Title/Description of Lesson

Animated Trees

Grade Level:

2nd – 4th Grade

Lesson Links

Objectives/Outcomes
Materials and Resources
Vocabulary
Procedures
Criteria for Assessing Student Learning
California Standards in Visual & Performing Arts
California Standards for Integrated Subject
Other Resources

Objectives/Outcomes (Return to Links)
*Students will learn to draw a tree using the letters ‘Y’ and ‘V’.
*Students will learn to draw, color, paint, and animate their trees.

Materials and Resources (Return to Links)
Drawing paper (12 X 9), scratch paper, cardboard scraps, color pencils, watercolors, tempera paint, and paint brushes

Vocabulary (Return to Links)
Shape – is an element of art. It is an enclosed space, the boundaries of which are defined by other elements of art like lines, color, value.
**Balance** – is a principal of art and design. It refers to the ways in which the elements (lines, shapes, colors, textures, etc.) of a piece are arranged. They can be evenly or unevenly placed, creating a symmetrical or asymmetrical composition.

**Line** – is an element of art that is defined as a continuous mark, made on a surface by a moving point.

**Color** – is an element of art that is produced when light, striking an object, is reflected back to the eye.

**Color resist** – use of a waxy substance like a crayon with water color paint. The crayon seals the paper and the water color is not absorbed by the paper.

**Procedures**  
(Return to Links)

Before introducing this lesson, have students practice drawing their “V” and “Y” trees on scratch paper. Talk about trees and The Wizard of Oz trees that come to life and are animated. They have faces and character. Talk about cartoons and cartooning. Have students practice draw cartoon faces that achieve the character they are looking for. You may show some cartoon faces for examples. Make a face and ask them to tell you your emotion. Ask how trees are like people. How can you show different emotions through a look on your face?

1. Practice your “V” and “Y’ trees and add faces on scratch paper.
2. Draw final tree on drawing paper about 3” from the bottom.
3. Using color pencil, show students how to color trees in one direction just as the tree grows. Color should be solid but leave a space in the trunk for the face.
4. With skin toned color pencils, color the face, ears, and lips. Leave the white of the eyes and teeth white.
5. A discussion of sky colors will be next, explaining the sky does not have to be blue. Use two colors of watercolors to paint the sky.
6. Use a stiff scrap of cardboard to make the grass with green and yellow tempera paint. Put the edge of the cardboard in the paint and dab on the paper in fine lines just as grass would grow.
7. Display finished product.

**Criteria for Assessing Student Learning**  
(Return to Links)

- Are the branches tapered at the ends and do they overlap?
- Have they colored the tree and face in solid with appropriate colors?
- Did they use at least two colors for the sky?
- Is the grass correctly placed in the picture?

**California Standards in Visual & Performing Arts**  
(Return to Links)

- Explore the elements and principles of design
- Develop basic skills to produce quality art.
• Learn basic concepts in art.
• Communicate basic ideas by producing art forms, such as drawings, paintings and prints.
• Know that art techniques are used in mass media.
• Make art that shows how they sometimes feel.

**California Standards for Integrated Subject**  (Return to Links)

**Other Resources**  (Return to Links)