

Daedal Doodle

Lesson Five: The Finishing Touch- Developing Your Drawing

In this lesson students will develop one of their thumb nail sketches and take it to a finished drawing.



Grade Levels: 6-8

Subjects: English – Reading, Writing, Speaking and Listening

Visual Arts – Illustration, Art Production

PA Core: English Language Arts:

CC.1.5.7.D: Present claims and findings, emphasizing salient points in a focused, coherent

manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

PA Academic Standards:

Reading, Writing, Speaking and Listening:

1.9.7.A: Use media and technology resources for self-directed learning, support personal productivity, group collaboration, and learning throughout the curriculum.

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:

make creative choices to create a finished illustration.

analyze their work to determine needed revisions.

present their illustrations to the class and discuss their decisions in creating the work.

Materials:

Drawing Paper

Pencils

Introduction:

Inform students that in this lesson they will take one of their thumb nail sketches and develop it into a completed illustration. Discuss with them what they can do to their sketch to complete it: enlarge image, add detail and shading, show depth and distance. Teachers may want to let students look up images in books or on the internet as a reference for their drawings and for better understanding of their alliterations. For example, if a student is drawing a horse, have them look up images of different types of horses for them to look at while they are drawing.

Activity:

Have students choose the thumb nail sketch that they would like to develop into a completed drawing. Students should work on 8 ½" by 11" paper. Have the students make their thumb nail sketch bigger. Have them add detail to their drawing. When they think they are finished, have them make revisions to their work. How can they push the drawing further? Does their illustration convey the meaning of the alliteration? What clues are they giving the viewer to help them decipher the meaning of the words? What should they add or take out of the illustration? Have them work on the illustration until they feel satisfied with the results.

Reflection:

Have some students share their completed illustrations with the class. Have them explain why they made the choices that they made and share any symbolism in the work and what it means. Ask them if there are any personal references in their work. Inform students that in the next lesson they will be writing a sentence or paragraph for their illustration.

Learning Extensions:

Ask for volunteers to put their finished drawings at the front of the class. Make sure everyone in the class can see the drawings. Ask the class questions about the work, such as:

If this drawing is depicting a scene from the beginning of a story, what do you think would happen next in the story? If it is showing the end of the story, what came before?

What title would you give this drawing?

If you could add one object to the drawing, what would it be?