

PLEASE

NOTE: This lesson can be approached in one of two ways. You may watch the program in its entirety without stopping for practice, and then go back and start at the beginning, pausing this time for practice sessions.

Or, you may stop the tape at suggested intervals and give your students time to practice immediately.

Albert Einstein: a German-American scientist considered one of the greatest physicists of all times. He is best known for creating special and general theories of relativity. He was born in southern Germany in 1879, and died in the United States in 1955. He won the Nobel Prize in physics in 1921. Einstein was famous for his ideas about the universe. Some of his ideas made possible the atomic bomb and television, to name a few. His greatest achievement is considered the Theory of Relativity. Students will see the formula on the blackboard of the caricature of Einstein in Module 2. It is $E=mc^2$, which translates into this: E stands for energy, m for mass, c^2 for the speed of light multiplied by itself.

VOCABULARY WORDS USED IN THIS LESSON:

line weight - a term used to describe the thickness of a line

caricature - a funny drawing that looks like a specific person

cartoon - a funny drawing

variety - a selection of different things

shading - the degree of darkness of a color

texture - the look and feel of something, especially its roughness or smoothness

hatching - drawing diagonal lines to add shading and texture

cross-hatching - add diagonal lines going in the opposite direction

inking - tracing over a line with a black marker

scanner - a machine that moves a beam of light over the object to examine it closely

print-out - a printed copy of information stored in a computer

physics - the science that deals with matter and energy

exaggerate - to make something seem bigger or smaller than it really is

dialogue balloons - the space in a cartoon where characters can 'talk' with printed words

SUGGESTIONS FOR TEACHER PREPARATION:

Prior to teaching this module, "Cartooning and Caricatures", take a few moments to read the following suggestions to help you and your students benefit the most from this enjoyable video presentation.

- ◆ Preview the videotape before showing it to your students. It runs approximately 15 minutes.
- ◆ Familiarize yourself with Doodle and his friends, so you will be able to identify them and answer any questions your students may have about them. A new character is introduced during this program. Your children will be delighted to meet Penny, the ink pen. Meg, the computer, will also introduce your young artists to two of her features – the scanner and the printer.
- ◆ Notice the sequence of events in this lesson, and the places you will want to stop the tape to give your young artists a chance to practice their new skills.
- ◆ Drop by the library and read up on Salvador Dali, Albert Einstein and Roy Lichtenstein. Check out a book with color photos of artwork by Dali and Lichtenstein to bring to class. You might like to bring them a photo of Einstein, too.
- ◆ Arrange to have a VCR and television monitor in your classroom the day you plan to show the video.
- ◆ Write vocabulary words and their definitions on the blackboard or a flip chart prior to class.
- ◆ Bring cartoon and caricature samples with you from home. Be sure to include the Sunday comics, which are in color, black and white cartoons and some caricatures from the editorial pages. These will be excellent examples of

what your students will be learning during their lesson.

- Have all materials copied and ready to hand out to your students just prior to viewing the program.

LESSON OUTLINE:

Step 1: Discussion with students prior to watching videotape

Time: Approx. 15 minutes

- Show students the "Doodle!" poster and reintroduce them to the characters.
- Explain that Doodle and his friends are about to teach them how to draw cartoons and caricatures with the help of their friend, cartoonist Frank Cummings.
- Explain that they will have time to practice these new skills.
- Briefly introduce Salvador Dali, Roy Lichtenstein, and Albert Einstein so that they can be watching for them in the lesson.
- Show your students photos of the work of Dali and Lichtenstein, and the photo of Einstein.
- Talk with your students about the different kinds of tools an artist uses to draw cartoons or caricatures. This is a good time to explain the difference in these two styles of art, and show your students the examples of cartoons and caricatures that you brought to class. Looking at the color comics, ask your students to find the dots used for printing. (Tools include a sharp pencil, drawing paper, an eraser and a fine-tipped black marker for inking.)
- Introduce the new vocabulary words.
- Ask them questions from their previous art lesson with Doodle, "Drawing Faces." For instance, ask who remembers what features are. This is a great opportunity to reinforce that lesson. Ask to see their "homework," their self-portraits. Have them show the class, and then place the portraits around your classroom.

