

SOUNDS, SIGHTS, AND SNAPCHAT: USING FABLES IN THE CLASSROOM

Inspired by Jehan Georges Vibert (French, 1840–1902), *The Grasshopper and the Ant (Le Cigale et la Formi)*, 1875

Created by Julie Daigle, Art Specialist Bellevue Public Schools, Julie.Daigle@bpsne.net

Grade Level 3–12, project can be adapted for most grade levels

OVERVIEW

Humans and animals are often intertwined in many fables and folktales. Animals may take on human characteristics or humans may take on animal characteristics. Today we will explore how technology interprets and continues to explore this relationship. We will create our version of a human/animal hybrid.

ANTICIPATORY SET

Have you ever used filters on Snapchat or Masquerade? Why do we choose a specific filter? Does it represent a theme, feeling, or idea? Look at the painting; *The Grasshopper and the Ant*, painted by Jehan Georges Vibert. While looking at the painting, read the fable *The Grasshopper and the Ant*. Discuss how the artist chose to represent the figures in the picture in relation to the story. How can we take what we learned and apply it to our own drawing?



Jehan Georges Vibert (French, 1840–1902), *The Grasshopper and the Ant (Le Cigale et la Formi)*, 1875, oil on canvas, 24 1/4 x 33 1/2 in. (61.6 x 85.1 cm), Joslyn Art Museum, Gift of Francis T. B. Martin, 1995.44

STUDENT LEARNING OBJECTIVES:

- Students will draw a human form using animal characteristics.
- Students will relate a feeling or symbolic message by choosing an animal that portrays the same traits.

MATERIALS & RESOURCES:

- Phone or tablet with the Snapchat or Masquerade app
- Colored paper
- Pencils
- Oil pastels
- Image of Vibert's *The Grasshopper and the Ant*
- [*The Ant and the Grasshopper, Library of Congress*](#)

VOCABULARY:

- Self-portrait
- Personification
- Fables, Folklore or Folktale

LESSON OUTLINE

1. After looking at the painting and reading the fable, ask students to write down three animals they feel they would like to explore. Each animal should represent a value or symbolize a feeling they would connect with.

2. Have students write down words that represent each animal. This should only take 1- 2 minutes.
3. Students will pick one animal to combine with their portrait.
4. Have students write down the most important features of the animal.
5. Layout the human face using proper proportions with pencil.
6. Add the animal features with pencil.
7. Begin using oil pastels to color the drawing. Encourage students to blend at least two colors in each section.

EXTENSIONS

- Language Arts: Students can illustrate an existing fable or create one of their own.
- Discuss metaphors and similes in common expressions: quick as a rabbit, sly as a fox, wise as an owl, slow as a tortoise

CONTENT STANDARDS

[NEBRASKA CONTENT AREA STANDARDS](#)

[IOWA CORE STANDARDS](#)