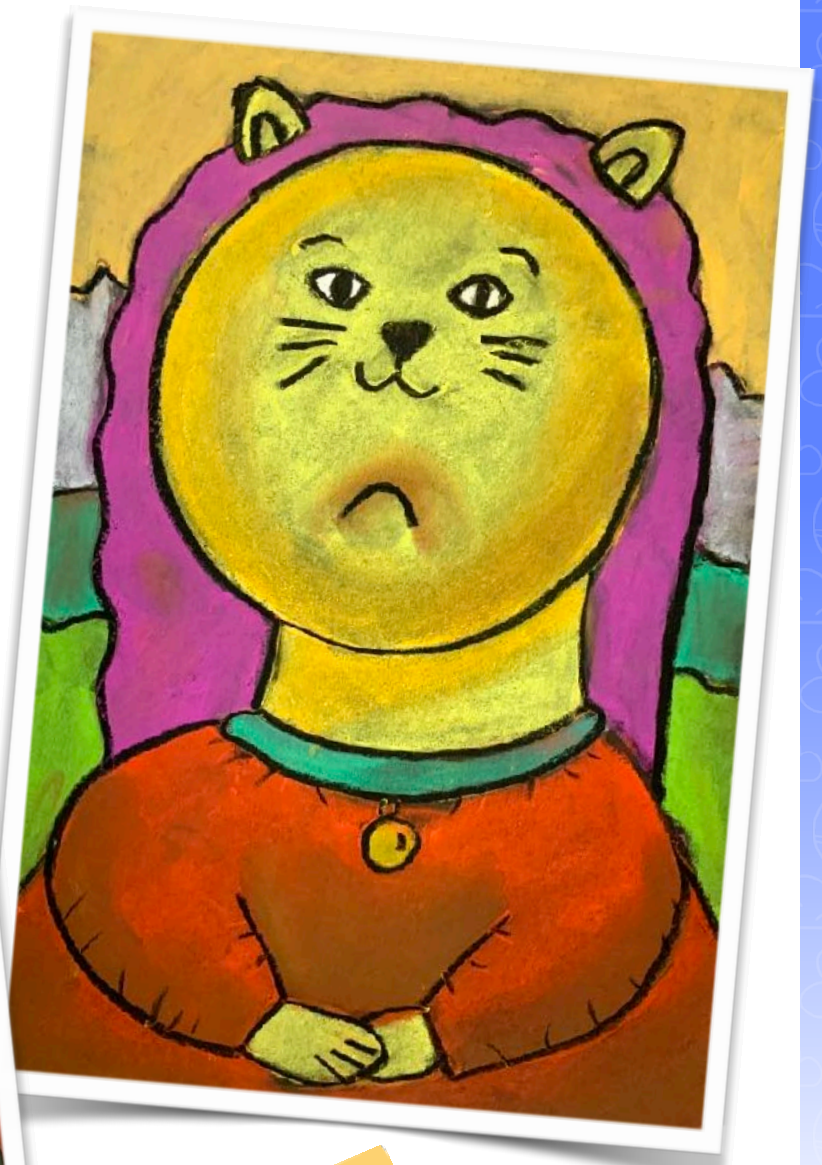
- Repeat with a darker dress value on the lower part of the arms, the space between the arms and under the arms.

OUTLINING WITH BLACK

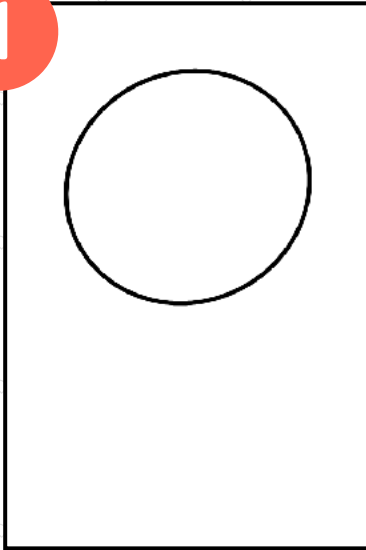


- Tap the chalk dust onto the messy mat or into the garbage.

- Retrace the entire drawing with a black oil pastel to bring the bold, black outline of the cat back to life.

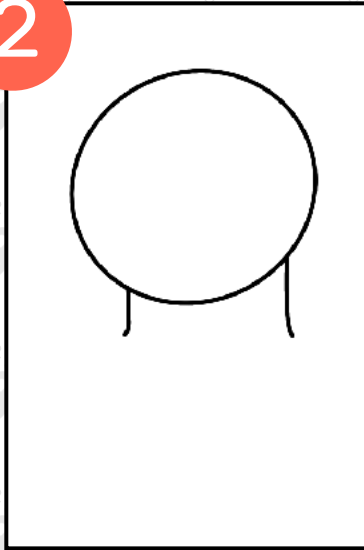


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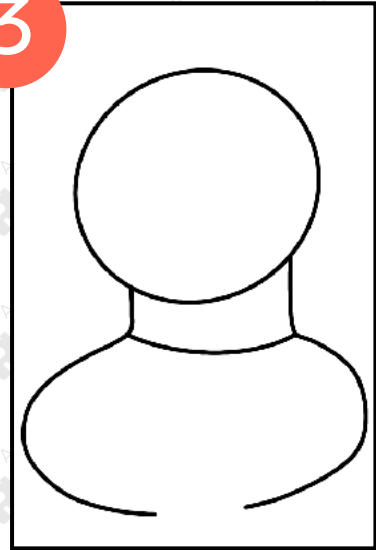
Draw a large circle in the upper half of the paper. This will be the cat's head.

