

Word Art Cartooning

Date: June 3-6

Big Concepts: Nature and Environment

Teks: Art Grade 1:

Perception: 1.1A Identify similarities, differences, and variations among subjects, using the senses. 1.1B Identify color, texture, form, and emphasis in nature and in the human-made environment.

Creative Expression/Performance: 1.2A Invent images that combine a variety of colors, forms and lines. 1.2B Place forms in orderly arrangement to create designs. 1.2C Increase manipulative skills, using a variety of materials to produce drawings, paintings, prints and constructions.

Historical/Cultural Heritage: 1.3A Identify simple ideas expressed in artworks through different media. 1.3B Select artworks that show families and groups. 1.3C Identify the use of art in everyday life.

Response/Evaluation: 1.4A Express ideas about personal artworks. 1.4B Identify simple ideas about original artworks, portfolios, and exhibitions by peers and others.

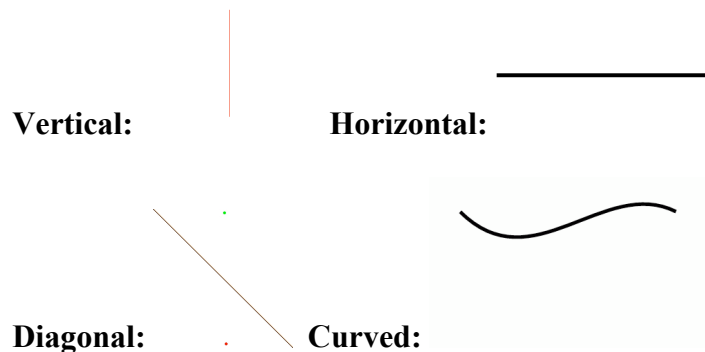
Materials: paper, Pencil, black sharpie, crayons

Content Objective:

- Students learn about cartooning.
- Draw a simple body with arms, legs, head, and torso with form and clothing.
- Draw a face that includes all parts with color for hair and eyes with initial indication of placement.

Vocabulary Objective:

Line: A mark that has length and direction



Project Objective:

Students will create a duck by drawing the word duck.

Students will create an Uncle Sam by drawing the letters US.

Students will create their own cartoon using their name.

Activities:

Introduction:

Cartoon: The word **cartoon** has various meanings, based on several very different forms of [visual art](#) and [illustration](#). The artists who draw cartoons are known as [cartoonists](#).

The term has evolved over time. The original meaning was in fine art of the late Middle Ages and Renaissance, where it referred to a preparatory [drawing](#) for a piece of art, such as a painting or [tapestry](#). In the 19th century, it came to refer to humorous illustrations in magazines and newspapers, and in the early 20th century it was sometimes used to refer to [comic strips](#).^[1] In more modern usage, it commonly refers to [animated](#) programs for television and other motion-picture media.

Project: <http://www.activitytv.com/267-uncle-sam-and-duck>

1. Cartoon duck: Write the word “DUCK” in all capital letters.
2. Draw a face in the “C” by putting in an eye and an eyebrow. Connect it to the “K,” and close up the bottom and top of the “K.” Connect the “C” to the “D” by drawing a line over the “U,” closing it up as well.
3. Draw some feathers behind the “D.” Draw a blue water line underneath your duck and write “QUACK” by his beak. Draw lines to show sound.
4. Uncle Sam: Write the letters “US” in caps. Draw 2 lines coming out of the bottom curve, inside of the “U.”
5. Draw 2 dots for eyes, one inside the top curve of the “S” and one next to it, outside and on the left of it. Draw an eyebrow over the left eye.
6. Draw a curved line for an nose, coming out of the bottom of the U. Draw a long line coming down under the “S.” Finally, draw a beard connecting it to the ear. This will complete Uncle Sam’s face.
7. To create his hat, draw a figure 8 on its side on top of the U. Draw a top hat to complete it. Draw blue and red lines inside his hat, and some red lines flaring out around his face.
8. Students draw their name then think about what cartoon they could make out of their name representing them.

Checks For Understanding: Students show their cartoons telling their friends what they added and how they made their cartoons represent them.