

DEEP SPACE SPARKLE



**5TH
GRADE**

**TIME
REQUIRED:
TWO @ 50-
minutes**

Seuss character



create your own Seuss Character

Creating your own Dr. Seuss character is a fun way to engage older kids on Dr. Seuss Day. With so many strange beings making an appearance in the books, challenging the students to come up with their own character is a great extension.

For younger students, using the handout offers a way to control the amount of time the children spend on the project. By selecting one head, one body and one pair of legs, the kids can move quickly through the drawing.

Older kids can use the drawing guide for it's intended use but they can also use it as a springboard to designing their own character. After the character is created, the student can create a character sketch by creating a name or species, defining a habitat and diet.

WHAT YOU'LL NEED:

- 12" x 18" white drawing/sulphite paper divided into 3 @ sections 6" x 12"
- Black marker (I like Sharpie markers)
- Colored paper fro background (optional)
- Assortment of colored markers
- Glue
- Scissors



create your own Seuss Character



For older kids, it's not necessary to do a directed line instruction in order for them to create a character, but it does help tremendously to demonstrate the strategy.

Here's my strategy:

- Select a head shape. While the kids don't have to draw the head exactly, it does help to plan the general shape. I like to start with the eyes.
- From there, draw the nose. With most Seuss characters, the nose is a flattened oval, but in the case of the profile, the nose looks like an elephant's trunk.
- Draw the mouth which is most likely a curved line but it can be open.
- The head shape is what creates a great deal of interest to the character. This is where the child can have some fun.
- Neck shapes can be thick, long, or hidden. Some have collars, fur or frills.
- After the head, drawing the body is very easy. The child can determine how thick, round, long or thin it is.
- Select one pair of arms and one pair of legs/feet. Again, children can make any of the selections long or short, thick or thin.



TIP: Try to draw one of the characters on the white board before the students arrive. They'll be intrigued and you'll get a practice session in.



create your own Seuss Character



COLORING WITH MARKERS

By 5th and 6th grade, kids color with markers really well. This is also a great project to finish with markers as they allow for lots of details (which kids at this age love).

If the kids try to cut around whiskers, tell them not to bother. It's easier to cut the whiskers off entirely then redraw them once the drawing is glued to colored paper.



TO CUT OUT OR NOT...

You can color with markers and then CUT the figure out OR you can leave on the white paper.

I chose to cut the figures out because it's an added steps that promotes more skills. But if you are short on time, don't bother.

create your own Seuss Character



create your character



MIX & MATCH THE BODY PARTS TO CREATE YOUR OWN SEUSS-LIKE CHARACTER

YOUR CHARACTER'S NAME OR SPECIES

habitat :

THUMBNAIL SKETCH OF CHARACTER



diet :

personality :

NATIONAL CORE ARTS STANDARDS-FIFTH GRADE

CREATING

- Generate and conceptualize artistic ideas and work** — combine ideas to generate an innovative idea—demonstrate diverse methods to approaching art making
- Organize and develop artistic ideas and work** — experiment and develop skills in multiple techniques through practice—show craftsmanship through care—document objects of personal significance
- Refine and complete artistic work**—create artists statements using art vocabulary to describe personal choices in art-making

PRESENTING/PRODUCING

- Analyze, interpret and select artistic work for presentation**— define roles and responsibilities of a curator—explaining the skills/knowledge needed to preform curation
- Develop and refine artistic work for presentation** — develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork
- Convey meaning through the presentation of artistic work** —cite evidence of how an exhibition in a museum presents ideas and provides information about specific concepts

RESPONDING

- Perceive and analyze artistic work-** compare interpretation of art to another’s interpretation —analyze cultural associations suggested by visual imagery
- Interpret intent and meaning in artistic work** — interpret art by analyzing form, structure, context information, subject, visual elements, and use of media to identify mood and ideas conveyed
- Apply criteria to evaluate artistic work**— recognize differences in criteria used to evaluate works of art depending on styles

CONNECTING

- Synthesize and relate knowledge and personal experiences to make art-** apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding**

NATIONAL CORE ARTS STANDARDS-SIXTH GRADE

CREATING

- Generate and conceptualize artistic ideas and work** — Combine concepts collaboratively to generate innovative ideas for creating art.
- Organize and develop artistic ideas and work** — Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
- Refine and complete artistic work**—Reflect on whether personal artwork conveys the intended meaning and revise accordingly

PRESENTING/PRODUCING

- Analyze, interpret and select artistic work for presentation**— Analyze similarities and differences associated with preserving and presenting two- dimensional, three- dimensional, and digital artwork.
- Develop and refine artistic work for presentation** — Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.
- Convey meaning through the presentation of artistic work** —Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.

RESPONDING

- Perceive and analyze artistic work**—Identify and interpret works of art or design that reveal how people live around the world and what they value.
- Interpret intent and meaning in artistic work** — Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.
- Apply criteria to evaluate artistic work**—Develop and apply relevant criteria to evaluate a work of art

CONNECTING

- Synthesize and relate knowledge and personal experiences to make art-** Generate a collection of ideas reflecting current interests and concerns that could be investigated in art- making.
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding** —Analyze how art reflects changing times, traditions, resources, and cultural uses.

I CAN STATEMENTS FOR SEUSS CHARACTER

- Today I will learn about LINE and SHAPE, so that I CAN draw my own Dr. Seuss character using a guide and my imagination.
- Today I will learn about EXPRESSION, so that I CAN make my character express a certain MOOD of my choice by using REPETITION of expressive LINES.
- Today I will learn about COLOR and PATTERN, so that I CAN use MARKERS to color in designs for my character.

COMMON CORE STANDARDS FOR SEUSS CHARACTER

CCSS.ELA-Literacy.SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

After introducing the students to the illustrations of Dr. Seuss via books, PowerPoint, etc., students can be asked to answer questions orally to summarize what they have learned about Dr. Seuss's style, use of the elements of art, and principles of design in the form of a discussion.

CCSS.ELA-Literacy.SL.5.5

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

By having students create their own Dr. Seuss inspired character, they are visually developing the main ideas they learned from his style of art making by drawing a cartoon-like, expressive figure using simple lines and shapes.

CCSS.ELA-Literacy.W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Page 7 of this packet could be a great point of departure for students to write an imaginative narrative to go along with their Dr. Seuss character. By having them complete this worksheet, they are creatively drafting ideas about their character.

ASSESSMENT CHECKLIST

MAIN IDEAS FROM:
CREATE YOUR OWN SEUSS
CHARACTER

STUDENT NAME: _____

- Did the student create their own Seuss-inspired character?
- Did the student use expression lines to create mood?
- Did the student make at least 2 different patterns?