

DRAWING ANIMALS

MATERIALS NEEDED

VCR and television monitor to play the videotape

8"x 10" white paper 6 sheets per child

No. 2 pencil and eraser for each child (don't forget to have a pencil sharpener handy)

Crayons or colored pencils

If possible, a color photo of work by Charles Frace

Activity sheets - copy a set for each child. One complete set is included with your guide.

OBJECTIVES:

- ◆ Provide a creative learning environment for your students.
- ◆ Build upon basic art skills to teach students how to draw animals and recognize different textures, including rough skin, patterned skin, fur and feathers.
- ◆ Expose students to more shading techniques using light.
- ◆ Introduce children to the zoo and the wide variety of animals who live there.
- ◆ Provide a non-threatening atmosphere where children can try their hand at art without fear of failure or ridicule.
- ◆ Produce samples of the children's work to put on display in your room.
- ◆ Teach some art history during a trip to the virtual museum and learn about famous wildlife artist, Charles Frace.
- ◆ Introduce your students to a new list of vocabulary words.

LESSON SYNOPSIS:

In this module, Doodle and his pals will teach your students the basics of drawing animals. This lesson continues building on the foundation laid in previous lessons, which explain the basics of drawing faces, using light and various textures. During a trip to the zoo, children also will learn a little bit about the animals Doodle and his pals visit, including the animals' natural habitat. Dabney has two new words for "Learn the Lingo" - mass and modelling. You'll see another young viewer's artwork in Doodle's *Kids Gallery* and learn more about a famous wildlife artist.

BACKGROUND FOR TEACHER:

Meet the artist: Charles Frace was born in 1926 in Pennsylvania. As young as five years of age, Frace would walk through the woods near his home, drawing animals, trees and flowers. He studied composition, design and painting at The Museum School of Art. His career spanned the commercial and publishing fields, and he became widely known as one of the best wildlife painters in America.

VOCABULARY WORDS USED IN THIS LESSON:

modelling - adding shading and highlights to make a drawing look rounded and solid

mass - the solid bulk of a physical object

tropical - hot and humid

reflection - light bouncing off a surface; to form a mirror image

predator - an organism that lives by preying on other organisms

composition - arrangement of parts to form a unified whole

unique - being the only one of its kind

texture - the appearance and feel of a surface



SUGGESTIONS FOR TEACHER PREPARATION:

Prior to teaching this module, "Drawing Animals", 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.

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.

- ◆ 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.
- ◆ 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 get more information and some color photos of wildlife art. Bring some books into class with you for the children to see. Use these to illustrate the various points Doodle and his friends made during the lesson.
- ◆ Pick up a book about wildlife painters to see if you can find a picture of Frace and perhaps some examples of his work.
- ◆ 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.
- ◆ Have all materials copied and ready to hand out to your students just prior to viewing the program.

LESSON OUTLINE:

Step1: Discussion with students prior to watching videotape

Time: Approx. 15 minutes

- ◆ Show students the "Doodle!" poster and reintroduce them to the characters, if necessary.

Explain that Doodle and his friends are

- ◆ about to take them on a visit to the zoo and which animals they will get to see.

Ask who has been to the zoo lately

- ◆ and what animals they saw there.

Encourage them to practice their new

- ◆ skills.

Briefly introduce wildlife artist Charles

- ◆ Frace.

- ◆ Show your young artists some pictures or artwork of animals they might find at the zoo.

- ◆ Introduce the new vocabulary words you have written on the blackboard.

Step 2: Watching the program

Time: Approx. 25 minutes

- ◆ During the video lesson, watch the program with your students.
- ◆ Stop the tape to allow the children time to practice drawing each animal.
- ◆ Emphasize the difference in each animal's fur, feathers, skin texture, etc.

Step 3: Discussion following the video program

Time: Approx. 10 minutes

- ◆ Ask students what they liked most about the program, and why.
- ◆ Which animals did they like the best?
- ◆ Which animal was more difficult to draw? Why?
- ◆ Which animal was the easiest to draw? Why?
- ◆ Who is artist Charles Frace?

Who can tell me the definition of _____?
(Choose some vocabulary words)

Step 4: Activities following the video lesson

- ◆ Have your students draw a picture of each animal they saw and compile a zoo scrapbook. Mount the pictures on colored construction paper and bind them together.
- ◆ Ask students to pull out Activity Sheet **9-A** and practice shading and sketching the animals.
- ◆ Pass out the crayons or colored pencils.
- ◆ Have students pull out Activity Sheet **9-B** to color the Macaw.
- ◆ Have students look up the Doodle web site on a computer. The address is: **www.doodlestudio.com**

**ACTIVITY SHEETS FOR
MODULE 9**

- 9-A Sketches
- 9-B Coloring

CONCLUSION:

You may want to give your students additional class time to work on their scrapbooks. Encourage them to write a story about their 'trip to the zoo'. 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:

Encourage children to find examples of wildlife art (perhaps in old National Geographic magazines) and bring them to class to share.

Take students on a field trip to the zoo, and encourage them to bring along their sketch pads and pencils. See if they can recreate the trip Doodle and his pals enjoyed.

Take students on a trip to the museum and ask to see wildlife artwork on display.

Geography - introductions to wildlife in Africa.



DOODLE!

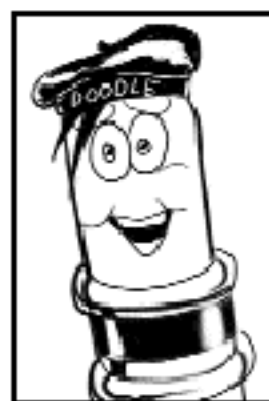
MODULE #9

9-A

ACTIVITY SHEET

Drawing Animals

Draw some solid, dark areas to give the gorilla a sense of mass.



Starting with basic shapes, sketch the face of the White Bengal Tiger.





DOODLE!

MODULE #9

9-B

ACTIVITY SHEET

Drawing Animals

Remember, his colors include blues, greens and yellows.

Instructions....

**Color the Macaw below using crayons or colored pencils.
Draw and color a tropical background behind him!**

