DEEP SPACE SPARKLE

Raptors, Fossils & Fangs
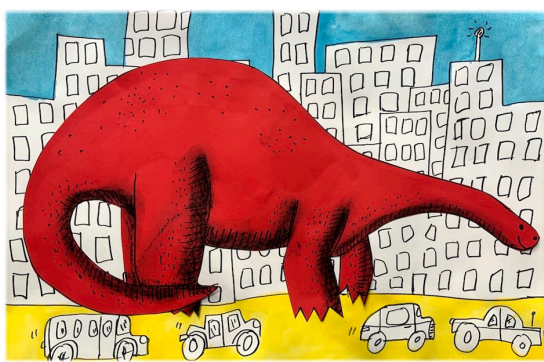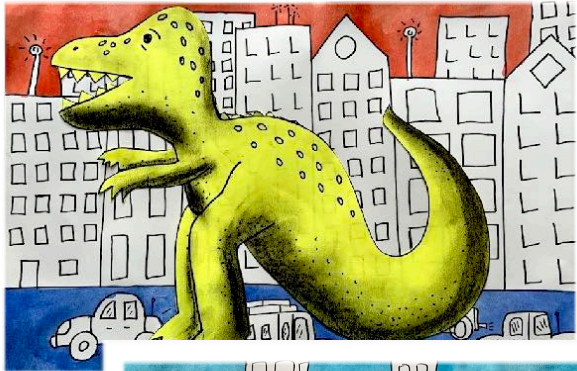
If Dinos Came Back

LINE DRAWING, EMPHASIS & VALUE

If Dinos Came Back

Can you imagine what it would be like if dinosaurs came back and lived among us? I imagine chaos, but Barnard Most in his book, *If the Dinosaurs Came Back,* envisions how helpful the dinosaurs will be because they could help do things like plow fields, cut down trees, build skyscrapers and give rides.

In this lesson, students will imagine dinosaurs coming to big cities and walking among the tiny cars and skyscrapers.

After drawing their dinosaur, students will add value to their dino with stippling and chalk pastel to make their dino look 3D. Finally, the primary colors are emphasized by painting the sky and road with just a primary color palette.
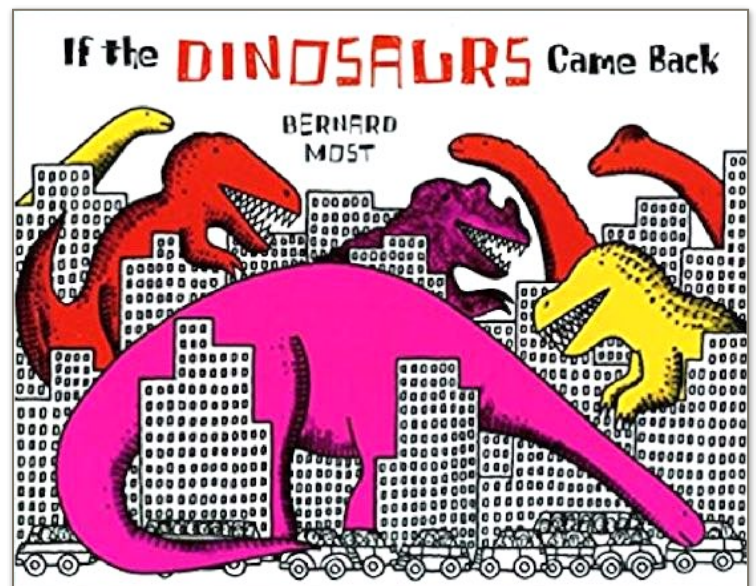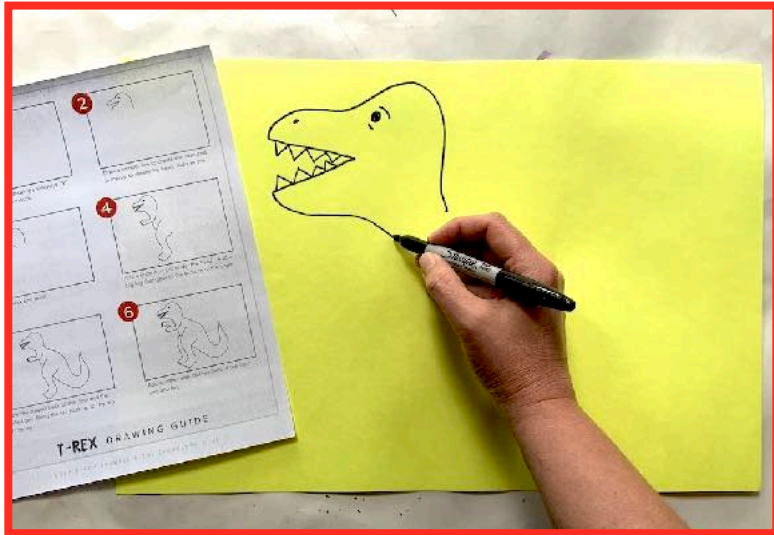
WHAT YOU'LL NEED:

- ✓ 12" x 18" red, yellow and blue sulphite paper
- ✓ 12" x 18" white sulphite paper
- ✓ Black permanent marker
- ✓ Black chalk pastel
- ✓ Watercolor or cake tempera
- ✓ Medium round paintbrush
- ✓ Scissors and glue

Drawing the Dinosaur

This project sticks to just a primary color palette. Make colored sulphite paper available in just yellow, red and blue. Students can choose which color they would like for their dinosaur.
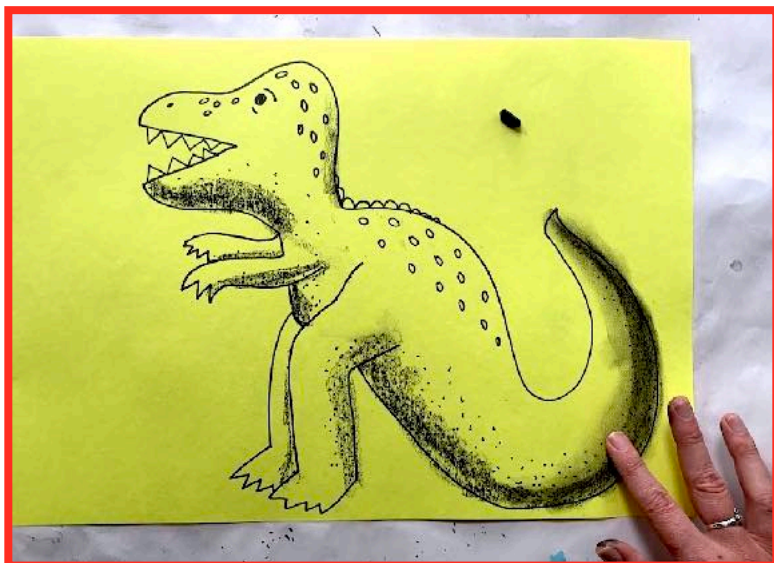
Using a black permanent marker, draw a dinosaur on the paper. The dinosaur should be large and fill the paper.

Refer to the drawing guides on pages 6-8.
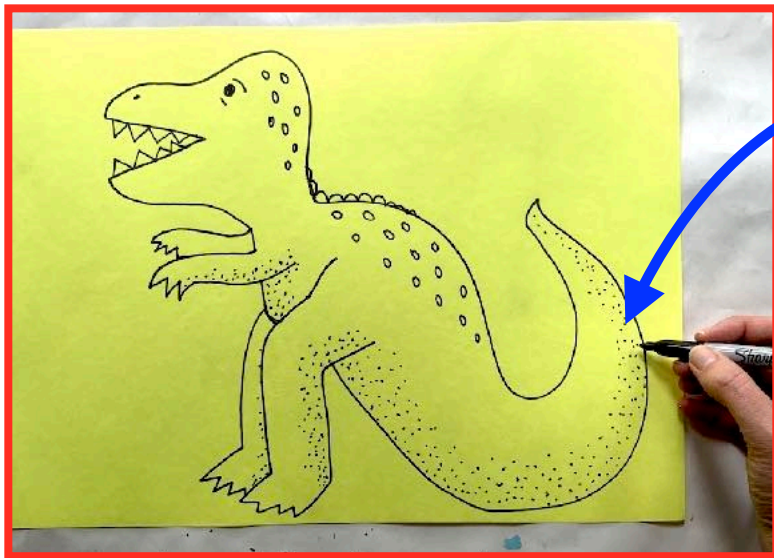
Use a technique called STIPPLING (making dots that represent a shaded area) to add VALUE to the back of the arms and legs, as well as to its stomach, under its tail and on its neck.

Use a black chalk pastel to add a darker shade to these same areas. Blend the chalk pastel lightly with one finger.