2



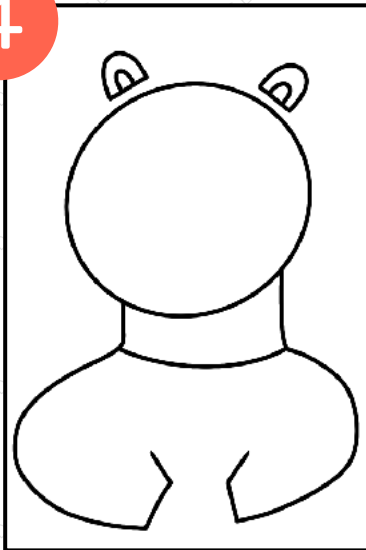
For the neck, draw two short lines down from the head. The left line can be further in than the right line.

3



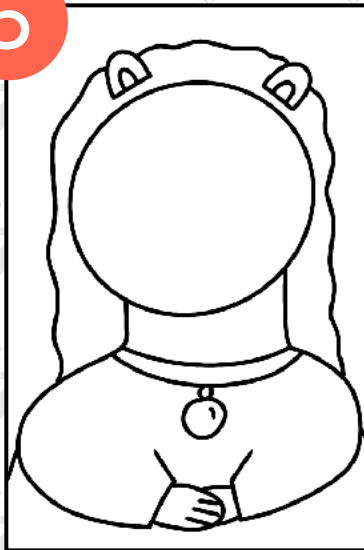
Draw a curved neckline. Add two big curves from the neck for the arms. The curves should almost touch the sides and bottom of the paper.

4



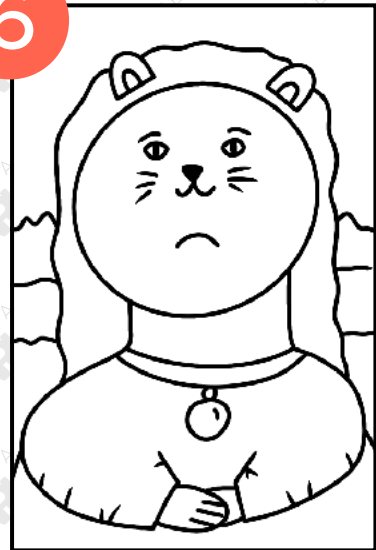
From the ends of the arms, add short lines for the wrists and short lines back for inner arm. Add two ears that hover just above the face.

5



Add paws. Draw a collar and tag. Draw a wavy line from one shoulder, up around the head and down to the other shoulder.

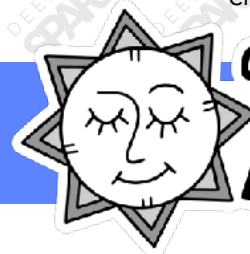
6



Draw the face as small as you can in the upper part of the circle. Add an upside-down "U" for the chin. Finish with a background and clothing creases.

MONA LISA CAT

DRAWING GUIDE



CONTEMPORARY HISPANIC ARTISTS

National Core Arts Standards - 3rd Grade

MONA LISA CAT

CREATING

VA:Cr1.1.3a - Generate and conceptualize artistic ideas and work - Elaborate on an imaginative idea.

VA:Cr2.1.3a - Organize and develop artistic ideas and work - Create personally satisfying artwork using a variety of artistic processes and materials.

RESPONDING

VA:Re8.1.3a - Interpret intent and meaning in artistic work - Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.

Common Core Standards

CCSS.ELA-Literacy.W.3.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

After students finish their art, you can have them fill out the artist statement worksheet (located in Teacher Aids). This information leads them to reflect on the process of art making while forming an opinion about their own work based on the processes used, materials used, inspirations, etc.

CCSS.ELA-Literacy.SL.3.2

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

After introducing the students to the artwork of Fernando Botero via Slide Deck, videos, etc., students can be asked to answer questions orally to summarize what they have learned about Botero's style, use of the elements of art, and principles of design in the form of a discussion.

CCSS.ELA-Literacy.L.3.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

You can emphasize to students the importance of using conventions of standard English grammar when writing their answers to the artist statement worksheet.



I Can Statements

MONA LISA CAT

- Today I will learn about artist **FERNANDO BOTERO** so that **I CAN** create a **PORTRAIT** inspired by his unique style.



- Today I will learn about **PROPORTION** so that **I CAN** draw a version of the **MONA LISA** featuring a cat with exaggerated **VOLUME**.

- Today I will learn about **VALUE** so that **I CAN** color darker areas in my **PORTRAIT** to help create a sense of **FORM**.

2-4 TEACHER ASSESSMENT 2-4

Student Name: _____ Class: _____ Project: Mona Lisa Cat

- Can the student tell me two facts about Fernando Botero and his artwork?
- Did the student draw a version of the portrait *Mona Lisa* featuring a cat with exaggerated volume and proportion?
- Did the student create a sense of form in their portrait by using darker values?

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2-4 STUDENT ASSESSMENT 2-4

Student Name: _____ Class: _____ Project: Mona Lisa Cat

Time to evaluate your work! Review your project and check the box with your answer.

	Excellent	Successful	Progressing	Needs Work
Criteria Did you follow all steps?				
Composition Were you satisfied with the end result?				
Craftsmanship Did you use the supplies correctly?				
Effort Did you do your best?				

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BLEND

FERNANDO BOTERO

COLOMBIA

MONA LISA

PORTRAIT

SMOOTH

VOLUME