



Fairbanks North Star Borough School District Art Center Art Activity Kit

Dinosaur Texture

GRADE: 2

TIME: two sessions

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KIT INCLUDES:

- 2 dinosaur books
- dinosaur reproductions
- step-by-step boards

MATERIALS:

- jumbo crayons, flat on one side
- construction paper: 6x18" green, brown, blue, red
- 12x18" light blue
- 12x18" white sulfite paper or newsprint
- wide felt marker, pencil
- scissors
- glue

LESSON DESCRIPTION:

Students look at many dinosaur species and then concentrate on their shapes as they draw a dinosaur. The texture on the dinosaur's body is rubbed on from texture boards. Students collage and draw a background with layers of land for the dinosaur.

VOCABULARY:

contour line paleontologist
texture fossil
foreground
background
scientific illustrator

ART ELEMENTS:

- ☒ Line
- ☒ Shape/Form
- ☒ Color
- ☐ Value
- ☒ Texture
- ☒ Space/Perspective

ART PRINCIPLES:

- ☐ Pattern
- ☐ Rhythm/movement
- ☐ Proportion/Scale
- ☐ Balance
- ☐ Unity
- ☐ Emphasis

CONTENT CONNECTIONS:

THEMES:

OBJECTIVES AND ASSESSMENT CRITERIA

1. Students will practice making a contour line drawing of a dinosaur.
2. Students will skillfully use crayons, scissors and glue.
3. Students will use implied texture on a dinosaur with a crayon rubbing technique.
4. Students will practice tearing paper for a foreground and background in a dinosaur collage.
5. Students will apply an art and dinosaur vocabulary as they discuss their collages.

PREPARE:

1. Cut several colors of the construction paper to 6x18" lengths.
2. Set out the crayons, markers, texture boards, glue and scissors as needed for the students to pick up.
3. Consider breaking up this lesson into two days.
Day 1: Early studies of dinosaurs and fossils bring you right into this lesson. Show and discuss the dinosaur visuals so they may choose and draw a dinosaur.
Day 2: Prepare a background paper for the dinosaur collage. Students tear land layers and use crayons for any drawing in the sky and trees on land.

ENGAGE AND EXPLORE:

Dinosaurs are fun to study because there is a mystery about them. No one has ever seen one! Yet we know dinosaurs existed because of the fossils that are still being found. Fossils are the impressions left in rock where the dinosaur bones once were. Have students say “fossils” five times out loud and then have one student describe a fossil. If you were a scientist who studied fossils you would be called a “paleontologist.” Have students say “paleontologist” out loud five times and then have one student describe a paleontologist. If you were a scientific illustrator, you would be an artist who uses information from a paleontologist to draw how a dinosaur looked long ago. The scientist and artist make guesses as to how a dinosaur stands and walks according to the fossils that have been discovered.

Show the dinosaur visuals making sure the students understand that these drawings are how the dinosaurs might have appeared long ago according to the fossils used by the scientific illustrators. Name the dinosaurs and ask that the students think about which one they would like to draw. Talk about how a contour line follows the outline of a shape. Use your finger to trace and discuss at least three of the dinosaur visuals. This will help the students later as they draw the dinosaur.

CREATE:

Today we will make a collage of a dinosaur and where it lived long ago. We will think about their shapes and the texture on their bodies. Hand out 2 each of the white 12x18” paper and a marker.

1. TALK ABOUT DRAWING THE DINOSAUR.

Talk about what an artist thinks about before they begin drawing. Be sure you tell students their drawings should not look like a photo copy of the dinosaur because everyone draws differently. Their drawings show the special way that only they can see and draw.

- To make the dinosaur large, place a finger where the head should be near the top edge of the paper.
- Place a finger at the opposite edge and bottom to guess where the tail should be.
- Estimate with dots where the belly and feet of the dinosaur might be located.

2. DRAW THE DINOSAUR WITH A CONTOUR LINE.

- A contour line is like drawing the outline shape or silhouette of something.
- Start drawing the topside of the dinosaur by beginning with the head, keeping your eyes on the dinosaur and letting your hand draw the outline form. Go slow enough that you watch for the middle of your paper to be about the middle of the dinosaur. Leave room for the tail. Students could practice drawing with their fingers before using the marker.
- Draw the underside the same way as the top by beginning with the head and being very careful about where the front legs are in relationship to the head.

3. RUB THE TEXTURE ON THE DINOSAUR BODY.

- Talk about how the skin of a dinosaur might feel. If you could feel the skin of a dinosaur, it would probably be lumpy and bumpy. This is feeling **real texture**. If an artist wants to draw texture to make it look bumpy, it would be called **implied texture**.

- Use the different texture boards and the flat side of a crayon to rub texture on the body of your dinosaur.

4. CAREFULLY CUT OUT THE DINOSAUR.

- Cut around the dinosaur leaving on the black marker outline.
- Move the paper hand, not the scissors hand to get into tiny places.
- Set the dinosaur aside.

5. PREPARE BACKGROUND PAPER FOR THE DINOSAUR.

- Choose two 6x18" colored papers, one for the foreground and one for the background.
- Tear down the middle of each paper by having the fingers "walk along with the tear." (This keeps the tearing under control.) If fingers stay at the top of the paper there is no control in the tear.
- Arrange one half of each of the colored papers at the bottom of a 12x18" light blue paper.
- Glue only the bottom torn paper first. This is the foreground. Apply glue along the bottom straight edge only! Place along the bottom edge of the blue paper.
- Glue the second paper (background) along the bottom straight edge. Slip it under the torn part of the first land. Be careful you slip it low enough so that the straight edge is hidden.
- Use crayons to fill in detail. In the foreground you might see grass or a large tree. In the background the trees would be smaller. There might be mountains or a volcano in the far background.

6. GLUE THE DINOSAUR so the feet are touching the foreground paper. If you have a small dinosaur, you might glue it in the background.

7. SIGN YOUR NAME in the lower right hand corner.

Mounting/Preparing for presentation:

Clean-up tips:

CLOSE:

V. ASSESSMENT:

Group Discussion Prompts

-Group Critique Prompts

-Teacher project assessment tools

-Teacher student assessment tools

-Student self assessment tools:

Assessment Tool

Alignment Tool

ACKNOWLEDGMENTS: FNSBSD Art Team, Fairbanks, Alaska

FOLLOW-UP/EXTENSION IDEAS:

BIBLIOGRAPHY:

SAFETY NOTES:

Use above as needed or delete

Forms--Student take-home sheet one side/Bulletin board explanation sheet other side