Adding stippling and black chalk pastel to shaded areas of the dino will give it a 3-D look.
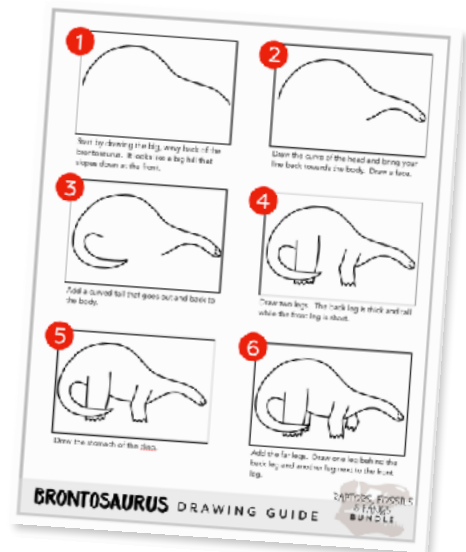
Drawing the Cityscape

Next, create the CITYSCAPE with a road below and tall skyscrapers above.

With black permanent marker draw a HORIZONTAL line about four fingers up from the bottom of the paper. Make the line as straight as you can, but it doesn't have to be perfect.

Next, draw rectangles above the line to represent the buildings. Think about how some of the buildings could have interesting roof lines such as points or angles.
Add a second row of buildings behind the front row if desired.

Draw windows in all of the buildings. Windows can be squares, rectangles, circles or "L" SHAPES.

Draw cars driving on the road. Start each car with two circles and then build the car on top of the wheels.
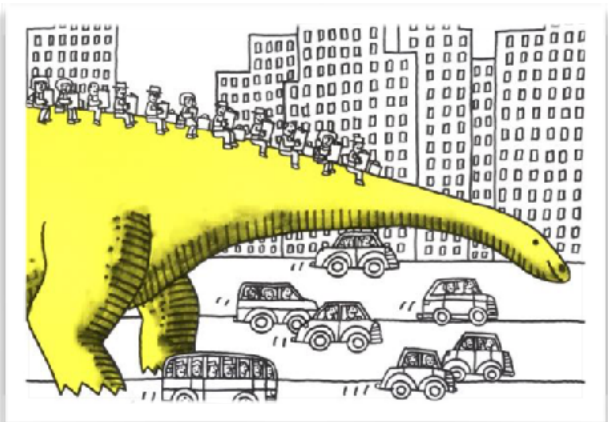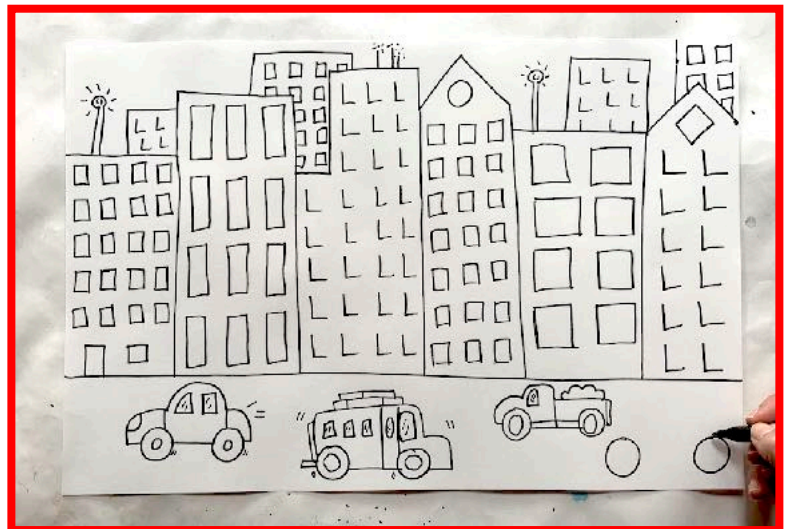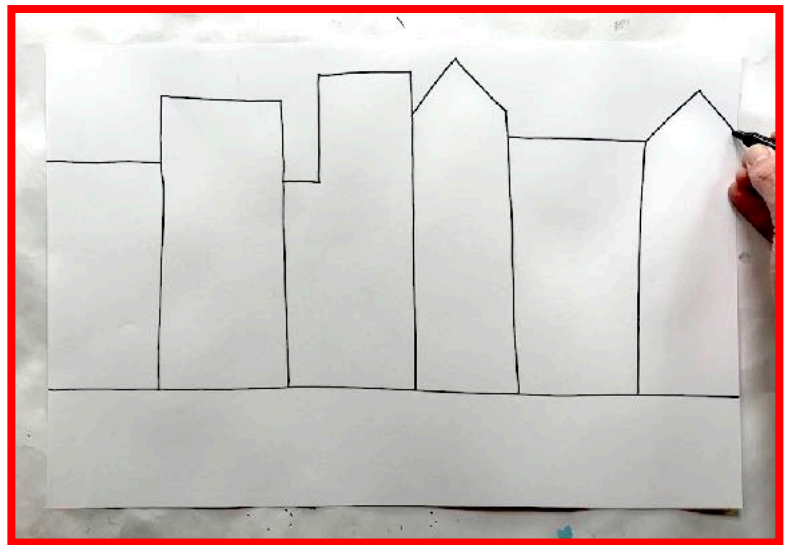
Painting the Sky & Pavement

