Lesson Links

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Objectives/Outcomes  (Return to Links)

• Students will create a directed drawing of a lion, and then decorate the lion with a pattern that involves the five elements (circles, dots, straight lines, curved lines, and angle lines), using neutral colors.

Materials and Resources  (Return to Links)

• Completed samples of Leo the Lion and Rainforest Parrot from Drawing with Children by Mona Brookes.
• 12x18 brown craft paper
• Chart showing examples of the 5 elements
• Chart showing neutral colors and comparing them to primary and secondary colors
• Rubric for assessment
• Pencils
• Oil pastels (24 count)

**Vocabulary** *(Return to Links)*
• Neutral colors: (black, white, gray, and browns) Neutral colors are neither warm nor cool. They can be made by mixing complementary colors (i.e., blue and orange, red and green, or yellow and purple).
• The five elements (circles, dots, straight lines, curved lines, and angle lines)
• Primary colors: blue, yellow, and red
• Secondary colors: green, orange, and purple

**Procedures** *(Return to Links)*
**(DAY 1)** Show students the completed sample of Leo the Lion. Ask if they can guess what medium was used to make the drawing. When they correctly guess oil pastels, show them rainforest parrots (also from Mona Brookes). Ask how the two drawings are different: subject, types of colors used, realistic vs. stylized. Review types of colors used in parrot: primary and secondary colors, very bright and vivid. Look at lion sample and have students name colors they see used. Tell students these colors are called neutral colors: black, white, gray, and browns. Neutral colors are neither warm nor cool. They can be made by mixing complementary colors (i.e., blue and orange, red and green, or yellow and purple). Pass out oil pastels. Check for understanding: Hold up one neutral color. One primary color. One secondary color.

Teach/Review five elements with chart: circle, dot, straight line, curved line, angle line. Tell students they will be graded on whether they used only neutral colors and all 5 elements, whether they filled the entire paper with their drawing, and whether their drawing was done neatly. Explain rubric.

Pass out paper. Do a directed drawing of lion. Start with eyes, and have students point to where they are going to place the eyes in order to fit the entire lion on the paper properly. Students draw in pencil, filling the entire paper.
(DAY 2) Once students have their lion drawings done in pencil, pass out oil pastels.
Review what neutral colors are, and have students take only those 6 colors (black, grey,
white and three browns) out of the box. Brainstorm some different patterns that could be
made using the 5 elements. Students can then choose what neutral colors to use and what
patterns to make. Suggest that they use black or white to outline their lion. Also, students
are allowed to use yellow/light green/light blue for the eyes.

Criteria for Assessing Student Learning  (Return to Links)
• Did the student use all five of the elements to create patterns?
• Did the student use only neutral colors in their lion design?
• Does the drawing fill the entire page?
• Was the drawing done neatly?

California Standards in Visual & Performing Arts  (Return to Links)
2.2.1 Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors,
and tempera.
3.1.5 Identify and describe elements of art in works of art, emphasizing line, color,
shape/form, texture, space, and value.

California Standards for Integrated Subject  (Return to Links)
N/A

Other Resources  (Return to Links)
pp. 93-99, “Leo the Lion”.

Sample of completed project…. (Return to Links)