- At this time, pass out the materials your students will need for the lesson.

Step 2: During the video

Time: Approx. 25-30 minutes

- During the video lesson, watch the program with your students.
- Stop the tape to allow the children time to practice a particular skill during the following segments:
- **Basic head shapes** – use Activity Sheet 2-A. Have children practice drawing different head shapes on blank paper. Be sure to participate yourself!
- **Features** – have your young artists add eyes and eyebrows, a nose, mouth and even teeth to their cartoon characters at this time. Pass out Activity Sheet 2-B, Cartoon Chart, to help illustrate.
- **Caricatures** – have students discuss the man's face and try to draw a caricature of him.

Step 3: Discussion following the video program:

Time: Approx. 15 minutes

- Ask students what they liked most about the program, and why.
- Do they like cartooning or drawing a caricature best? Why?
- What is different about these two forms of art? What is similar?
- What kind of an artist is Salvador Dali?
- Who can describe surreal art?
- In the caricature of Dali, which of his features are exaggerated?
- Who is Einstein? Why is he famous?
- What technique does Roy Lichtenstein use in his art? (dots like a newspaper)
- Who can tell me the definition of _____?

(You choose some vocabulary words)

Step 4: Activities following the video lesson

Time: Approx. 15 minutes

- ◆ Ask students to create a cartoon character (or several) of their own and have them 'star' in several panels. Use the dialogue balloon for conversations between the characters. The children can write their own cartoon! They can use white paper, pencil and then their ink pen.
- ◆ Invite students to draw a caricature of themselves for homework.
- ◆ Don't forget to participate and draw a cartoon and a caricature that you can show the students in your class. They will enjoy seeing your efforts. Remember, be encouraging in your remarks. Ask for helpful suggestions and positive comments about each child's work.
- ◆ Have students look up the Doodle web site on a computer. The address is: **www.doodlestudio.com**

You should have a list of attachments, called Student Activity Sheets, with your Teacher Guide. They should be copied and ready to hand out to your students at the appropriate time.

ACTIVITY SHEETS FOR MODULE 2

- 2-A Cartoon Faces
- 2-B Cartooning Chart
- 2-C Caricatures



CONCLUSION:

You may want to give your students additional class time to work on their cartoons and caricatures. When their work is complete, display it prominently in your classroom.

If you are interested in introducing students to related topics, here are a few suggestions:

Geography: Study the country of Spain, where Dali was born; the country of Germany, where Einstein was born.

Art history: Show more examples of surreal art.

Computer science: Explore the role computers play in research and in art.

Art: Take a look at other works by Dali and Lichtenstein.

Now you are ready to go to the 3rd educational module in this series. It is called "Color".



DOODLE!

MODULE #2

2-A

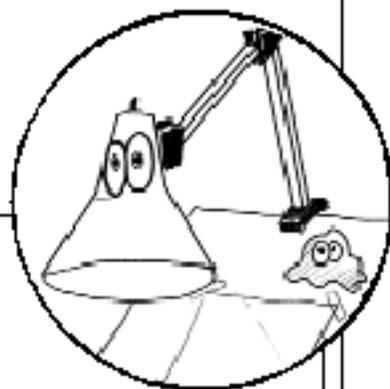
ACTIVITY SHEET

Cartooning and Caricatures



Instructions...

Create your own cartoons on the space below. Use the chart on page 2-B and try different combinations and headshapes.





DOODLE!

