



SEA MAMMALS – Space, Colour, Repetition

Students research a sea mammal of their choice and use blending and stencil techniques with oil pastels to make a picture of it in its natural habitat.

Required Time

80 Minutes

Grade Level

Grade 3 to Grade 6

Subject

Language Arts
Mathematics
Science
Visual Arts

Vocabulary

Materials

Crayola Oil Pastels - 16 Count

Crayola Marker & Watercolour Paper - 22.9 cm x 30.5 cm (9" x 12")

Crayola Scissors

Crayola Black Construction Paper - 22.9 cm x 30.5 cm (9" x 12")

Crayola Washable Glue Sticks

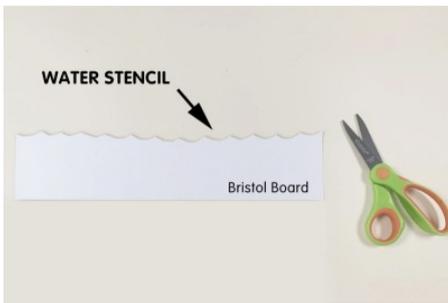
Crayola Erasable Coloured Pencils - White

White Bristol Board - 6 cm x 30.5 cm (2 ½" x 12") - 1 per student

Small Pieces of Sponge - 2.5 cm x 3 cm (1" x 1 ½") - 1 per student

Shop Crayola
Products

Steps



Step One

1. Cut out a wavy pattern along one **long** edge of the Bristol board.
2. You will use this to stencil print the water in your picture.



Step Two

1. Imagine your paper divided into 3 equal parts from top to bottom.
2. Use a white pencil to draw a horizontal line about one third down from the top of the paper.
3. This is the **horizon line**.
4. Draw the land or rocks that match your mammal's habitat in the space above this line.
5. This is the **background** of your picture. It shows what is furthest away from the viewer.



Step Three

1. Place the stencil on your paper where the water is going to be.
2. Use oil pastels to colour white plus the water colour on the **edge** of the stencil.
 - *Be careful not to get the oil pastel on the black paper.*
 - *White will make the colours appear brighter on the black paper.*



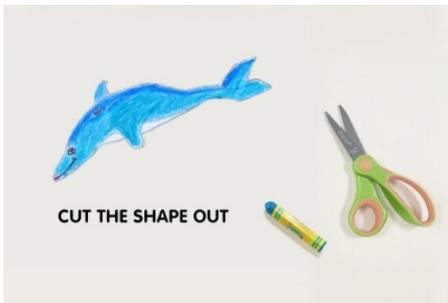
Step Four

1. Use a small piece of dry sponge to drag the oil pastel onto the paper.
2. Repeat this process to fill the space.



Step Five

1. Use oil pastels to colour in the background.
2. Blend colours to show texture and depth.
 - *colours closest to you are brightest*
 - *colours further away are duller and lighter*
 - *make colours dull by adding violet or blue*
 - *make colours lighter by adding white*



Step Six

1. Draw a large picture of your mammal on white paper.
2. Colour it with oil pastels.
3. Cut the picture out.



Step Seven

1. When you are satisfied with the setting glue your drawing of the mammal in place.

Learning Goals

Students will be able to:

- create an accurate drawing of a sea mammal in its natural habitat;
- use blending and stencil techniques with oil pastels;
- use colour to create the appearance of depth on a 2-dimensional surface;
- demonstrate technical accomplishment and creativity;
- support their ideas with evidence found in the works.

Extensions

Have students:

- work with a partner to create tape-recorded interviews about their sea mammals;
- take turns being the interviewer;
- compare their mammals explaining how they are the same and how they are different;
- share their recordings with the class.

Prepare

1. Prior to this lesson provide time for students to research a sea mammal of their choice and to find an image of their animal that they want to work with.
2. Download images of sea mammals from the Internet, e.g.,
Sea Lion
Sea Otter
Sea Lions
Dolphin
3. Download and display the *Colour* and *Space* **posters** available on this website.
4. Cut a wave pattern stencil out of Bristol board for demonstration purposes.

Introduction

1. View and discuss an image such as **Sea Lion** focussing on colour, detail, and placement of objects, e.g.,
 - *colours of things closest to the viewer look bright*
 - *colours in the distance look dull and pale*
 - *details in the foreground look sharp*
 - *details in the distance look fuzzy*
 - *things higher on the picture plane seem further away (background)*
 - *things lower on the picture plane seem closer (foreground)*
 - *texture of the water*
2. Demonstrate how to make a stencil print for water. (See Steps)
3. Introduce the challenge.

Activities

The Challenge

1. Create an accurate drawing of a sea mammal in its natural habitat.
2. Use blending and stencil techniques with oil pastels.
3. Use colour to create the appearance of depth on a flat surface.
4. Demonstrate technical accomplishment and creativity.
5. Support your ideas with evidence found in the artworks.

The Process

1. Make sure everyone understands the challenge.
2. Establish success criteria with your students. For example,
I know I am successful when I have:
 - *created an accurate drawing of a sea mammal in its natural environment*
 - *used blending and stencil techniques with oil pastels*
 - *used repetition to create pattern*
 - *used dull colours to show things in the background*
 - *used bright colours to show things in the foreground*
 - *used details to make my drawing more realistic*
 - *kept the paper in good condition*
3. Have students examine the photograph of their animal and decide what details they will include in their drawing.
4. Observe students as they work.
5. Provide individual assistance and encouragement.

Sharing

1. Place students into small groups.
2. Ask them to share their work and discuss the things that are especially effective and why.
 - *What does the picture communicate about the animal?*
 - *How has the artist shown texture and shading?*
 - *What one thing stands out? Why?*
 - *What details make the animal seem real?*
 - *What do you like best about the drawing? Why?*
3. Share ideas with the whole class.
4. Ask students to share what they learned by doing this drawing.

Assessment

1. Observe students as they work - thoughtful focus, discriminating, seeking more information, elaborating, experimenting.
2. Observe students as they discuss their drawings - speaks with a clear voice, looks at audience while speaking, points to areas in the drawing, 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 - SeaMammalDrawing_tracking.pdf)
5. Have students use the self-assessment form to evaluate their work. (Downloads - SeaMammalDrawing_self-assessment.pdf)