
Snake Visual Texture



Grade: 1st

Medium: Oil Pastels

Learning Objective: Students will apply the art elements of shape, line, and color to create an Australian Aboriginal-inspired snake drawing using oil pastels.

Elements of Art

Line: the edge of a shape that gives the feeling of direction and movement.

Shape: a closed space made when a line connects itself.

Texture: how a surface of something feels or looks.

Principles of Design

Pattern: a repeated design.

Repetition: when an element is used again and again.

Variation: when something changes.

Materials & Supplies:

- 8 ½ x 11" black construction paper
- Oil pastels including one white pastel

Context (History and/or Artists):

The Aborigines were the first people to inhabit Australia. Their traditional belief was that everyone was an artist and art was used to tell stories. Aborigines used their dreams as an inspiration to create art. They would paint on rocks, sand, and even the human body for ceremonial rituals. Charcoal, colored clay, and other organic materials were applied with sticks, stencils, or one's hands. The patterns and symbols used in the artwork were passed down from generation to generation. Dot-like patterns are a traditional Aboriginal art form. Today in Australia, there are still Aboriginal people who live as they did thousands of years ago.

Advanced Preparation

Provide examples of a variety of patterned designs such as lines, spirals, dots etc. or print out a [pattern sheet](#) showing examples for each table group.

Have some examples of traditional Australian Aboriginal artwork ready to show students.

Reflection Point (Assessment of Learning Objectives)

Allow students to share their work with each other. Why did they choose certain pattern designs? What was the most difficult part of the project? What did they enjoy the most?

Instructions for Lesson:

1. Show students examples of Aboriginal art. Ask students what they notice. What visual textures do they see? How are those textures made?
2. Demonstrate creating various visual textures using various lines, dots and colors. If a white board or similar space is available, allow students to draw their texture ideas on the board.
3. Demonstrate and then have students draw a large block letter “S” using a white pastel. Begin by making an “S” with a much smaller top curve compared to the bottom one. This allows room for the second curved “S” to line up properly. See images below.
4. Show students how to continue the top of the “S” that goes over the body and forms the snake’s head. Then show how to continue to bottom to create the tail. Emphasize that the snake shape needs to get slightly narrower in width at the head and tail.
5. Blend away with a fingertip the lines that should not show to get an overlapping effect.



6. Students can then trace over the outline of the snake with a pastel in a light color.
7. Draw a light stripe down the length of the center of the snake’s body, stopping at the neck.
8. Divide the snake into approximately five sections. Each section will have a different pattern, so you don’t want too many sections.
9. Fill in each section with different colors and patterns. Encourage students to use light and dark pastels, varying the pressure in order to create the desired hue. Also, refer to the chart or samples on how to create a variety of visual textures.
10. Complete the snake by adding eyes and a forked tongue to the head.

11. Color in the background by turning the pastel on the side and covering all the black paper or, if you find that students have extra time, encourage them to fill the space using dots that follow the contour of the snake like in the traditional Aboriginal art form.

Variations: Use different animal forms or have students trace their own hands. Use different mediums such as colored pencil, markers, or paint.



Examples of Australian Aboriginal Art:



Notes for Educators:

21st Century Thinking Skills

Observing, decision-making.

WA State Learning Standards

(VA:Cr1.1.1) a. Engage collaboratively in exploration and imaginative play with materials.

(VA:Cr2.1.1) a. Explore uses of materials and tools to create works of art or design.

(VA:Cr3.1.1) a. Use art vocabulary to describe choices while creating art.

(VA:Re7.1.1) a. Select and describe works of art that illustrate daily life experiences of one's self and others.

(VA:Re8.1.1) a. Interpret art by categorizing subject matter and identifying the characteristics of form.

(VA:Cn11.1.1) a. Understand that people from different places and times have made art for a variety of reasons.

Arts Integration Opportunities

Social Studies; Geography: Australia

Writing prompt: Tell us about a dream that this artwork could represent.