

# Doodle 4 Google Ireland 'I wish...'



## Lesson 3 – Wishful thinking 1st, 2nd, 3rd Year

The aim of this guide is to support the teacher in delivering one or more lessons to enable the students to enter the Doodle 4 Google art and design competition 'I wish...'

### Doodle 4 Google in the curriculum

The competition supports Art, Craft and Design by developing students' ideas around the theme of 'I wish ...' and using the two-dimensional process to combine lettering with image in an expressive and creative way.

Students can use information and computer technology (ICT) to express themselves creatively during the doodling process, as well as plan, design and create artefacts.

### Curriculum links

**Subject:** Art, Craft and Design

**Strands:** Respond to an idea, experience or other stimulus. Combine lettering with image in expressive and communicative modes.

**Subject:** ICT

**Strand:** Thinking critically and creatively

### Materials and equipment

- Google logo templates from [www.google.ie/doodle4google](http://www.google.ie/doodle4google)
- Examples of Google doodles for special events from [www.google.ie/logos](http://www.google.ie/logos)
- Plain paper of different sizes
- A selection of tools and materials for graphic activities and equipment such as colouring pencils, pastels, felt tips, inks and paints
- Computer drawing packages (optional)
- YouTube access (optional)

### 'I wish...'

Briefly explain about the Doodle 4 Google competition. Show an example of the Google logo and also examples from past competition winners.

Continue by giving the students a blank piece of paper and a variety of tools and materials for graphic activities. Then assign them an identity, e.g. a toddler, a farmer in drought-ridden Kenya, a young person sitting an exam, a parent with a newborn child, a grandparent, a contestant on a TV talent show, a world leader, an environmentalist, a footballer etc. The idea is to represent a range of people of all ages and backgrounds to demonstrate that there are reasons for having different wishes.

They must imagine that their character has the chance to have one wish granted. Invite students to use drawings and words to illustrate the wish of their character.

Display the pictures. Which pictures convey the wishes effectively and why? Do any manage to do this by image alone? Have line, tone and colour been used to good effect? Have any of the pictures used a symbol effectively, for example, a drop of water to represent the breaking of drought?

Talk about:

- when in our lives we make wishes, e.g. in times of difficulty or transition
- why we make wishes, e.g. we need some good luck, habit, superstition
- who we make wishes for, e.g. ourselves, our family and friends, the wider community
- how a wish differs from a dream, vow, prayer, promise etc. Do we really believe it will come true without any effort on our part?

Ask for ideas about how to illustrate a big wish by working through an example together, e.g. in, 'I wish for an end to world hunger...', the Google logo could become a flourishing harvest of fruit and vegetables, or an overflowing food bowl, or change from being barren through sun and rain to a fertile farm.

Students can then work through their own, 'I wish...' ideas, collecting images and trying out different drafts as they compile their own personal 'mood board'. Invite them to experiment with the impact of colour. Use the computer to alter the colours and tones on a favourite image. What is the effect on the viewer?

### Start doodling

Explain the aims of the Doodle 4 Google competition and show a variety of examples of Google doodles. Talk about the impact of colour choice on the mood conveyed through the doodle, as well as the choice of subject matter.

Look at a film about the original doodler, Dennis Hwang, and see the process he uses to create Google doodles: [www.google.ie/doodle4google/doodler.html](http://www.google.ie/doodle4google/doodler.html) It's also worth reading our Doodler's Top Tips about how to create a successful doodle.

Allow plenty of time for the students to experiment with freehand doodling and encourage them to use some of the ideas from their earlier drawings and mood boards as an inspiration for their first doodles.

They could try doodling using a computer-drawing package and experimenting with colour, tone and texture changes.

### Doodle gallery

Display the completed work around the room and invite the students to look at all the outcomes.

Which images stand out most to them and why? How have wishes at a personal, community and national level been represented by different students?

How successful have the artists been in incorporating the Google logo as well as interpreting the theme?

### Supporting statement

Ask the students to give their chosen doodle a title and write a supporting statement in no more than 50 words about why this expresses 'I wish...'

### Doodling on

Google search 'I Wish You Love' by Michael Buble and either listen to the song, watch the video or read the lyrics.

Talk about the mood of the 'wisher'; is he optimistic or melancholy? How seriously does he use his wishes? Ask the students to design a cover for this track.

Encourage students to keep refining their work and to experiment with different interpretations of the competition title.