

Drawing Lesson with 3rd to 4th Classes

'A Big Yawn!'

Gemma Mc Girr

Curriculum Strand: Drawing (Visual Arts Curriculum p.48)

Objective: Draw from observation (p.48)

Linkage: Paint and Colour >Paint from observation (p.50)

Integration Possibilities:

SPHE: *Differentiate between a healthy and an unhealthy diet and appreciate the role of balance and moderation* (p.40)

Oral Language: *Discuss reactions to poems* (p.44)

Science: (1) *Observe, identify and investigate the animals and plants that live in local environments* (p.62)

(2) *Explore and investigate how people move* (p.61)

(3) *Develop an awareness of the importance of food for energy and growth* (p.61)

Developing this Activity in Class:

Materials Needed: Drawing paper
Mirrors
Pencils (2B, 4B)
(Optional: Colouring pencils, crayons, pastels, markers)

Stimulus:

ACCIDENTALLY

Once - I didn't mean to,
but that was that -
I yawned in the sunshine
and swallowed a gnat.

I'd rather eat mushrooms
and bullfrog's legs,
I'd rather have pepper
all over my eggs

than open my mouth
on a sleepy day
and close on a gnat
going down that way.

It tasted sort of salty.
It didn't hurt a bit.
I accidentally ate a gnat
and that was it!

Maxine W. Kumin

"What happens to your face when you yawn? Have a look in the mirror. How wide do you open your mouth? What happens to your eyes? How much of the inside of your mouth can you see? Are your teeth visible? How does your face feel when you yawn?"

Activity: The children look at themselves yawning in their mirrors and make drawings of themselves. Encourage them to look very closely at their features to see what happens to the muscles in their faces when they yawn. (There will be fits of giggles when they start but these soon subside as the children engage with their drawings). Suggest to the children that they look at their faces from different angles and make a few drawings. They sign and date the drawings when they have finished, just as artists do!

Evaluation/Looking and Responding:

This will be happening as the children work. When they have finished give them time to discuss their drawings. This could be done with the 'Artist's Chair', where children take turns to show and describe their drawings. They might like to ask questions of each other. Display the children's drawings in the classroom or corridor.

Encourage the children to respond to self-portraits and drawings by artists such as Leonardo da Vinci, Edvard Munch, Edward Hopper and Tony O'Malley.

Extension Activities: The children might like to try this activity as a lesson in cartoon drawing. They will understand how important it is to look closely at a subject and that cartoons are based on drawing from observation.

ICT Possibilities: The drawings could be scanned into the computer and printed as a 'Book of Self-Portraits' or made into a Virtual Gallery and used as a screen saver on the class computer.

Using the I Am An Artist DVD:

The *Drawing* programmes on the DVD offer opportunities to listen to the children responding to their own works in the 'Artist's Chair'.

Other Notes: This is a very good exercise in drawing from observation as it really gets the children looking at their faces and how their facial expressions change. They will have fun using this activity for cartoon drawings of themselves.

Relevant Artists: Leonardo da Vinci
Edvard Munch
Edward Hopper
Tony O'Malley

Relevant Websites: *Self-Portrait* by da Vinci
<http://www.visi.com/~reuteler/leonardo/self.jpg>

Grotesque Head drawing by da Vinci
<http://www.visi.com/~reuteler/leonardo/grotesque.jpg>

The Scream by Edvard Munch
http://www.en.wikipedia.org/wiki/Image:The_Scream.jpg

Self-Portrait by Edward Hopper
http://www.npg.si.edu/cexh/eye/html/I_hopper.htm for

Self-Portrait by Tony O'Malley
<http://www.tate.org.uk/stives/exhibitions/tonyomalley/guide.shtm>