



Animated trees



C.4.1

Explore the elements and principles of design.

C.4.7

Develop basic skills to produce quality art.

D.4.4

Learn basic concepts in art.

E.4.1

Communicate basic ideas by producing art forms, such as drawings, paintings, prints, sculpture, jewelry, fibers, and ceramics.

F.4

Know that art techniques are used in mass media.

I.4.2

Make art that shows how they sometimes feel.

Assessment

- Skill
- Effort
- Likeness to a tree and face
- Are the branches tapered at the ends and do they overlap?
- Have they colored the tree and face in solid with appropriate colors?
- Did they use at least two colors for the sky?
- Is the grass correctly placed in the picture?

Objectives

Students will be able to...

- Learn to successfully do a “V” and “Y” tree
- Draw technically, color, paint, and animate their tree

1



2



3



Vocabulary

Shape
Balance
Line
“V” and “Y” branching
Cartooning faces and expressions
Color
Color resist

Introduction

Before introducing this lesson, have students practice drawing their “V” and “Y” trees on manila paper. Talk about trees and “The Wizard of Oz” trees that come to life and are animated. They have faces and character. Talk about cartoons and cartooning. Have students draw a face on their manila paper for practice until they achieve the feeling they want for their own character. Provide some samples of cartoon face parts as a reference for students. Make a face and ask them to tell you your emotion. Ask how trees are like people. How can you show different emotions through a look on your face?

Instructions

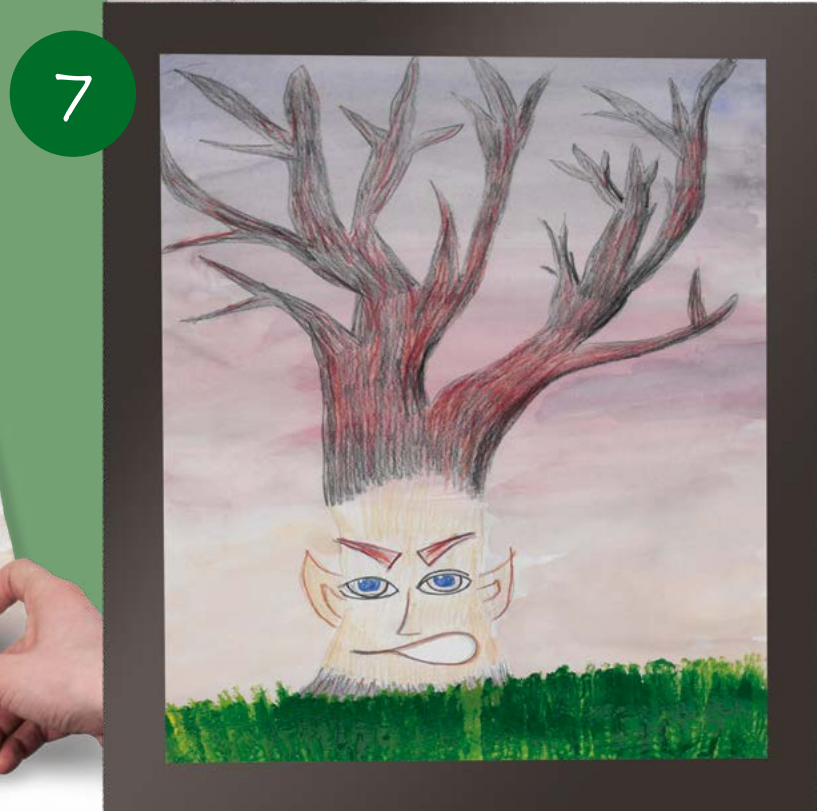
- 1 Practice drawing trees using the letters “V” and “Y” and add faces on manila paper.
- 2 Draw final tree on white paper about 3" from the bottom.
- 3 Show students how to color their trees in one direction just as the tree grows. There should be no white showing through the tree, so color it solid and leave a space in the main trunk for the face.

4 Students will then color their face, ears, and lips with skin tone colored pencils. They can also go over their eyes and lips with other colors. They should make sure they do not color the whites of the eyes or teeth.

5 A discussion on sky colors will be next, explaining that the sky does not always have to be blue. Students will use at least two colors to watercolor the sky. The sky should match their face's emotion and mood.

6 Grass will then be added using a stiff cardboard with yellow and green tempera. Put the edge of cardboard in the paint and dab on the paper in fine lines just as grass would be. Make sure not to paint into the face area with the tempera.

7 Mat and display the finished product and watch the reactions as students view the funny trees.



Materials list

- General's® Semi-Hex® Drawing Pencil Kit (9726309)
- General's® Drawing Pencil Assortment, set of 144 (6100321)
- Nasco Budget White Sulphite Drawing Paper, 500 sheets, 12" x 18", 80-lb. weight (9700929)
- Fantasia Premium Artist Color Pencils, set of 24, (not watercolor pencils) (9721470)
- Nasco Manila Drawing Paper, 500 sheets, 12" x 18", 50-lb. weight (9700933)
- Nasco Country School™ Student Grade Tempera Paint, pint bottles [9703627(C)] Yellow and [9703627(D)] Green
- 8-Color Washable Watercolor Set (NE20047) or Nasco Country School™ Washable Watercolors, set of 10 colors, 8-oz. bottles (9723011)
- Royal Brush® Acrylic Super Value Sable Assortment, 120 brushes in assorted sizes (9724779)
- Stancup Disposable Art Cups, pkg. of 100 (9712437)
- White Tag Board, pkg. of 100, 22½" x 28½" sheets (cut in half), 100-lb. weight [9700994(B)]



SEL Power-up Reflection

Suggested questions for an SEL-focused discussion after you finish your drawings.

GROUP REFLECTION

1. How did you choose the facial expressions of the trees?
2. Is there a relationship between the face you drew and the colors you chose?
3. Did the color of the sky you chose change how you read that facial expression? If so, how?
4. Does everyone read the same feelings from the drawings? If you disagree with another person, how do you behave?
5. What is the role of emotion in art?
6. What is the role of art in our world?

SELF-REFLECTION

1. Did I try my best on this project?
2. How did I feel as I worked on this project?
3. What role does art play in my life?