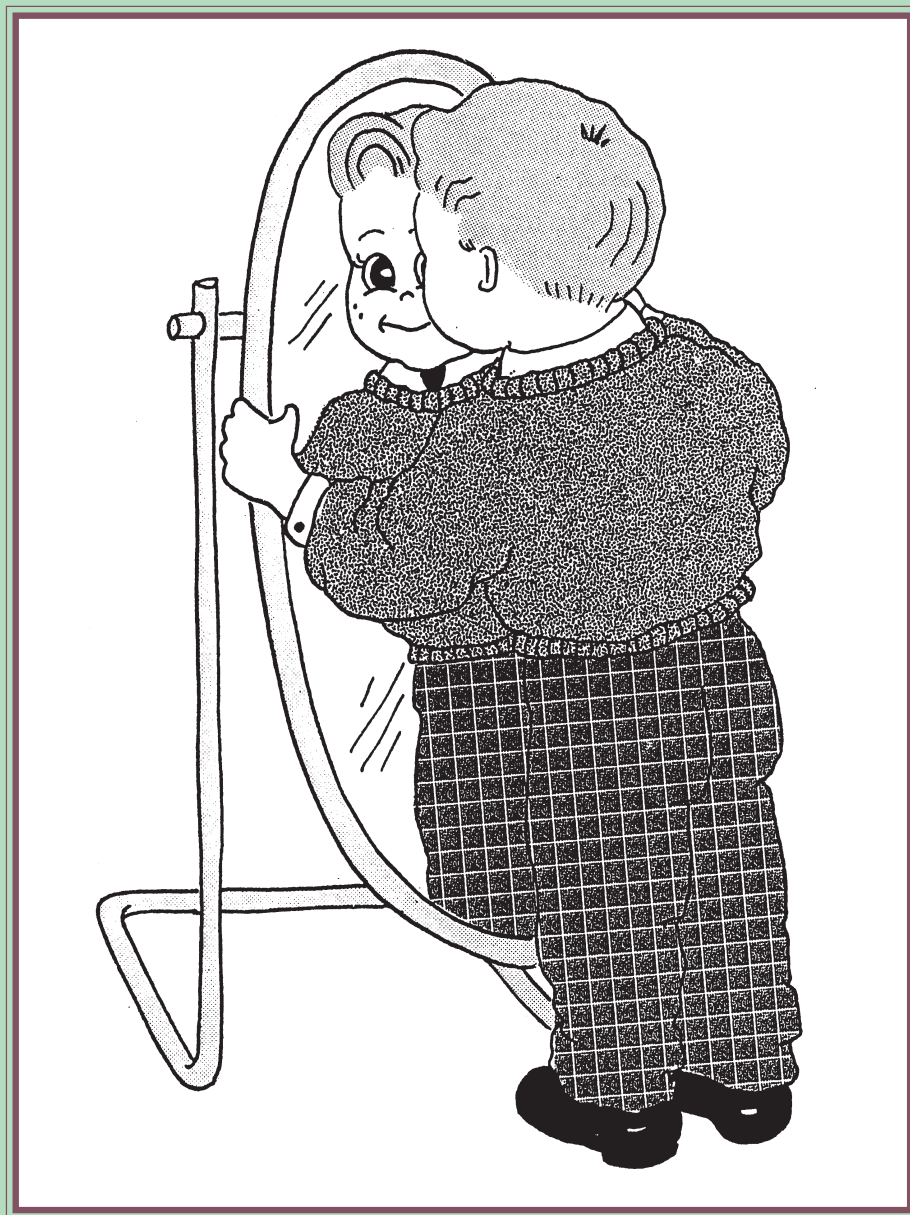


Butterfly Wings

Unit Three



Draw a Word

Objectives:

- To illustrate an expressive word by drawing an expressive abstract shape.
- To define *creative* as *finding an unusual or different way of doing something*.
- To review the meaning of *abstract shape*.

Materials:

- CHOOSE ART STUDENT BOOK-LET **pages 7 and 8**
- masking tape

Advance Preparation:

- Make a line on the floor with masking tape, about 8' long.
- Be prepared to draw the following two shapes on the board:



Method:

STEP 1: Scripture talk

Read student booklet **page 7** with the children. Remind them that God made every object in nature and every living creature a little bit different from every other. God is the most creative being alive. Because we are made in His likeness, we have a creative ability as well. In order to use that ability, we must develop it.

