

## Husky Art Drawing

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Discipline/Subject: Art

Topic: Husky Drawing

Grade Level: 2-5

Resources/References/Materials Teacher Needs:

- Art Hub for Kids Draw Along Video: <https://www.youtube.com/watch?v=isPyXNT88Sg>
- Projector
- Easel or Elmo

Lesson Summary:

- In concurrence with learning about the history of the Iditarod, students will create a mixed-media artwork depicting a husky in an Alaskan landscape.

Standards Addressed:

**Ohio:**

2PR Use appropriate visual art vocabulary during artmaking processes.

6RE Give and use constructive feedback to produce artworks that achieve learning goals.

4PR Create artworks that demonstrate awareness of two- and three-dimensional space.

1PR Identify, select and vary art materials, tools and processes to achieve desired results in their artwork.

**National:**

VA:Cr2.1.5a Experiment and develop skills in multiple art-making techniques and approaches through practice.

VA:Cr2.2.5a Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

VA:Cr3.1.1a Use art vocabulary to describe choices while creating art.

Learning Objectives:

- Students will be able to complete two guided drawings.
- Students will be able to write one piece of positive feedback using at least one art vocabulary word to a peer during a gallery walk.
- Students will be able to create a horizon line with a ruler and use both scale and overlapping to show depth in their landscape.
- Students will be able to manipulate a fine-line sharpie marker to outline a minimum of 80% of all pencil lines.
- Students will be able to use torn paper and pastel smudging technique to create at least 6 bands of color in their landscape.

#### Assessment:

- Simple self assessment rubric (using checkmarks, emojis, or a point system) for students to complete that evaluates whether students:
  - 1) Completed two drawings
  - 2) Wrote a piece of specific and positive feedback for a classmate
  - 3) Created a horizon line and used both objects of various sizes and overlapping
  - 4) Traced pencil lines with sharpie
  - 5) Smudged at least 6 lines of pastel
  - 6) Treated their community and materials with respect
  - 7) Wrote a reflective artist statement

#### Procedural Activities:

- **Day 1:** Project instructional Youtube video and provide students with paper, pencil, and ample erasers. Emphasize growth mindset and importance of making mistakes and erasing. Teach students hand signals to silently indicate speed preferences (i.e. thumbs up means they are caught up and ready to move on, a flat hand in front of their body means they need you to pause the video, wiggling fingers means they need teacher assistance at their table). Remind students that this is a “practice drawing” and does not need to be perfect or look like anybody else’s drawing.
- **Day 2:** Provide refresher on hand signals and growth mindset, and instruct students that they are going to do a second husky drawing at a slightly faster pace now that they have practiced the steps. When finished, have a student pass out the day 1 drawings and instruct each student to place their two drawings side by side for comparison. Conduct a “Gallery Walk”: Give each child a post-it note. Provide examples of specific compliments they could give peers - model the difference between vague feedback (i.e. “that looks good” or “I like it”) and detailed feedback (“the shading on the neck looks very realistic” or “I can tell you improved the size of the body on your second drawing”) and show students how to walk around a place their post-it note in front of a peer’s work that doesn’t have one already, so that every student receives positive feedback written on a post-it and gets to see the work of their peers.
- **Day 3:** Pass out both drawings to each student, and allow them to choose the stronger drawing to become their final artwork. Set a timer and allow 3 minutes for students to

compare and chat with peers at their table to decide which drawing was more successful. Once they choose their favorite, the other drawing becomes a practice space to try out different backgrounds and various coloring techniques before applying them to the final artwork. Place photographs or simplified sketches or Alaskan backgrounds on each table for students to reference, as well as rulers. Next, on an Elmo or large easel, demonstrate how to draw a horizon line and landscape elements with an emphasis on making further away land features smaller and using overlapping to create the illusion of depth. Encourage students to use reference images to decide what features they want to include in their composition, but ask them to leave the top part of their sky area mostly blank. Once background design is complete, students can outline all pencil lines with a fine line sharpie to make them permanent. They can then add detail with colored pencils, although may choose to leave the majority of the background white to maintain the appearance of being snow covered.

- **Day 4:** First, have students color above their horizon line with a blue or black marker to show the night sky. It is helpful to model this step on a horizon line that is crowded with trees or mountains with an emphasis on making the sky appear to be behind and land features. Show students how to angle their marker to cover more surface area and create a more solid fill. Provide each student with a sheet of copy paper and each table group with a box of brightly colored chalk pastels. On projected Elmo or a large easel, model how to create Northern Lights by tearing a strip of white paper, placing it over the dark background close to the horizon line, and coloring along the torn line with a single pastel while holding the copy paper in place. Show students how to remove the copy paper and use a clean finger to smudge the pastel across the dark sky. They can continue this process, tearing new and differently shaped strips of copy paper for each new color of light they want to add. Each new color can be placed slightly above the previous color with a small black gap between for contrast. Depending on age level and prior learning, give instruction on the choosing of the colors to build on color theory knowledge of analogous color pairs or pattern repetition (i.e. students can choose to use analogous colors, warm vs. cool combinations, or repeat a pattern throughout their design). When smudging is finished, hairspray or fixative will set the chalk designs. If there is extra time, students can write an artist statement to be displayed with their work that describes their process and highlights one aspect they are proud of and one they would live to improve in the future.

#### Materials Students Need:

- 9 X 12 inch sulfite drawing paper
- Ample erasers
- Pencils
- Rulers
- Fine Line Sharpie Marker
- Colored Pencils
- Copy Paper or other scrap paper
- Neon or brightly colored chalk pastels

- Hairspray or pastel fixative (optional)
- Rubric
- Artist Statement template

Technology Used to Enhance Learning:

- Video projection, Elmo demonstration, iPad

Modifications for Special Learners/ Enrichment Opportunities:

- Students with visual or hearing impairments will be provided the instructional video on an iPad (with headphones and an individual space) so that they can control speed and volume independently without auditory distractions.
- One on one drawing instruction can be given by placing a sheet of clear acetate or tracing paper over the child's drawing, enabling the teacher to model techniques and the student to practice on top of their drawing until they feel comfortable enough to remove the sheet.
- Students with developing motor skills or limited grip strength may also benefit from a boldly outlined drawing to place beneath their paper to practice tracing the shapes, as well as a specialized pencil grip.
- Students who benefit from a visual schedule or checklist will be provided with a simplified list of tasks and a preview of the activities for the day.