

Daily Lesson Sequence

Day 1

Preparation

- Copy Worksheet 1. Gather supplies for Day 1.

Sequence of Activity

1. Introduce lesson using Lesson Introduction, Day 1, page 1.
2. Hand out 9"x12", heavy, white drawing paper and pencils.
3. Guide the students through the process of practicing drawing different kinds of lines. Have them draw the lines with the eraser end of their pencil first and then trace over the eraser line with the pencil.
 - Draw two straight lines (with a bit of space between them) that reach from one side of the paper to the other. (Demonstrate)
 - Draw two curved lines (with a bit of space between them) that start on one straight line and continue to the edge of the paper. (Demonstrate)
 - Draw two wavy lines (with a bit of space between them) that start on the curved lines and reach to the edge of the paper. (Demonstrate)
 - Draw two jagged lines (with a bit of space between them) that start on the wavy line and reach to the edge of the paper. (Demonstrate)
 - Draw one diagonal line from the remaining straight line to the edge of the paper. (Demonstrate)
 - Fill one of the created spaces with short, broken lines. (Demonstrate)
4. Demonstrate how to trace over all the pencil lines using a fine tip, black, permanent marker. Hand out markers and allow students time to work.
5. Demonstrate how to use crayons to fill in created spaces with different kinds of lines. Use a different crayon color in each space. Each space should contain the same type of repeating lines. Hand out crayons and allow students time to work. Some students may not have time to fill every space with lines. The project will still be a success if some areas are left blank. Adjust as necessary to student needs.

Closure and Review

- Have students write their names on the back of their papers. Collect papers.
- Collect supplies and clean up.
- Review with students using Review Questions A, page 6.

Day 2

Preparation

- Gather supplies for Day 2. Fill water cups.

Sequence of Activity

1. Review with students using Review Questions A, page 6. Have several students draw examples of different kinds of lines on the board.
2. Announce to students that today you will be painting and adding more color to your designs.
3. Demonstrate how to use watercolors.
 - Dip paintbrush in water and then drip the water from the brush onto the color on the watercolor pan set that you would like to use. Do this several times until the color is covered in water. Using your brush mix the water lightly into the color. The more water you have in the paint, the lighter the color will be when you paint.
 - Paint over one space on the drawn design. Stay within the black, marker lines but paint over the crayon lines. The crayon is wax so it will resist the watercolor.
 - Direct students to use one color in each space and to try to paint within the marker lines. Tell them to choose a different color paint than the crayon color in a space to make the design more interesting.
 - Demonstrate for students how to rinse their brushes in the water cup before starting with a new color. If a color begins to get too bold, remind students to add more water to the watercolor pan.
4. Hand out supplies and allow students time to work. The entire paper should be filled with different colors of watercolor, even areas that the students did not have time to fill with crayon lines.

Closure

- Collect papers and place in a safe place to dry.
- Collect supplies and have students cleanup.
- Tell students that next class they will be using lines to learn to draw pictures to make a point of interest for their paintings!

Day 3

Preparation

- Gather supplies for Day 3. Copy Worksheet 1, see insert.

Sequence of Activity

1. Review with students using Review Questions A, page 6.
2. Introduce the lesson using Lesson Introduction, Day 3, page 1.
3. Show the students Worksheet 1. Discuss the different animals and talk about what animals they have as pets. Choose one animal to demonstrate how to begin drawing. Use the "Bug Method" (see page 6) to explain the process of observing line and drawing line to the students. Begin by observing and drawing the outline then do the same for the inside details.
4. Hand out Worksheet 1, 9"x12" paper and pencils. Tell students to choose an animal they have as a pet or one they wish they had as a pet for their drawing. Walk them through the bug method once again as the begin.
5. Walk around the room giving guidance and direction, helping the students to observe the lines. Make sure that the drawings are large, filling the majority of the 9"x12" paper.
6. When the students are satisfied with their drawings, demonstrate how to trace over the drawn lines with a fine tip, black, permanent marker. Hand out markers and allow students time to work. (Early finishers should practice by drawing other animals pictured on the worksheet using the same methods.)
7. Tell the students that next class they will be adding color to their drawings.

Closure and Review

- Have students write their names on the back of their papers. Collect papers.
- Collect supplies and have students clean up.
- Review with students using Review Questions B, page 6.

Day 4

Preparation

- Gather supplies for Day 4.

Sequence of Activity

1. Review with students using Review Questions A and B, page 6.
2. Announce to the students that today they will be adding color to their drawings, cutting them out and adding them to their line paintings to make their point of interest.
3. Demonstrate for the students how to add color to their animals using crayons. Give them tips on how to color neatly and inside the lines. Show the students how they can layer two colors on top of each other to make the colors more interesting and realistic. For example if they have a red/brown horse they can layer a bit of red crayon on top of their brown crayon.
4. Hand out drawings and crayons and allow students time to work.
5. When students are finished coloring, demonstrate how to cut out the drawing. Hand out scissors and allow students time to work. Demonstrate for students how to cut a small slit along the sides of the ears of their drawing, so that you can bend the ears out to make a 3-dimensional aspect of the drawing.
6. Demonstrate for student how to make a thin track of glue around the back side of their drawing (except for the ears) and place the drawing in the center of their line painting. Fold the ears forward slightly. Hand out glue and line paintings and allow students time to work.

Closure

- Collect and display student work. Review with students by having them point out in each others work what type of lines they see.
- Collect supplies and have students clean up.