Let the children take turns moving along the line you made with masking tape, having them move from one end of the line to the other. If your class is very large, you may want to choose only a few children to participate. Each child must cross the line in a way that is different from the way every other child crossed it.

STEP 2: Drawing words

Remind the children that an *abstract shape* is a shape that is not easy to describe. Abstract shapes are shapes that we can make up ourselves. We can even make up abstract shapes to represent certain words. For example, could we draw an abstract shape that expresses the word “BANG”? Because such shapes are made up in the imagination, the shape one person chooses to draw for the word “BANG” will be different from the shape someone else might draw for the same word. On the board, draw the two shapes illustrated under “**Advance Preparation,**” and ask the children which shape makes them think of the word “BANG.” Ask them why they chose the one they did. Was it the type of line? What kind of a line was used to make the shape? Would you describe it as sharp and jagged? How does that kind of line make you feel? Is it a good shape to describe the word? Does someone have a different suggestion? Ask the children to draw a shape on the board to express the word “PLOP.” Then try “SQUIRT” and “CRASH.” Let several children illustrate each. Make sure they understand that there are no wrong answers.

After experimenting at the board, read **A. WORDS AND SHAPES** on **page 8** together, and let the children create their own shapes underneath each word.

Swoosh, Dribble, Pop



Materials:

- CHOOSE ART STUDENT BOOKLET page 9

One / student of each of the following:

- a 9" x 12" sheet of brown or dark blue construction paper
- a piece of chalk
- a thick (3-mm) black felt marker
- a set of oil pastels

Objectives:

- To draw and color a number of expressive shapes.
- To use overlapping to create distance in space.
- To define *abstract* as a piece of art made up of shapes, lines and colors rather than recognizable objects.

Advance Preparation:

- None

Method:

STEP 1: Looking at abstract art

Define *abstract* as a piece of art made up of shapes, lines and colors rather than recognizable objects. Then read **A. AN ABSTRACT PAINTING** on page 9 of the student booklet and have the children examine the abstract by Kandinsky, recognizing shapes and lines and identifying the shapes as *abstract shapes*.

STEP 2: “SWOOSH, DRIBBLE, POP” pics

Write **SWOOSH, DRIBBLE, POP, CRASH, PLOP, BANG,** and **SQUIRT** on the board. Tell the children they can choose from among the expressive words on the board and create abstract shapes to represent those words. They will draw the shapes on construction paper, creating a composition of abstract shapes. In the composition, the children may either:

- choose only one of the words, and create a picture based on a singular theme, such as a “SWOOSH” picture, in which “swoosh” shapes are repeated throughout the composition

- or -

- combine several of the words into a multiple theme, repeating a number of shapes, such as “SWOOSH, DRIBBLE and POP” in the same picture.

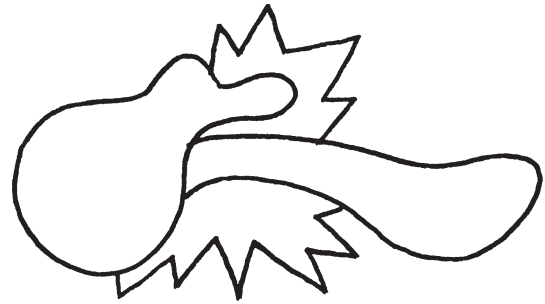


Figure 2

Have the children use chalk to draw the shapes on the colored paper. After the initial chalk drawing, the shapes should be outlined with black felt marker, and then colored in with oil pastel. The children will enjoy seeing their “SWOOSH, DRIBBLE, POP” pictures develop. Even after the shapes are outlined with felt marker and colored in with oil pastel, more shapes can still be added. Encourage them to fill up the space on the paper. Background color can also be added once the shapes are completely colored in.

Then, on the board, quickly illustrate, using any shape of your choice, how to overlap shapes, as in *Figure 2*, by adding parts of shapes coming out from behind others. Ask the children to point out the shape that appears to be in front of the other shapes. Why?

There will be time provided next class to complete this assignment.