



Activity Pack 2: Create



Activity for Grades 3-5

Leonardo DaVinci was one of the greatest creative minds in history. He used his ability to draw to help him think, sketching cartoons in his notebooks that illustrated things he observed or the beginnings of design ideas. To ignite his imagination, he would draw a simple shape and then imagine what he could make out of it. These drawings included the first conceptualizations of the modern helicopter, a tank, and solar power inventions.

Once students have come up with their ideas, the next stage in the creative process is creation. Creation can take many forms, including a drawing, a model, an animation, a sculpture, or a prototype. In this activity, students will draw, sketch, paint, or animate their ideas for making the world a better place. By the end of the activity, they will have a prototype of their design for the *Doodle 4 Google* competition. It's important for students to understand that there is no one technique or one set of materials they must use to create their illustrations. It's also helpful for them to remember that they can go back to the earlier *Imagine* activity to draw inspiration and change or improve their ideas.

This year's *Doodle 4 Google* competition theme is: If I could invent one thing to make the world a better place. We can think of no greater purpose for students to show their creativity than to make the world better for others. We can't wait to see what they create!

Shades of Greatness

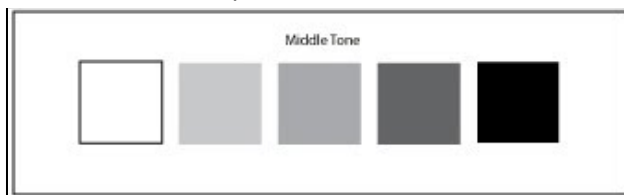
In this activity, students learn about shading and contrast and how to apply the techniques to their illustrations and artwork.

Strategy: This activity introduces students to the techniques of shading and contrast as part of illustration. Shading adds depth, contrast, character, and even movement to drawings by capturing the shadows and highlights of an object. Students will learn shading techniques such as hatching and cross-hatching, and circular shading. All of these techniques can be used to help create depth in their doodles and other artwork.

You Will Need:

- Several children's storybooks with illustrations
- Drawing paper
- Art materials such as graphite pencils, markers, crayons, paints, colored pencils, or pastels
- Whiteboards (optional)
- Computers or tablets (optional)
- Access to the Internet (optional)

1. Divide students into groups, and distribute a children's storybook to each group. Ask each group to look through the book paying particular attention to the illustrations. Ask them to identify how the illustrations help to tell the story, how they help us learn more about the characters, and how they help the reader interpret the mood of the story. Do the illustrations seem happy or sad? How does the use of color impact the reader's interpretation? How does the artist use a combination of different shades to enhance the illustrations? Note: *Where the Wild Things Are* by Maurice Sendak is a terrific example of how the use of lights and darks in illustrations can help to create mood. Other good choices include *Blueberries for Sal* by Robert McCloskey and *Kitten's First Full Moon* by Kevin Henkes.
2. Ask students to notice where light is coming from to cast the shadows in one of the illustrations. Introduce the term "shading," and explain that shading is when an artist uses light, medium and dark tones of a color to show light and shadows. It helps to create a three-dimensional look on a flat sheet of paper. Explain that students can use shading to help create a mood and add dimension to their doodles.
3. Explain to students that the lights and darks in a drawing are called values. Show students how to make a value scale. Creating a scale can help students determine the depth of their shaded drawings. To create a value scale, they should start by drawing a long horizontal rectangle. The rectangle should be broken up into squares. This can be as few as three squares or as many as the artist wants. An example using five squares is below. The lightest square is completely white; the second is lightly shaded; the third is moderately shaded; the fourth is dark; and the fifth is the darkest possible shade.



Source: www.paintdrawpaint.com

4. After they have finished creating their value scales, invite students to create a line drawing of a shape. A three-dimensional shape such as a cube or cylinder would be good to use here. Challenge students to look at their shapes and decide where they would like the light source, or lightest point, to be. The brightest areas will be those closest to that light source, and the darkest areas will be those that are furthest away.
5. Introduce the following shading methods:
 - **Hatching** is drawing many parallel lines that are close together to create a shade.
 - **Cross-hatching** is a method by which many little small "x" shapes are drawn to add texture.
 - **Circular shading** is done by creating small overlapping circles.

6. Invite students to experiment with these different shading techniques on their shapes. They should use their value scales to determine how light and dark to make certain areas. They may want to first go back to the storybooks and see if they can identify any of these techniques in the illustrations. During the preliminary shading phase, they should not press too dark right away. They can always go darker. Instruct students to leave the brightest parts of their drawing white. They can continue to add layers of shading as they go. They can use their fingertips or cotton swabs to blend the shading and give it a natural look.
7. Finally, if students completed the “Pass Me Your Ideas” activity from the *Imagine* activity pack, refer them back to the question they answered: If I could invent one thing to make the world a better place, what would it be? Explain that, as part of the *Doodle 4 Google* competition, they will have to draw or doodle this answer.
8. If you have not already introduced the rules for the competition or shown students examples of previous doodles, now is a good time to do so. Information and previous entries can be viewed at www.google.com/doodle4google. Make sure students understand that their artwork must incorporate the Google logo. Sample Google doodles are available at <http://www.google.com/doodles/finder/2014/All%20doodles>.
9. Ask students to identify one image they could use in their doodle to help illustrate how they would make the world a better place. Invite them to draw the object and practice using shading to help bring the object to life. They may want to try using pencils first and then colored pencils. When they feel comfortable with their drawing, ask them to share it with a partner and explain how they used shading to add depth and contrast.
10. Once students are ready, invite them to create a draft of their doodle that they can share and tweak in the activity in the *Share and Collaborate* activity pack. Their prototype doodle must show how they would make the world better, include the word “Google,” and follow the rules of the competition.

Take It Digital!

If students want to create a draft of their doodles (or other pieces of artwork) electronically, they can experiment with these free applications:

- **Color and Draw:** Offers a variety of line art pictures to color as well as blank canvases for free-form sketching and scribbling. But some impressed features are such as optional voice prompts to help kids get their creative idea and think about favorite color choices. The selection is fun; kids can use in-app stickers to decorate their images after they’ve finished coloring them.
- **Magic Doodle:** App for sketching, drawing and painting in one interface with over 40 brush and pencil effects provided. You will find layers, multi-touch features, and even video playback of your art painting.
- **Bamboo Paper:** Allows users to sketch whatever they want using their own handwriting on a

neat digital paper notebook.

- **Sketch Guru:** A sketch tool to turn tablets into sketchbooks.