Activity 19

Teachers’ notes

The activity sheet includes a description of a fictional dog watching the world going by through the bars of a kennel. This may be used to trigger a discussion or as a model to draw. You may prefer to encourage children to bring in photos of their own pets to draw. The pictures are only intended as a stimulus, not to copy.

Learning objectives

To apply experiences of materials and processes, including drawing, to produce a picture of a real or imaginary animal.

To explore a range of starting points for practical work

Cross-curricular links

Literacy – Writing descriptions.

Extension

This activity could be part of a school-based competition. Contact Battersea Dogs & Cats Home to find out if they are currently running any competitions.

Resources

Waiting for a home (following) as a starting point, pictures or prints of animals by well-known artists, drawing materials, pastels, paints, colouring pencils.

Activity

Show the children the pictures of animals by other artists. Discuss how the artist has chosen to show the animal, i.e. faithful friend, fearless hunter, etc. Ask the children to choose a medium to draw a real or imaginary animal. They might bring in photographs of their pets to work from. Alternatively, read through the description, Waiting for a home, and attempt to illustrate.
Waiting for a home

My kennel has been cleaned and scrubbed and I’ve eaten my breakfast. The sun is shining and I’ve had a nap, so life isn’t too bad. They’ll be here soon, the couples and the families. Little girls with bunches and flashing trainers, the boys with football shirts and constantly moving jaws. I’d love a home to go to, perhaps a basket to call my own and a smart collar with its own shiny disc. OK, I’m no oil painting, not like that flashy piece next door. He won’t be here long. I’ve got a rough hairy coat; not very long, you understand – it wouldn’t stick to your furniture much – and quite short legs. I’m told I have a smiley, cheeky face with liquid brown eyes, like the toffees those boys keep chewing. Today could be the day… Here they come…
Activity 20

Teachers’ notes
This is probably the most difficult art activity because it involves discussion with the children of how the dog or cat might be feeling, which, of course, they can only express in human terms. Ask them to concentrate on what the dog or cat might be missing, or looking forward to in a new home; not all the feelings should be negative. Again the choice of materials has been left open, although it is suggested that coloured pencils and felt pens might be the most appropriate for fine detail.

Learning objectives
To use a variety of methods to communicate observations, ideas and feelings
To create a picture expressing a dog or cat’s feelings

Resources
How do I feel? (following), appropriate art materials.

Activity
To begin this activity it will be necessary to have a class discussion, empathising with a dog or cat who has recently been abandoned or, conversely, one who has just been rehomed. You might encourage the children to think about what the dog or cat hopes for in a new home, or what it misses about the old one. This may begin a discussion on the reasons why dogs and cats are sometimes displaced from their homes (see PSHE Activity 17).

Cross-curricular links
PSHE.
How do I feel?
Create a picture showing how the dog or cat is feeling about their new circumstances.
I am...

- SAD
- WARM
- LONELY
- HAPPY
- FULL
- FRIGHTENED
- SAFE