Instead of leaving your cityscape just black and white, add a few pops of primary colors by painting the sky and pavement.

There are three PRIMARY COLORS: red, yellow and blue. Since my dino is yellow, I am only going to use the other two primary colors to paint the sky and pavement. I decided to paint my sky red and my pavement blue.
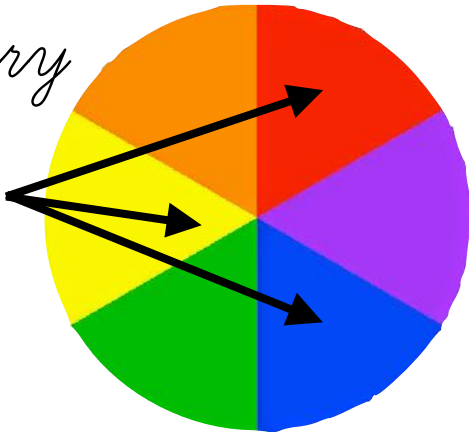
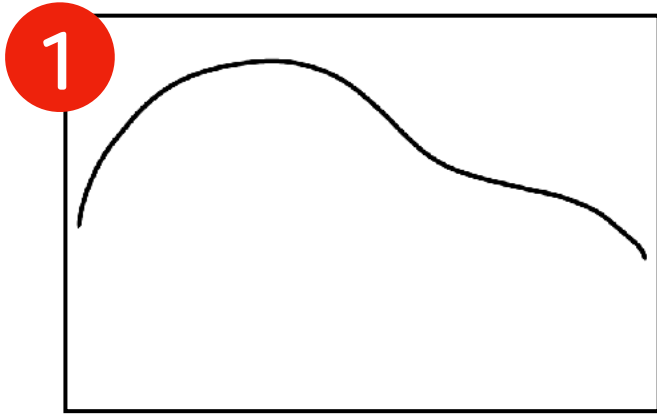Do not paint the cars or buildings, as tempting as it may be!

Cut out your dinosaur.

Glue your dinosaur to the background. Because of the minimal colors in the background, your dino should really stand out and be EMPHASIZED.
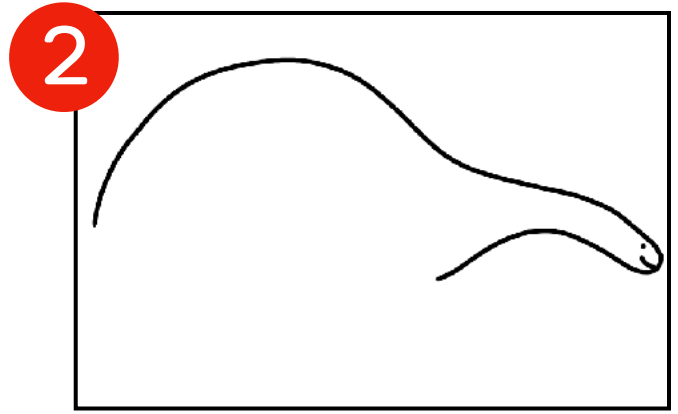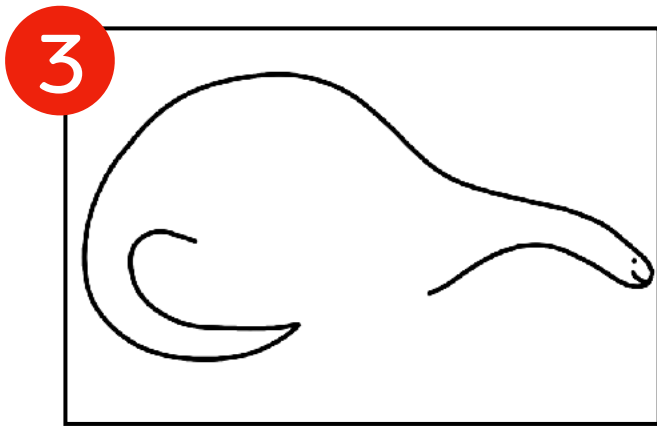

Primary Colors

1

Start by drawing the big, wavy back of the brontosaurus. It looks like a big hill that slopes down at the front.

