

# Explore & Describe

## Drawing with Pencil

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In this activity, the teacher models getting ideas from their magic pencil. The pencil is always very specific and descriptive about exactly how it wants to draw!

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### Material Checklist

**For each child:**

- a sharpened pencil
- an 8 x 11 sheet of paper

**For each table:**

- a large sheet of paper for the line library
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### Planning

**How will you support visual, kinesthetic & multi language learners in your class?** Consider doing a quick pose warm up with descriptive language prompts. Use sound effects (as well as words) to engage kids non-verbally.

**How will you model describing what your pencil wants to draw?** Use the Describing Tool for Drawing to find words to describe and prompt drawing. We recommend planning 3 descriptors for each line or shape.

**Tips for choosing your descriptive prompts:**

- Include a **Gestural Description** (how to move your body or pencil)
- Include a **Graphic Description** (size, shape & direction of the line)
- Include a **Compositional Description** (how the lines are arranged)
- **Use different descriptors each time, to model a variety of options.**

**Examples: My pencil wants to...**

- Make **big, curvy** lines, pulling my **whole arm!**
  - use **just my fingers** to make **tiny, precise zig zags!**
  - use **short, dark, straight** lines, to make a triangle!
  - make **slow, tangled** lines **using my wrist**, to make a shape I've never seen before!
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## Planning and preparation guide for...

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### Preparation

#### Before the activity:

- **Practice talking to your pencil!** Does your pencil have a name? Does it have a voice?
  - **Practice making sound effects** Each kind of line might have its own sound. Sound effects can help engage students and encourage them to use their voice, even as their understanding of descriptive language is just emerging.
  - **Plan how you will describe what your pencil wants to draw.**
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### During the Activity

- **Always try the ideas in the air before doing them on paper.** This engages kinesthetic learners and builds confidence. Sounds can also be a fun and engaging addition.
- **Allow time for kids to make connections.** During the explore & describe lesson, students may spontaneously start talking about what lines remind them of or make them imagine. Try a turn & talk.
- **Always build on kids' ideas.** If they say their pencil wants to make a zig zag, ask them if they want to make it slow or fast? horizontal, vertical or diagonal? With their whole arm, wrists or fingers?
- **Use the Describing Tool for Drawing** to find specific words to describe kids' choices during the independent drawing time.
- **Use the Observation Tool for Visual Arts** to notice how your kids are working as artists during the independent drawing time. Be prepared to support students in continuing to work in a variety of ways.