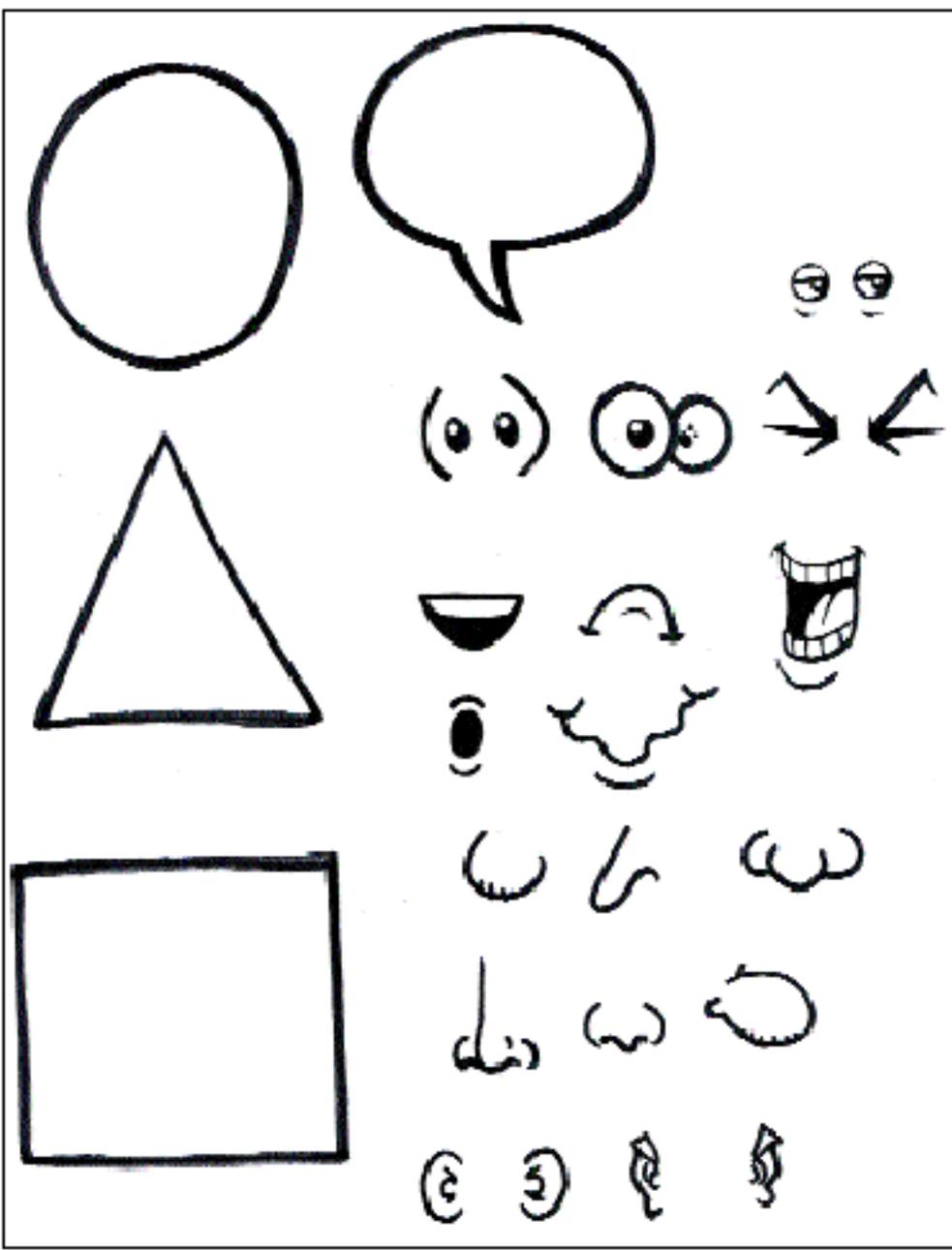
MODULE #2

2-B

ACTIVITY SHEET

Cartooning and Caricatures

Cartooning Chart





DOODLE!

MODULE #2

2-C

ACTIVITY SHEET

Cartooning and Caricatures



Instructions...

Draw a caricature of the man in the photo. Remember to look closely and find the features that should be enlarged or reduced.

Caricatures are supposed to be funny, so have fun and get a little crazy with his face!!!

