

DEEP SPACE SPARKLE



TIME REQUIRED: Three sessions @ 30 minutes



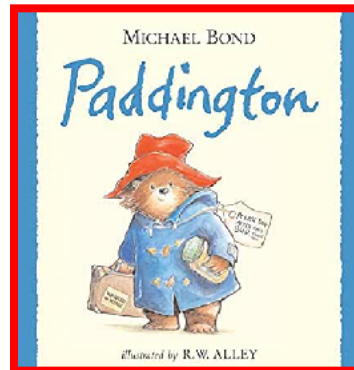
Paddington Bear

LINE, TEXTURE & VALUE

Paddington Bear



Your students will no doubt enjoy creating their very own cute and lovable Paddington in this lesson, while experiencing the exploratory technique of scraping wet paint to create texture. This lesson also features cutting and gluing to make a collage and creating different values through tints. There is also a simplified version of the lesson included.



ABOUT THE BOOK

In the original Paddington story, *Paddington*, by Michael Bond, you can follow

Paddington Bear,

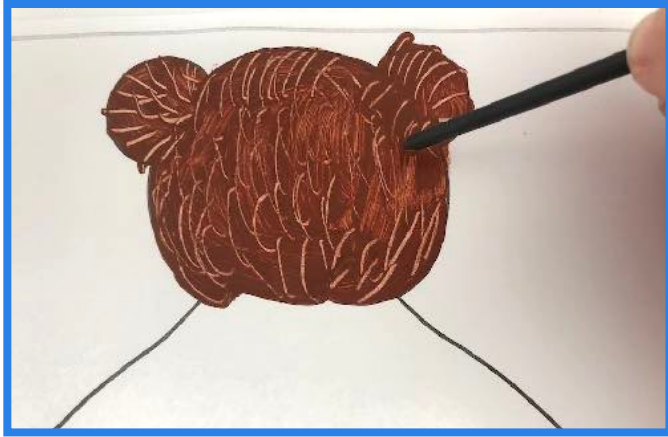
who travelled from Peru by train to his namesake, Paddington Station in London with nothing other than his suitcase, a few jars of marmalade and a tag that says "Please look after this bear." Luckily for Paddington, he was discovered by the Brown family at Paddington Station and there began his many adventures!



WHAT YOU'LL NEED:

- ✓ Paddington Bear templates (bear and accessory page)
- ✓ 9" x 12" yellow sulphite paper
- ✓ 6" x 9" colored sulphite paper (red, blue & brown)
- ✓ Waterproof black marker or black oil pastel
- ✓ Brown tempera paint or crayons
- ✓ White & black tempera paint
- ✓ Medium round paintbrush
- ✓ Scissors and glue

Making Paddington

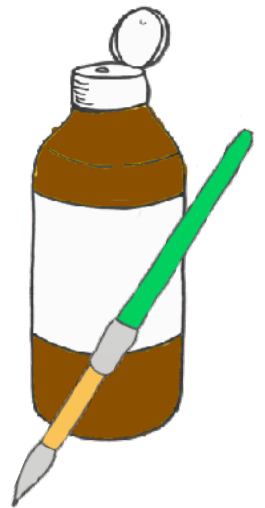


Print out the Paddington Bear template on page 7.

Use brown liquid tempera paint to paint a small area of the bear. Before it dries, use the back of the paintbrush to SCRAPE away the wet paint using short LINES to create a fur TEXTURE.

Paint in small sections, and once the area is scraped, move on to a new area.

Dip your brown paintbrush in white paint and mix in a CIRCLE on your bear to create a TINT of brown at the bottom of the head where the nose and mouth would be. Scrape a texture in with your paintbrush.



Let Paddington dry completely before moving to the next step.



Paddington Bear template on page 7.



SIMPLIFIED VERSION:

Use crayons instead of paint. Use a black waterproof marker before coloring to create texture lines and facial features, then color on top with brown crayons. Use a lighter brown for the nose and mouth area.



Making Clothes & Accessories

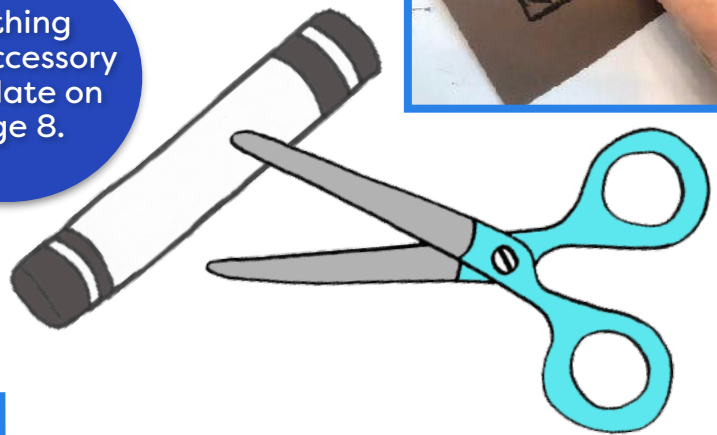
Print and cut the templates on page 8 for the clothing and accessories.

