

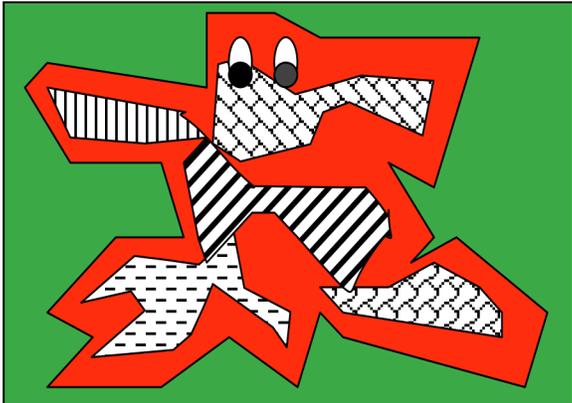


# Shaveroonies

**GRADE: 2**

**TIME: 1 session**

Developed by John Lentine, Art Specialist



**KIT INCLUDES:**

- lesson plan
- lesson sample
- texture board
- vocabulary board
- (2) 3-board teaching panels
- cartoon eye board

**MATERIALS:**

- construction paper  
--many colors 9 X 12"
- construction paper  
--many colors 6 X 12"
- scissors
- glue
- markers  
--many colors and sizes

**LESSON DESCRIPTION:**  
Students create "shaveroonies"-- imaginative creatures from outer space. They are made by cutting paper (shaving it), texturing the pieces and piecing them together into fanciful creatures.

**VOCABULARY:**

- texture
- pattern
- shape
- imagination
- contrasting colors

**ART ELEMENTS:**

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

**ART PRINCIPLES:**

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

**CONTENT CONNECTIONS:**  
Science:  
Outer Space

**THEMES:**  
Imagination

**OBJECTIVES AND ASSESSMENT CRITERIA:** Students will:

1. Learn about drawing textures and use in artwork.
2. Choose contrasting colors.
3. Learn and practise contour cutting.
4. Combine cutting, texturing, and drawing to make an imaginary creature.

**PREPARE:**

1. Arrange 9x12 construction paper in many colors in one part of the room.
2. Arrange 6x12" construction paper in second part of room. These colors should provide *contrasting colors* to the 9x12."
3. Gluing notes: If using glue sticks, have students make small circles along the edge. If using white glue use thin spaghetti lines near the edge (finger away) or use dots of glue.

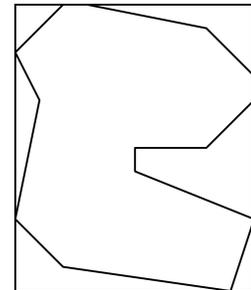
## ENGAGE AND EXPLORE:

1. Ask the students to touch the bottom of their shoes to feel the surface and then describe it.
2. Discuss what texture is with the students providing examples of texture and naming them.
3. Show them the pictures of different textures.
4. Discuss that textures can be real or implied (visual). Real can be felt. Implied or visual textures are made to look rough, jagged, smooth, etc. using art materials.
5. Tell the students that today you will pretend you are in outer space and that you are looking for a strange creature, one made from textures!
6. The textures will be drawn using marker lines. The textures can be made in many ways including using patterns.
7. While students still in a group, teacher can demonstrate the process. Be sure to discuss contrasting colors, neat work expectations, and not to hurry.

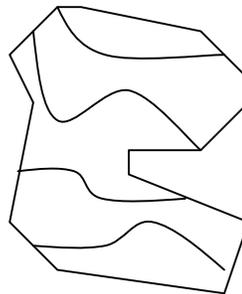
## CREATE:

1. Select a piece of 9x6" paper and cut a shape from it by cutting the edges off in an imaginative way.

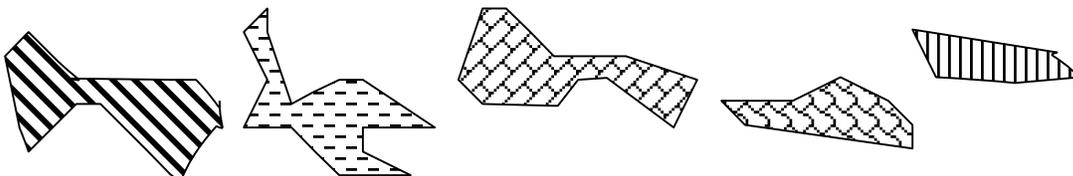
(teacher: imagine this paper is yellow)



