



NAME DESIGN – Pattern, Colour, Shape

Students create a name design using markers and coloured pencils.

Required Time

80 Minutes

Grade Level

Grade 4 to Grade 8

Subject

Language Arts
Mathematics
Visual Arts
Media Literacy

Vocabulary

colour
contrast
movement
pattern

Materials

Crayola Permanent Markers
Crayola Coloured Pencils
Crayola Scissors
Crayola Sketchbooks
Bristol Board - 15 cm x 30.5 cm (6" x 12")
Pencils
Erasers

Shop Crayola
Products

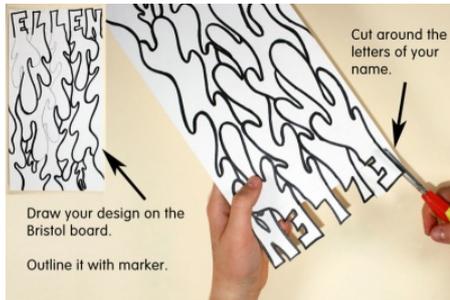
Steps



Make several plan drawings in your sketchbook.

Step One

1. Make several plan drawings in your sketchbook.
2. Choose the design you like the best.

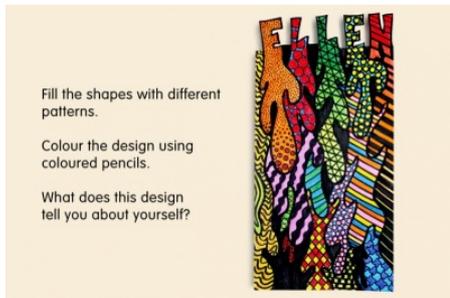


Cut around the letters of your name.

Draw your design on the Bristol board.
Outline it with marker.

Step Two

1. Draw your design on the Bristol board.
2. Outline it with marker.
3. Cut around the letters of your name.
4. Make sure the name stays attached to the rest of the design.



Fill the shapes with different patterns.

Colour the design using coloured pencils.

What does this design tell you about yourself?

Step Three

1. Fill the shapes with different patterns.
2. Colour the design using coloured pencils.
3. View your design with fresh eyes.
4. What does the design tell you about yourself?
5. What do you see that makes you say that?

Learning Goals

Students will be able to:

- create a design that highlights their name;
- create a variety of patterns and shapes;
- use contrast to move the viewer's eye through the picture plane;
- demonstrate technical accomplishment and creativity;
- support their ideas with evidence found in the works.

Extensions

Have students:

- use conductive copper tape to add a parallel paper circuit with a maximum of 3 LEDs to their work;
- work with others to create a display of the artworks;
- share their display with others.

Prepare

1. Download and display the *Colour, Shape, Movement* and *Contrast* **posters** available on this website.
 - review or teach the element of colour - *analogous, complementary, monochromatic colours*
 - review or teach the element of shape - *geometric, organic*
 - review or teach the principle of movement - *placement of shapes*
 - review or teach the principle of contrast - *strong differences*
2. Cut Bristol board enough for each student to have 1 piece - 15 cm x 30.5 cm (6" x 12").
3. Print the *Cultural Colour* and *Fonts* worksheets - enough for small groups to have one to share - (Downloads - CulturalColour.pdf, Fonts.pdf)

Introduction

1. Ask students to work with a partner.
2. Invite them to take turns sharing something they feel is an important part of their identity.
3. Provide a short example by telling something about yourself.
4. Once students have shared their stories ask for a few volunteers to share something they learned about their partner.
5. Discuss the meaning of colour around the world. (Downloads - CulturalColour.pdf)
6. Place students into small groups and have them use the Fonts worksheet to discuss and write jot notes about how the design of the font sends a message. (Downloads - Fonts.pdf)
7. Introduce the challenge.

Activities

The Challenge

1. Create a design that highlights your name.
2. Create a variety of patterns and shapes.
3. Use contrast to move the viewer's eye through the picture plane.
4. Demonstrate technical accomplishment and creativity.
5. Support your ideas with evidence found in the works.

The Process

1. Ensure that everyone understands the challenge.
2. Establish success criteria with your students, for example, I know I am successful when I have:
 - *used my own ideas*
 - *designed a variety of letter styles*
 - *repeated lines to make patterns*
 - *repeated shapes to make patterns*
 - *used contrasting colours*
 - *used colours that represent something about me*
 - *cut parts of the letters out carefully*
 - *kept the name design in good condition*
3. Guide students through the steps outlined in this lesson plan.
4. Observe students as they work.
5. Provide individual assistance and encouragement.

Sharing

1. Once all the designs are complete display them for a group discussion.
 - *Look closely at the designs.*
 - *Choose one that interests you for some reason.*

- *Share thoughts about the work.*
- 2. Guide students by asking:
 - *What kind of energy do you feel? - What do you see that makes you say that?*
 - *What does it tell you about the person who created it? - What do you see that makes you say that?*
 - *What do you notice about the way the work has been made?*
 - *What do you like the best about this work?*

Assessment

1. Observe students as they work - thoughtful focus, discriminating, seeking more information, elaborating, experimenting.
2. Observe students as they discuss their artworks - speaks with a clear voice, looks at audience while speaking, points to areas in the work, provides accurate information, answers questions from the audience effectively.
3. Observe students as they listen - looks at presenter, asks effective questions, supports ideas with evidence found in the artwork.
4. Use a checklist to track progress. (Downloads - NameDesign_tracking.pdf)
5. Have students use the self-assessment form to evaluate their work. (Downloads - NameDesign_self-assessment.pdf)