Use the templates to trace the shape of the jacket, hat and suitcase onto 6" x 9" pieces of colored sulphite paper to cut out Paddington's blue coat, red hat and brown suitcase.

Use black oil pastel or black waterproof marker to add details to the accessories. Students could use the templates for inspiration or create their own details.



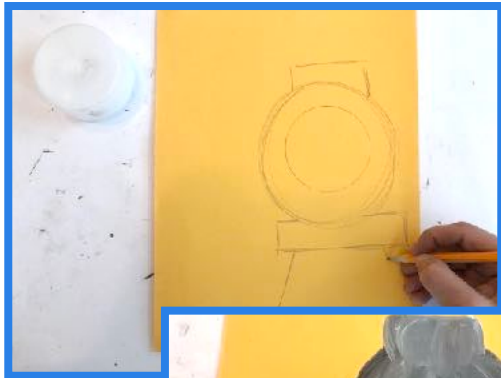
Clothing
and accessory
template on
page 8.



SIMPLIFIED VERSION:

Give each student one photocopied template page and have them use crayons to color in the clothing and accessories. Once they finish coloring, they can cut out the pieces.

Creating the Train



To create Paddington's train, start with a piece of yellow 9" x 12" sulphite paper and a pencil. This train is comprised of simple SHAPES.

Use a medium-sized circle tracer to make a circle near the center right side of the paper. Draw another larger circle around the original.

Add a rectangle on top and a larger rectangle below. Create the "cow catcher" by drawing diagonal lines out from the bottom rectangle to the bottom of the paper, like a trapezoid.

Dip your paintbrush in both black and white liquid tempera paint. As you paint inside the shapes, the colors will mix together to create a gray TINT.

Wipe your paintbrush off on your messy mat or a paper towel. It doesn't have to be completely clean.

Dip in only white paint and dab your paintbrush above the smokestack repeatedly to create billowing smoke.

When dry, use a black oil pastel to re-trace the shapes and add lines for interest.

Use a small scrap of yellow paper to draw and cut a circle out for the headlight. Glue on.

SIMPLIFIED VERSION:

Draw the train with black crayon and color the train in with gray crayon. Add smoke with white crayon.

Putting it All Together

Cut out Paddington and glue him to the background first. You can use a black oil pastel to emphasize his fuzzy texture by adding short lines inside his fur.

Once Paddington is in place, you can add the jacket on top, moving it until it is arranged in the right position. Glue.

Add the hat and suitcase. You can peel up one of Paddington's paws to slide the handle of the suitcase underneath.

With scrap paper from cutting out the accessories and Paddington, you can cut out oval buttons and triangle fasteners to glue on top. Add black oil pastel lines.

