

# Daedal Doodle

## Lesson Four: The Thumbnail Sketch

In this lesson, students will start the illustration process by creating thumbnail sketches for their top three alliterations they created from their word lists.



Grade Levels: 6-8

Subjects: English – Reading, Writing, Speaking and Listening

Visual Arts – Illustration, Art Production

PA Core: English Language Arts:

CC.1.3.7.E: Analyze how the structure or form of a text contributes to its meaning.

PA Academic Standards:

Reading, Writing, Speaking and Listening:

1.8.7.B: Conduct inquiry and research on self-selected or assigned topics, issues, or problems using a wide variety of appropriate media sources and strategies with teacher support.

Art:

9.1.8.B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

Objectives: Students will:

learn the similarities of the creative process between writers and visual artists.

create thumb nail sketches inspired by their alliterations.

analyze their work to determine needed revisions.

Materials:

Drawing Paper

Pencils

Introduction:

Inform students that they will begin to create their illustrations. Ask them what kind of process they think illustrators go through when creating their illustrations. How do they develop their ideas? Do they create a “draft” like writers do? Do they brainstorm ideas? Review with students the process writers go through when creating a work: prewriting, drafting, revising, editing, evaluating, and publishing. Explain that illustrators go through the same type of

artistic process where they do research, create sketches/thumb nails, edit and revise drawings, evaluate and then publish or share their work with others.

#### Activity:

Students should be prepared with three alliterations that they created in the previous lesson. Have students conceptualize the alliteration in their minds. What images do they see? What idea do they have to communicate the alliteration visually? Next, have them create a list of words that describe the image in their mind. For example, the alliteration “colorful cupcakes” may conjure up images that could be described with words such as bright, fluffy, whimsical, party, smiles, and friends. Next have the students choose the one alliteration that best connects with them personally, the one that conjures up the most interesting and meaningful images. The alliteration they choose will be the one they develop into an illustration. Next have the students create thumb nail sketches. Discuss that thumb nail sketches are small drawings on paper created by artists to explore multiple ideas quickly. Explain that they are like the prewriting and drafts writers create when developing a story. Have students refer to their list to help them with their thumb nails. Have students create at least three thumb nail sketches. Students should ask themselves if the images they are drawing convey the idea of the alliteration. What clues are they giving the viewer to inform them about the meaning of the words? Is the drawing interesting? Does it tell a story? Have students complete their thumb nails by the end of the lesson.

#### Reflection:

Ask some students to share their thumb nails with the class. Ask them to describe their drawings and to explain the choices that they made. Did they create a setting, mood? What characters are in their drawings? Ask students why they think it is important to first create thumb nail sketches in developing their final drawing. (to work out ideas) Inform the students that in the next lesson they will develop one of their thumb nails into a completed drawing.

#### Learning Extensions:

Have students divide into groups of four or five. Have one student start sketching on a piece of paper. After thirty seconds, ring a bell and have the student pass their sketch to the student to their right. Have that student add to the first student’s sketch. They can add lines directly to the sketch, or they can start a background, add other objects, etc. Again, after thirty seconds ring a bell and continue the process until everyone in the group gets a turn. When the sketch is finished, give students time to discuss the results within the group. Ask them to talk about why they drew what they did. Did a certain shape of line remind them of something? How did the triangle become a tree? Etc. Next have the groups give their sketch a name and share them with the class.

Many famous artists, like Leonardo da Vinci and Frida Kahlo, created sketchbooks. Many artists’ sketchbooks can be found online. Have students find examples of artist sketchbooks to share with the class.