

Scribbles With A Twist



Teacher-prepared example

Scribbling is the first type of drawing that young children can do. This lesson takes the idea of a scribble and gives it a new twist.

Target Grade: 2

Goal (Terminal Objective): The students will learn about how line variations can create patterns and how to change a flat drawing into a raised relief.

Objective: The students will use line variations to make patterned areas to complete a design.

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: Using knowledge of structures and functions

Visual Arts Grades K-4 Content Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Purpose: The students will use line variations to create a patterned design that will then be cut to change the design from flat to a raised relief.

New Vocabulary: line variation (straight, curved, zigzag, looped, spiral, crossed over lines), controlled scribble, pattern, watercolor, crayon resist, relief

Materials:



#55-0924 Peggable Box Crayons



#22-8426 Art-Time Premium Oval Watercolor Set



#56-6012 Natural Hair Rainbow Brush Assortment



#22-1403 1 box Washable Glue Sticks



#23-40xx 50 ct. Construction Paper Pk.



#22-7244 144 ct. Graphite Pencils



#23-5026 25 Sheet Watercolor Pad



#22-0914 12 ct. Pointed Tip Student Scissors Best-Pack



#22-1696 Individual White No-Spill Paint Cup

Time: 2 art periods

Introduction and Motivation (Set):

Ask the students if they are aware that every time they write their name, a number, or draw a shape, they are using a line.

As you go over the different things that lines can do, have the students draw the lines in the air with their finger, or move their body the same way that they would draw the line with a pencil.

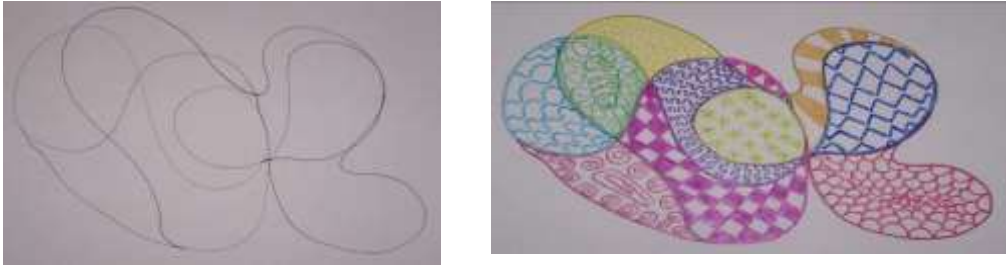
Instruction:

Show the students how to draw a controlled scribble by having just a few areas and having the line stop on another line. Show them the scribble that has way too many areas and the scribbles are not controlled.

If any of the areas seem too large when they begin, they can add in other lines to make those areas smaller.

Activities:

On the white 12" X 18" white paper, use a pencil to draw a controlled scribble.



Fill in each separate area with a different line variation using crayons. Be sure to apply enough pressure to the crayons so that the colors go on dark. Trace around the outside edge of each shape with the crayon as this will make it easier to cut later.

Paint with Sargent Art black watercolor or use a different color for each section. You may also use Sargent Art Fluorescent watercolors. Allow the painting to dry.



Cut around the outside edge of the scribble. Now, carefully cut each section of the scribble into the various sections, being careful not to let the sections come apart. One of the sections can even be cut into a spiral. Fold, twist, curl, and raise each section as you use the glue stick to attach the cut scribble to a 12" X 18" color construction paper.

As the students are gluing, I ask them to pretend that they are making a small model of playground equipment that children could climb on and slide down.

(1) Guided Practice:

1. Students make the "controlled" scribble with a pencil on white paper.
2. Add a different line variation with Sargent Art crayons into each section of the scribble making sure to use each line variation only once. Press hard so the colors will be dark.
3. Paint each section with Sargent Art watercolors. Allow to dry.
4. Cut out the scribble following the outside edge. Cut on the line of each area being careful not to cut the sections apart.
5. Fold, twist, and cut one section into a spiral. Raise the individual areas and hold it in place on a 12" X 18" color paper with a Sargent Art glue stick.

(2) Independent Practice and Check for Understanding:

Teacher will circulate among the students making sure that the objectives are being demonstrated; asking direct questions when understanding is not visible.

Teacher will help with the cutting and gluing when necessary and reinforce students as they work.

(3) Closure:

Students display their work and a critique will be utilized to look for strengths in successful projects. Younger students will participate in a teacher-guided critique to help them learn the process.

Evaluation: Teacher will evaluate the works individually based on the following criteria:

Level One -- The scribble was open and there were not too many or too small of areas to the scribble. Each section shows a different type of line and the crayon was used hard enough. Each section is painted with Sargent Art watercolor. The cutting is excellent, and the gluing process has each section raised up from the color paper and not glued down flat. The craftsmanship is excellent.

Level Two -- The scribble was open and there were not too many or too small of areas to the scribble. Most sections show a different type of line and the crayon was used hard enough. Most of the sections are painted with Sargent Art watercolor. The cutting is satisfactory, and the gluing process has each section raised up from the color paper and not glued down flat. The craftsmanship is good.

Level Three -- The scribble was not as open, and there were too many or too small of areas to the scribble. Some of the sections show a different type of line. However, there is a repeat of line types. The crayon was not used hard enough in all sections. Not all of the sections are covered with Sargent Art watercolor. The cutting is variable with some sections coming apart from the main scribble. The gluing process does not have each section raised up from the color paper. Some sections are flat. The craftsmanship is variable.

Level Four -- The scribble was not as open, and there were too many or too small of areas to the scribble. The sections do not show a different type of line, and there are several repeat of line types. The crayon was not used hard enough in all sections. Not all of the sections are covered with Sargent Art watercolor. The cutting is poor with some sections coming apart from the main scribble. The gluing process does not have each section raised up from the color paper. Some sections are flat. The craftsmanship is poor.

Extension: Students could now draw an animal and divide it into sections. Decorate each section with a different line variation to create a patchwork animal.



Resources: No outside resources were used for this lesson.

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www.sargentart.com 04/23/2008