2

Draw the curve of the head and bring your line back towards the body. Draw a face.

3

Add a curved tail that goes out and back to the body.
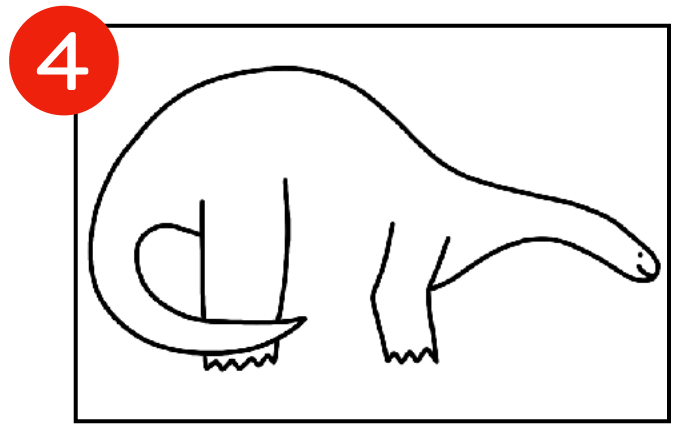
4

Draw two legs. The back leg is thick and tall while the front leg is short.

5

Draw the stomach of the dino.

6

Add the far legs. Draw one leg behind the back leg and another leg next to the front leg.

