

## **My Little Robot**



**Target Grade:** Kindergarten

**Goal (Terminal Objective):** Students will use their creativity to create a drawing of a robot that they would create if they had a chance to build one. Students will determine what their robot specialty will be. Write ideas on the board.

**Objective:** Students will design a robot using Liquid Metals Markers on black construction paper. Students will use glitter glue to add embellishments to their robots. Students will write a sentence or two describing their robot and its function.

### **National Standards:**

Visual Arts Grades K-4 Content Standard 1: Understanding and applying media, techniques, and processes

Visual Arts Grades K-4 Content Standard 2: Choosing and evaluating a range of subject matter, symbols, and ideas

Visual Arts Grades K-4 Content Standard 6: Making connections between visual arts and other disciplines **Literature and Art Cross Curriculum Connection**

**Purpose:** Students will develop their creativity in designing a robot that meets one of their needs. Students will develop an understanding that writers write the stories we read, but illustrators make the pictures that go along with the story. The same goes for movies as well. A writer writes the movie, and artists illustrate the characters in the movie if it is a cartoon. If the movie involves real people, then actors and actresses play the parts that the writer wrote about for the movie.

**New Vocabulary:** writer/author, illustrator, pattern, texture, value, shape, robot

### **Materials:**

tag board



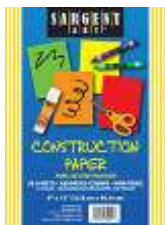
#22-1908 Individual Color Sargent Glitter Glue



#22-1506 Sargent Liquid Metal



#22-7209 Sargent Construction Paper Colored Pencils



#23-40xx 50 ct. Construction Paper Pack

**Time:** 40 minutes

### **Introduction and Motivation (Set):**

Show students a short clip from the movie Wall-E which was released over the summer. If the movie is unavailable, ask the students who have seen the movie to tell the class about it. What was their favorite part of the movie? What was the saddest part of the movie? Describe Wall-E to the rest of the class who might not have seen the movie. Are there any other movies that had robots in them they can recall? How about cartoons?

Discuss robots with the class. What are their functions? How do they help us in today's society? Read students any story that is about a robot.

### **Instruction:**

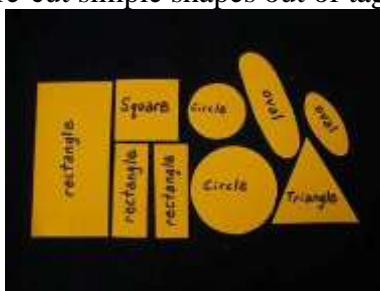
Review basic geometric shapes with students: squares, rectangles, triangles, ovals, and circles. Show students the different ways they can arrange the shapes together in order to make a larger shape. Pass out templates to students of the different shapes they can use to make their robots. Have students trace around the shapes using the construction paper pencils in order to create a robot design that is unique to them. Students will color their shapes using the Liquid Metals Metallic Markers. Students will add features to their

robots, like control buttons, antennae, hair, etc. to personalize their robots. Students will further use their construction paper pencils and glitter glue to design and decorate their robots. Have students put their robots in a location. Discuss background with the students as it relates to what is behind their robot. Is their robot in their house? In a park? In the garage? Have students add other details to their paper to help describe the robot's location. After the drawing is over, have students write a sentence describing what their robot does, or what the robot's specialty is. Hang the artwork with the written work together.

### **Activities:**

#### **(1) Guided Practice:**

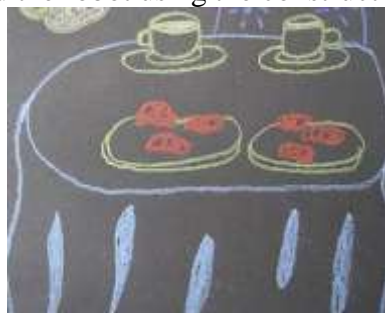
1. Demonstrate to students how to trace the geometric shapes together to make a robot design. Pre-cut simple shapes out of tag board.



2. Demonstrate to students how to color inside the geometric shapes they have put together to form their robot.



3. Demonstrate to students how to draw in foreground and background designs around the robot using the construction paper colored pencils.



4. Assist students with writing a sentence that describes what their robot is specially designed to do. This can be done on ruled paper or directly on the drawing if there is enough room on the paper.
5. Demonstrate to students how to add embellishments to their robot designs

using the sparkle glitter paint.

(2) Independent Practice and Check for Understanding: Teacher will assist students in tracing their shapes. Teacher will review vocabulary terms and ask students what makes each robot unique. Teacher will review what the job of an author/writer is. Teacher will review what the job of an illustrator is.

(3) Closure: Students will hang their drawings of robots with their sentences(s) around the classroom. Students can share about their work of art and what makes their robot special.

**Evaluation:** Students have successfully completed this project if:

Level One -- Student has met levels two through four and has included a background for their robot. Student has included a sentence about their robot.

Level Two -- Student has met levels three and four and has added additional embellishments to their robot design. The artwork is carefully thought about and evidence of student understanding is there in the design. Student has included a sentence about their robot design.

Level Three -- Student has met level four and has colored the inside of the drawing staying mostly within the lines of the shapes.

Level Four -- Student meets the basic concept of a drawing of overlapping shapes to design a robot.

**Extension:** Teachers can take this project one step further by teaching students how to develop a three-dimensional robot using toilet paper tubes, empty milk cartons, or cereal boxes, empty tin cans, and construction paper.

**Resources:**

Me & My Robot by Tracey West

Robots Everywhere by Dennis Hebson

Robots by Clive Gifford

Movie: Wall-E 2008 or any other robot video teacher feels is appropriate.

BY KRISTI WATSON  
Art Consultant