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# 1<sup>st</sup> Grade LWSD Art Docent Project: Pencil Drawing

## Element of Art: Texture

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**Objective:** To compare and contrast different textures in art by creating a drawing using techniques to create a furry texture.

**Artistic Influence:** American artist and naturalist, John James Audubon



**Element of Art:** Texture

**Materials:**

- **White drawing paper**
- **Pencils for sketching such as 4B** (Ticonderoga pencils are fine to use)
- **Tortillons for blending** (Using fingers to blend is fine as long as soft lead pencils are used)

**Definition Proportion:** The size of one object or shape compared to the size of another. In this case, the comparison is between the size of each part of the squirrel compared to the size of the whole squirrel.

**Instructions and notes:**

1. Study the paintings in the PowerPoint beforehand so you can bring some of your own insights and questions about them. It's good for you to create a sample of the project yourself so you have experienced the process and know what to expect.
2. Briefly explain texture. Texture in art depicts surface quality, in this case the surface of fur. Actual texture is how something feels. Visual texture is how something appears to feel.
3. To start, ask students guiding questions that refer back to the learning objective such as, "How do the feathers on the birds look like they would feel?" and "What different textures would you feel if you touched the owl feathers versus the bark of the tree the owl is sitting on? How about the egret's tail versus the rabbit in the mentor paintings?"
4. Remind students that the shapes that make the basic outline of the squirrel do not need to be perfect. Let them know that everything can be changed, so it's best NOT to focus on erasing any "bad" lines or what they consider to be mistakes because leaving those lines until the end helps you know how to make more accurate lines as you draw.
5. Be sure to emphasize that the squirrel is made up of individual basic shapes that anyone can make if they break it down into simple shapes and then add lines to join the shapes together.
6. When using the tortillon or blending with a finger, remember to use long strokes to create the look of long fur and short strokes for shorter fur.
7. Distribute the parent information page for students to take home, and print an extra page to post on your bulletin board with the finished art. See following page.
8. Please complete the brief [LWSD Art Docent Program Feedback Survey](#) for this lesson.
9. Thank you for supporting our elementary students' visual arts education.

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## LWSD Art Docent Project: Pencil Drawing

The goal of this 1<sup>st</sup> grade lesson was to create a pencil drawing of a squirrel focusing on techniques in drawing texture and shading.

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Say's Squirrel, 1831, John James Audubon

### **WA State Visual Arts Standard:**

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

In this art lesson taught by volunteer art docents, students learned basic drawing techniques using a pencil to create a fur texture. Students discovered that certain drawing techniques create the illusion of texture so that a viewer can see how something might feel if they could touch it.

The inspiration for this project is the work of artist and naturalist, John James Audubon, who used pencil and ink to draw wild animals in their natural habitats and became a champion of bird and animal conservation.

The development of this Lake Washington School District art docent lesson was made possible by a grant from the Lake Washington Schools Foundation.