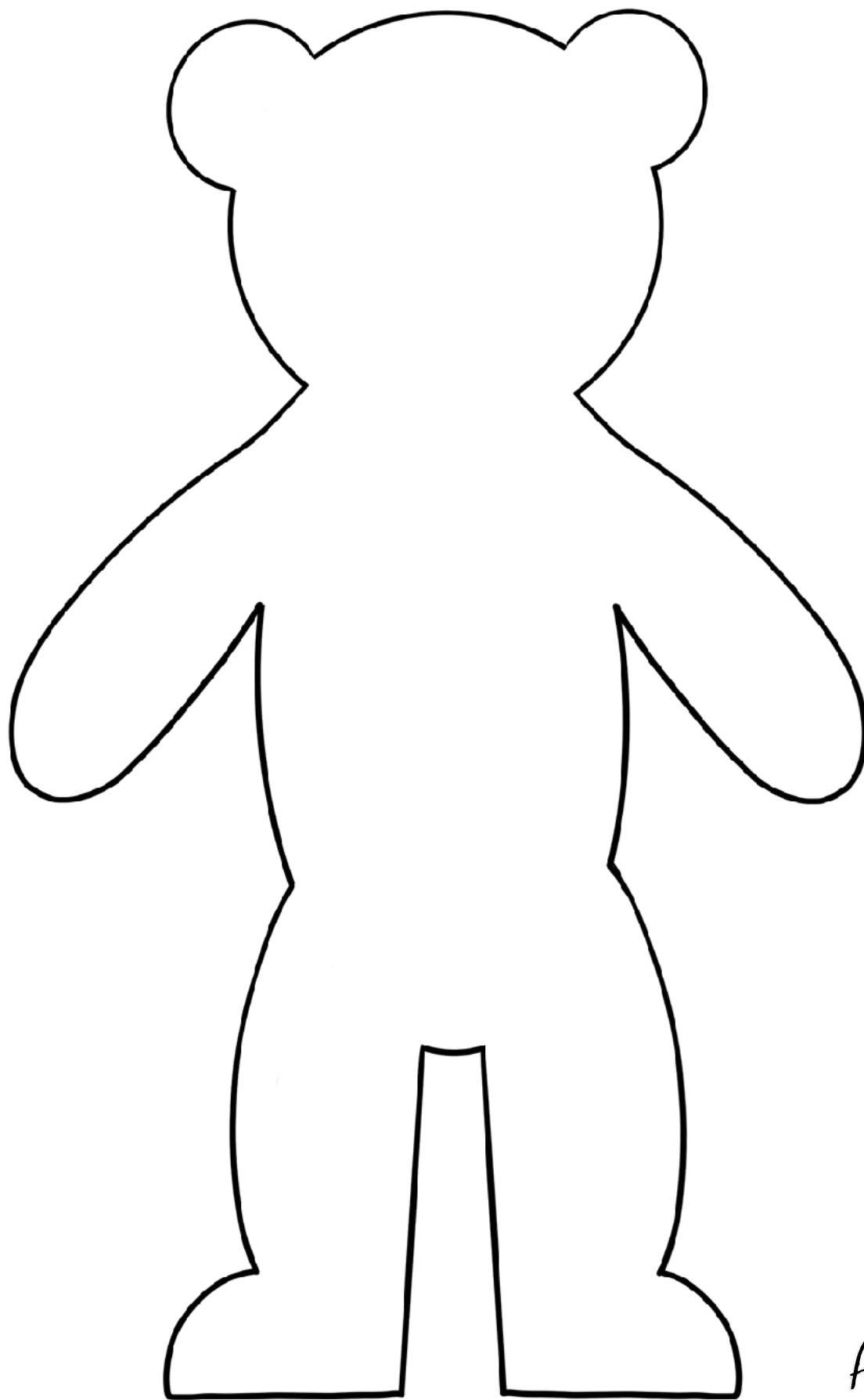
Finally, use the back of a paintbrush dipped in white paint to add a little twinkle in Paddington's eyes and a reflection on his nose.

Paddington is all ready to board his train and set out on a new adventure!



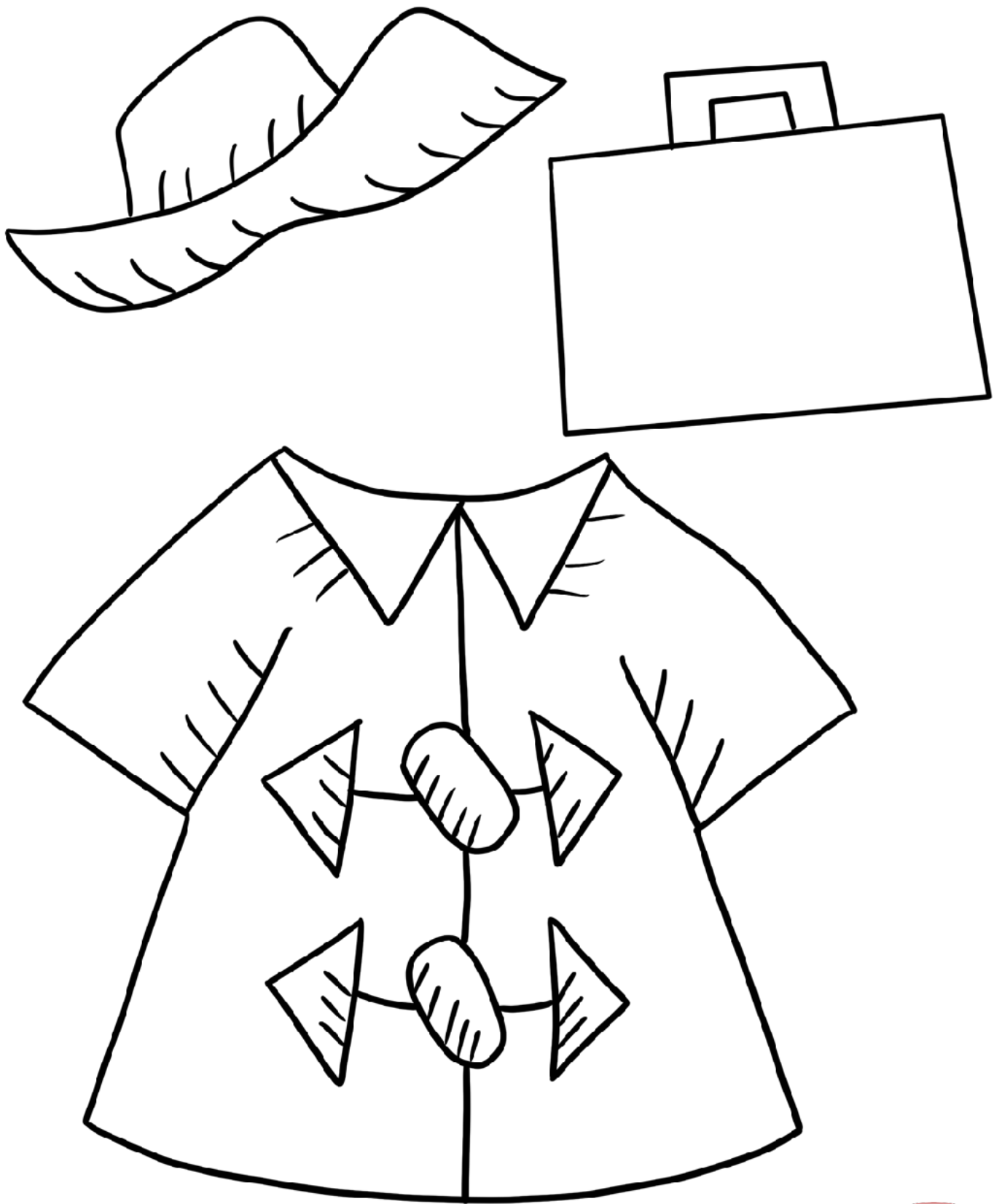
SIMPLIFIED VERSION:

Assemble and glue Paddington on the background.



Paddington Bear TEMPLATE





Paddington Bear Accessories TEMPLATE



NATIONAL CORE ARTS STANDARDS - KINDERGARTEN

CREATING

- ☒ Generate and conceptualize artistic ideas and work — Exploration & imaginative play with materials
- ☒ Organize and develop artistic ideas and work — Experiment to build skills in art-making through various media—Identify safe and non-toxic materials-create art of different environments
- ☒ Refine and complete artistic work—Explain process while creating art

PRESENTING/PRODUCING

- ☐ Analyze, interpret and select artistic work for presentation— Explain why artwork is chosen for portfolio or personal display
- ☐ Develop and refine artistic work for presentation — Explain the purpose of a portfolio or collection
- ☐ Convey meaning through the presentation of artistic work — Explain what an art museum is and why it is different from other buildings

RESPONDING

- ☐ Perceive and analyze artistic work- Identify uses of art within one's personal environment-describe what an image represents
- ☐ Interpret intent and meaning in artistic work — Interpret art by identifying subject matter and describing relevant details
- ☐ Apply criteria to evaluate artistic work— Explain reasons for selecting a preferred artwork

CONNECTING

- ☐ Synthesize and relate knowledge and personal experiences to make art- Create art that tells a story about a life experience
- ☒ Relate artistic ideas and works with societal, cultural and historical context to deepen understanding —Identify a purpose of an artwork

I CAN STATEMENTS FOR PADDINGTON BEAR

- Today I will learn about LINE so that I CAN create a realistic TEXTURE on my bear by using the SCRAPING technique with tempera paint.
- Today I will learn about SHAPE so that I CAN combine a CIRCLE, RECTANGLE and TRAPEZOID together to create Paddington's train.
- Today I will learn about VALUE so that I CAN add white to a color to create a TINT of brown in my bear and a grey tint in Paddington's train.

COMMON CORE STANDARDS FOR PADDINGTON BEAR

CCSS.ELA-Literacy.RL.K.7

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

As you read through the story of *Paddington*, you can have students talk about the illustrations and why they were picked to go with that part of the text.

CCSS.ELA-Literacy.SL.K.2

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

After reading *Paddington* by Michael Bond, ask students questions about important details from the story to formally assess their understanding of the plot and characters from the story. This is a great way to check comprehension. Sample questions could be: How did Paddington come to live with the Brown family? Who was the main character of the story?

CCSS.ELA-Literacy.RL.K.6

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Before reading the story, go over the names of the author and illustrator with the students. It is important for them to understand the difference between an author and illustrator, and this is a great opportunity to reinforce this concept.

ASSESSMENT CHECKLIST

MAIN IDEAS FROM: PADDINGTON BEAR

STUDENT NAME: _____



Did the student use the scraping technique to create a texture on their bear?



Did the student create a tint of brown on their bear by mixing brown and white paint together?



Did the student combine simple shapes in order to create Paddington's train?