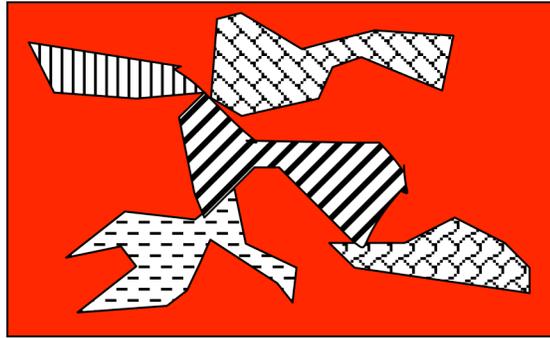
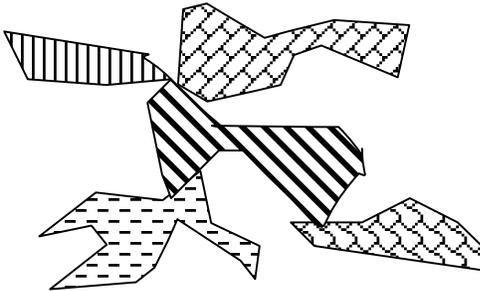
2. Cut the shape into 4 or five smaller shapes.



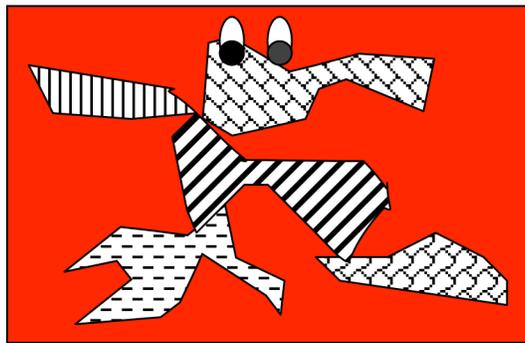
3. Using the marker, draw a texture or pattern on each of the shapes. Students can use dots or well-planned scribble lines to make a texture.



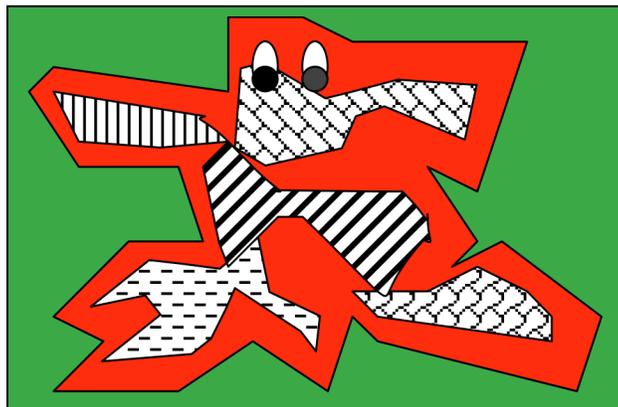
4. Select a piece of 9 X 12" paper of a contrasting color. Arrange textured pieces on this paper to make an interesting creature.



5. Add an eye or a pair of eyes on the creature. (See board in kit.)



6. Cut the paper along the contour (outside the edges) of the shapes and then glue the entire design on another sheet of contrasting paper. Neatly sign your name in the bottom right corner with pencil.



7. Can you name your creature?

**CLOSE:****Assessment:**Teacher administered assessment tool

| DN | OK | UP | Lesson_____ Teacher_____   |
|----|----|----|--|
| .  |    |    | Grade_____ Date_____ Number of Students_____   |
|    |    |    | Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers.<br>(K=knowledge, S=skills, C= creativity, A=attitude, E=engagement) |
|    |    |    | 1. Did you cut many interesting shapes? (S)  |
|    |    |    | 2. Did you draw at least 3 different textures?(K/S)  |
|    |    |    | 3. Did you cut and glue carefully?(S)  |
|    |    |    | 4. Did you make and name a space creature? (K/S)   |
|    |    |    | 5. Did you add an imaginative touch to your art? (C)   |
|    |    |    | 6. Did you actively listen and follow directions?(A)   |
|    |    |    | 7. Did you do your best during this lesson?(E)   |
|    |    |    |  |

Teacher self-critique

8. My teaching of this lesson:

|                   |   |   |   |   |   |   |                       |   |    |
|-------------------|---|---|---|---|---|---|-----------------------|---|----|
| 1                 | 2 | 3 | 4 | 5 | 6 | 7 | 8                     | 9 | 10 |
| needs improvement |   |   |   |   |   |   | was highly successful |   |    |

9. What would I do differently next time?

**ALIGNMENT:****Alignment of Standards:**

Art: A1-4; B5; C2b,4,5; D2  
 Eng/LA: C, E  
 Math: B

**CREDITS:**

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