BRONTOSAURUS DRAWING GUIDE

RAPTORS, FOSSILS & FANGS BUNDLE

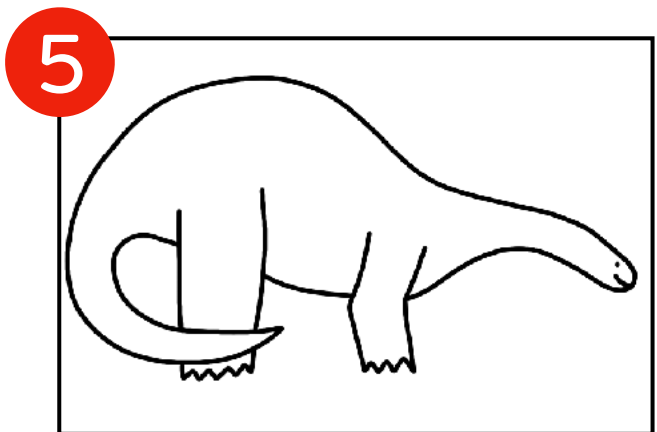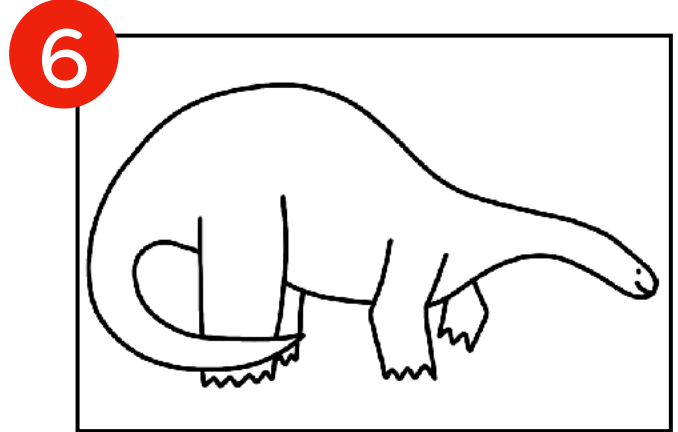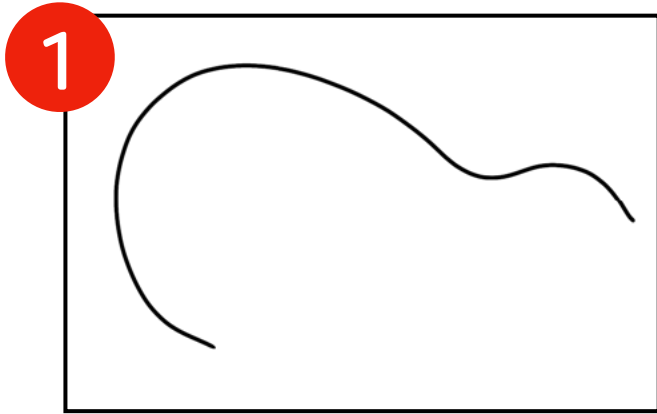**1** Starting near the right side of the paper, draw a bump for the dino's head and then a big sideways "U" for the body.
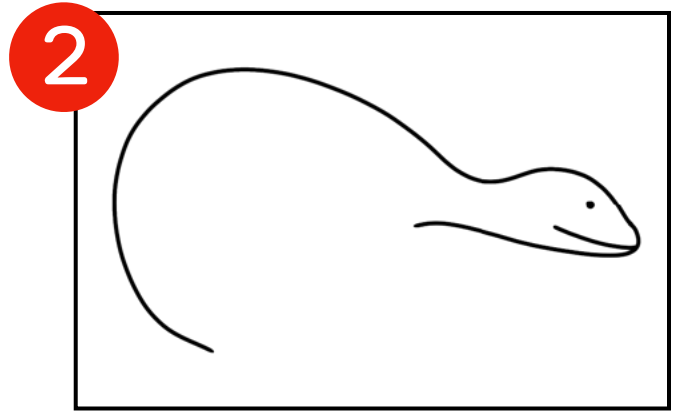
2 Curve around to create the nose and neck. Add an eye and mouth.
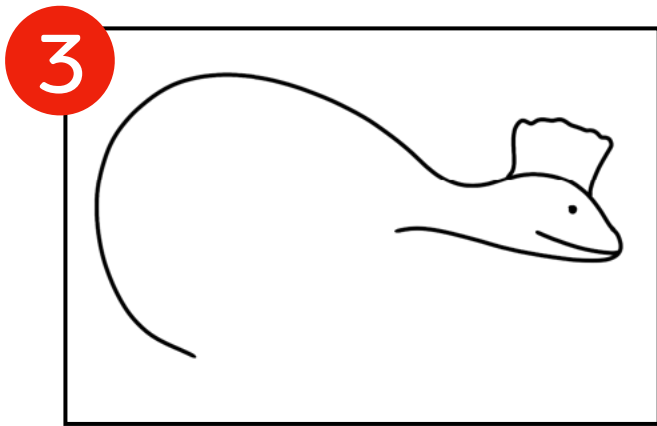
3 Draw a spiny head topper.
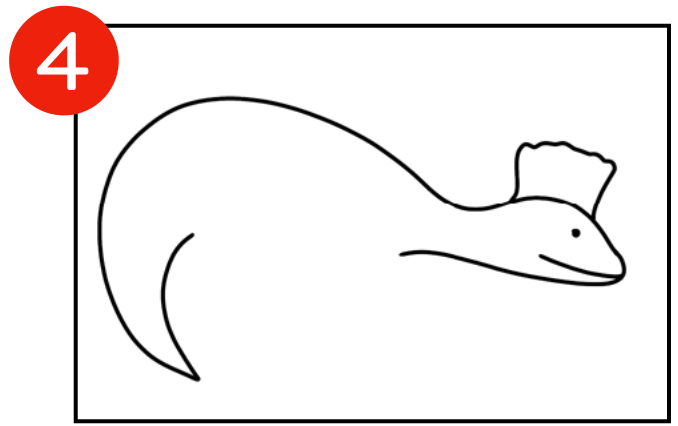
4 From the end of the tail, curve back around to create a thick tail.
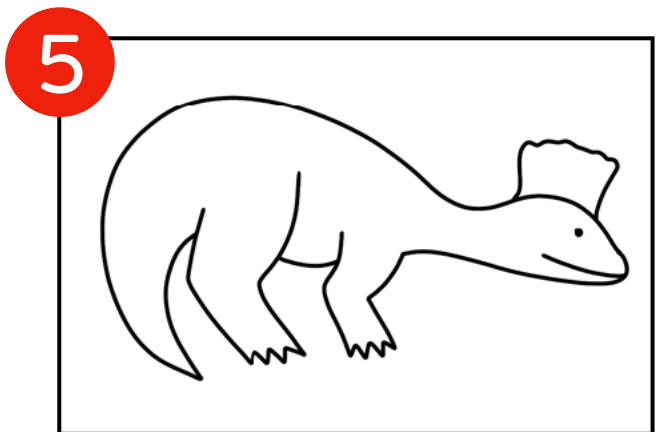
5 Add a big back leg and a small front leg. Add the line to create the stomach.
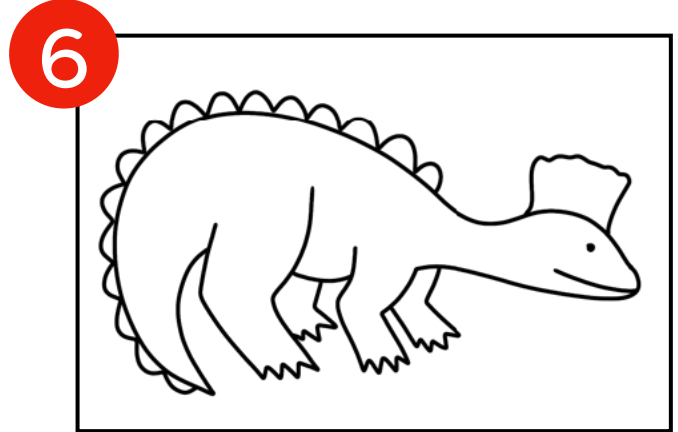
6 Draw spines on its back and the far legs that are partially hidden by the front legs.

