Snakes Drawn in Analogous Colors

Grade: 3rd

Medium: Markers

Learning Objective: Students will:

- create a radially symmetrical drawing
- learn color theory of analogous colors
- use art vocabulary
- use good craftsmanship

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Elements of Art

Color: the visible range of reflected light. **Analogous colors** are next to each other on the color wheel. Eg: yellow, yellow-green and green; violet, red-violet and red.
Form: a 3-dimensional figure that exists in space instead of flat on paper. It has height, width and depth. A drawing has height and width, but no depth.
Line: a mark between two points. Lines may be straight or curved. **Contour** lines define edges of shapes.

Principles of Design

Pattern: uniform repetition of any element of art: in this case: color, shape & line.
Radial symmetry/ balance: a type of balance that is equally symmetrical from the center point throughout. All elements radiate from the center point.
Symmetrical/formal balance: exact appearance on opposite sides of a dividing line or plane.

Additional Vocabulary

Color Wheel: a tool on which colors are arranged in a specific order in a circle; used to explain color theory and show how colors relate to one another.

Materials & Supplies

- 12”x12” white drawing paper
- Cardboard circle template: 8”-10” diameter (pizza inserts are great)
- Colored Markers
- Pencils, erasers
- Class set of rulers
- Color Wheel
- Black markers
- Images of snakes with simple band markings.

Context (History and/or Artists)

The color wheel is a traditional artist's tool, developed in the 1600s. Colors are logically arranged around it in categories. Artists learn how to 'read' the color wheel and it helps them create the colors they need. Color wheels can include either primary and secondary colors or they may include tertiary colors (see below). **Primary** colors are the 3 colors that can't be mixed or formed by any color combinations. All other colors come from these 3 hues. Each **secondary** color fit in between the 2 primaries that make it. **Tertiary** colors fit between the secondary and primary that mix to make them. Analogous colors are any 2 or 3 colors that lie next to each other and creates a rich, monochromatic (one color) look. It lacks contrast, creates harmony. These color schemes are most often seen in nature.

Tips & Tricks

- Most students will need an adult to draw the initial spiral. Move quickly around the room and draw lightly (or let students who want to draw their own spiral try to do so).
- Don't let students draw too many smaller details or a multitude of stripes that can't be colored in one lesson.
- If students can't finish coloring, have them use white as part of the design and only color in the most important areas of the pattern.
- The color wheel can be read wrong. If you try to mix 2 secondary colors, they do NOT produce the primary that's situated between them.
- Put names on the back last, as students may need to start over on the other side.
- If using ruler lines for background, remind them to hold the rulers down in 2 places so they won't move. A good way to space lines is ruler-width so it goes quickly and evenly.

Discussion Points

Post and briefly discuss the vocabulary words. Refer to these words during the lesson.
Using the context information above when looking at the color wheel. Have 3 or 4 students approach the color wheel and point out 3 analogous colors.

Reflection Point (Assessment of Learning Objectives)

Students will:

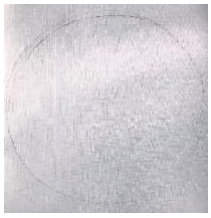
- create a radially symmetrical balanced drawing
- learn color theory of analogous colors
- use art vocabulary
- use good craftsmanship

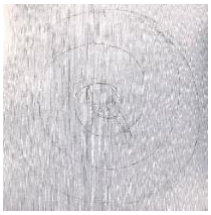
Instructions for Lesson

Post vocabulary words and color wheel on the board. Also post images of striped snakes.

1. Go over vocabulary words.
    a. When talking about symmetry ask for visual examples in the classroom or from memory.
    b. Use the color wheel to remind them of primary and secondary colors.
    c. Discuss the tertiary colors and how to find analogous colors. Allow students to find them on the color wheel.

2. Using an overhead projector or gathering students around a large table, demonstrate how to center the cardboard circle template and trace around it with a pencil.





3. Counting aloud as you draw, lightly draw a loose spiral coming from the center to the edge. It should only take 2-3 turns around the paper.

4. Draw a head shape (heart or shield shape) in the center with the 'angry eyes' and forked tongue. Eyes could also be round with eyelashes, no tongue required.

5. Using a curved contour line, slowly draw 'stripes' across the body. Remind them that each line gently curves to its peak at the center spot on the body. The curves give the body some depth, so it appears to be popping up from the paper.
    a. You can also use the ruler to draw straight horizontal, vertical or checkboard lines 'behind' the snake which contrasts the flat paper from the '3-d' snake. (see below example).
    b. Optional: put small simple repeating design on each segment of the body (see below).


6. Now have students do the same. You may need to quickly circulate around the room helping some of them draw the spiral line. Some students may need to start over on the other side rather than waste time erasing.

7. Once the majority of students finish, have everyone stop while you demonstrate choosing the color scheme.
    a. Look through your markers for 3 analogous colors and decide aloud how they'll be used.
    b. It's ok to color the eyes or tongue with a contrasting color so they'll pop.

8. If time is running out, let white be part of the color scheme.

9. If students finish early have them choose a different set of analogous colors to fill in sections in the background.

10. Finish with a strong black outline. It covers mistakes and makes each shape stand out.

References & Attributions

Lesson written by Cynthia Moring.

Notes for Educators

21st Century Thinking Skills

Goal setting, creating, innovating, taking responsible risks, reflecting, observing, making connections, sequencing, predicting, comparing/contrasting, determining main idea, problem solving, cause and effect, evaluating.

WA State Learning Standards

(VA:Cr2.1.3) a. Create personally satisfying artwork, using a variety of artistic processes and materials.
(VA:Cr2.2.3) a. Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.
(VA:Cr3.1.3) a. Elaborate visual information by adding details in an artwork to enhance emerging meaning.
(VA:Re8.1.3) a. Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood. This happens when analogous colors are chosen to create harmony.
(VA:Re9.1.3) a. Evaluate an artwork based on given criteria.
(VA:Cn10.1.3) a. Develop a work of art based on observations of surroundings. This happens when using contour drawing techniques and when observing snakes.

Arts Integration Opportunities

Math: use sequenced patterns of numbers as markings.
Spelling: use spelling words repeated as circles radiating from central point. Use art vocabulary as part of the spelling words.
Science: Copy specific snake species' markings but in analogous colors.