RAPTORS, FOSSILS & FANGS BUNDLE

SPINOSAURUS DRAWING GUIDE

1

Begin the T-rex by drawing a sideways "V" shape for the open mouth.

2
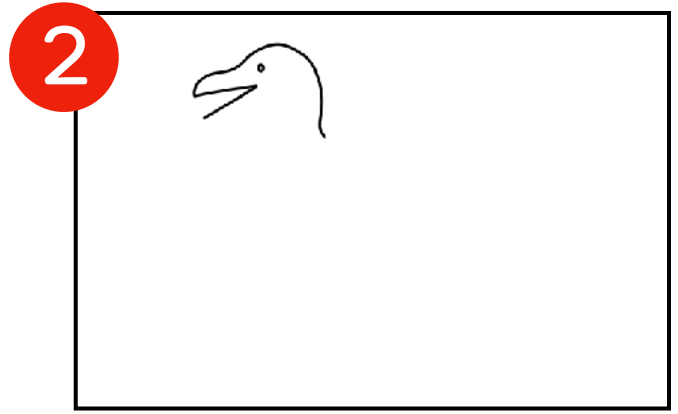
Draw a smooth line to create the nose and bump up to create the head. Add an eye.

3

Draw the neck and teeth.

4
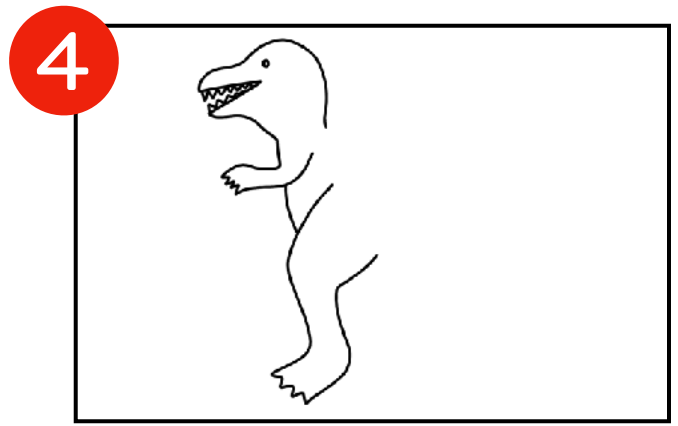
Add a short arm just under the head. Add a big leg that goes to the bottom of the paper.

5
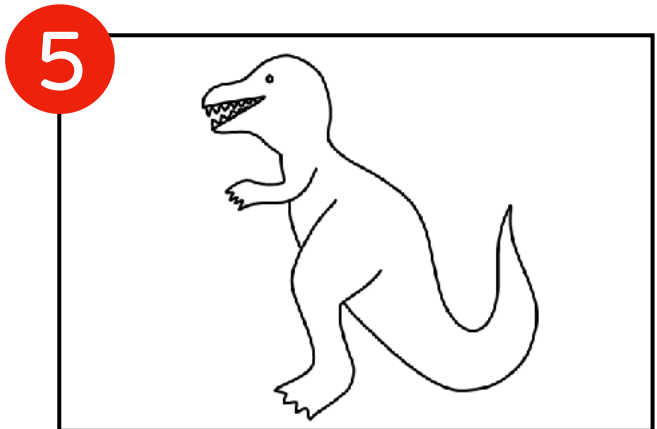
Draw the curved back of the dino and the curled tail. Bring the tail back up to the top of the leg.

6
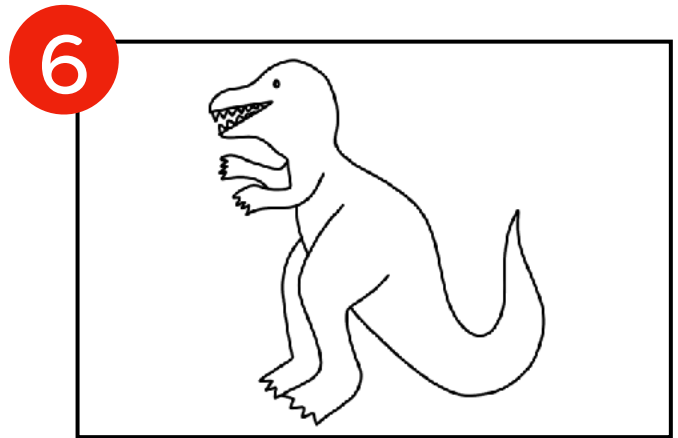
Add another arm and leg behind the front arm and leg.

T-REX DRAWING GUIDE

RAPTORS, FOSSILS & FANGS BUNDLE

NATIONAL CORE ARTS STANDARDS - Second Grade

CREATING

[X] **Generate and conceptualize artistic ideas and work** — Brainstorm collaboratively multiple approaches to art and design—Use of various materials to make art

[X] **Organize and develop artistic ideas and work** — Experiment with various materials to explore personal interests in art-making—Demonstrate safe use/cleaning

[X] **Refine and complete artistic work**—Discuss/reflect with peers about choices when creating artwork

PRESENTING/PRODUCING

[ ] **Analyze, interpret and select artistic work for presentation**— Categorize artwork based on a theme or concept for an exhibition

[ ] **Develop and refine artistic work for presentation** — Distinguish between different materials or artistic techniques for preparing artwork for presentation

[ ] **Convey meaning through the presentation of artistic work** — Analyze how art exhibited inside and outside school contributes to communities

RESPONDING

[X] **Perceive and analyze artistic work**- Describe aesthetic characteristics of the natural world and constructed environments

[ ] **Interpret intent and meaning in artistic work** — Interpret art by identifying the mood suggested and describing relevant subject matter and identifying the characteristics of form

[X] **Apply criteria to evaluate artistic work**— Use learned art vocabulary to express preferences about artwork

CONNECTING

[X] **Synthesize and relate knowledge and personal experiences to make art**- Create works of art about events in home, school or community life

[ ] **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding** —Compare and contrast cultural uses of artwork from different times and places

I CAN STATEMENTS FOR IF DINOS CAME BACK

- Today I will learn about VALUE and the STIPPLING technique so that I CAN create shadowed areas on my dino to give it a THREE-DIMENSIONAL look.

- Today I will learn about LINES and SHAPES so that I CAN draw a CITYSCAPE using HORIZONTAL lines, squares and rectangles.

- Today I will learn about COLOR and EMPHASIS so that I CAN use a PRIMARY COLOR palette to make my dino stand out against my background.

COMMON CORE STANDARDS FOR IF DINOS CAME BACK

CCSS.ELA-Literacy.RL.2.7
Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
You can have students discuss the information they have learned from the illustrations in *If the Dinosaurs Came Back*. Guiding them with questions about the text and illustrations can help them not only to understand what the story is about, but also what the artwork could mean to the viewer.

CCSS.Math.Content.2.G.A.1
Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
After students have drawn their cityscape background, you could have them identify shapes they created and count the number of equal faces that each has. Discuss with students how shapes can have the same number of faces, but are classified as different shapes if the faces are not equal (ie: squares and rectangles).

CCSS.ELA-Literacy.W.2.1
Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
Students address this standard when completing the artist statement worksheet (located in Teacher Aids). They are writing their opinion about the artwork they made based on how it was created and how they were inspired.

ASSESSMENT CHECKLIST

MAIN IDEAS FROM:

IF DINOS CAME BACK

STUDENT NAME:

- ☐ Did the student add value with chalk and use the stippling technique to create shadowed areas on their dino?

- ☐ Did the student use straight lines and simple shapes to draw their cityscape?

- ☐ Did the student use the three primary colors?