

Explore & Describe:

Drawing with Pencil

Timing

10 minutes to explore & describe

20 minutes (or more) for independent drawing

Space

Clear desks or tables

Materials

For each child-
a sharpened pencil &
an 8 x 11 sheet of paper

For each table-
a large sheet of paper

Additional supports

Visit
TeachwithArtsConnection.org



1. Meet the Magic Pencil

Sample Script (1 minute)

- Teacher: Let's hold up our pencils and sprinkle some magic dust on them! Now, look at your pencil and say Pencil!
- Kids: Pencil!
- Teacher: What kind of line do you want to make?
- Kids: What kind of line do you want to make?

Tips for Step 1

- Take time to listen to your pencils!
- An audible pencil voice or sound effects can be very engaging!

2. Model exploring & describing

Share ideas from your pencil!

Sample Script (1-2 minutes)

- **DESCRIBE & SHOW-** My pencil wants to make (1) long diagonals (2) using my whole arm (3) very light and fast (*show the idea in the air as you describe it*)
- **DO IT-**Let's all try my pencil's idea in the air first! Can we use our whole arm to quickly draw light diagonals in the air?
- **DRAW IT-** Now let's make long, light diagonals on our line library moving our whole arm fast.
- **REPEAT** with another line and three different descriptors if needed.

Tips for Step 2

- Choose three ways to describe your pencil's idea verbally.
- Always show your idea in the air and have kids do it in the air before doing it on paper
- Students may spontaneously start talking about what the lines remind them of or make them imagine! Allow some time for that conversation. Try a turn and talk.

continue...

Explore & Describe:

Drawing with Pencil

3. Kids drive further exploration

Sample Script (1-2 minutes for each suggestion)

- **ASK FOR IDEAS-** Let's all ask our pencils what they want to do! Magic Pencil! What do you want to do now? (listen) What does your pencil want to do? Does anyone want to share?
 - **ASK FOR DESCRIPTORS-** (If a student says wiggly lines) Shall we make big wiggly lines or small wiggly lines? Shall we draw them fast or slow?
 - **DO IT-** (if child says big & slow) Let's all make big, slow wiggly lines in the air.
 - **DRAW IT-** Now, let's all make big, slow wiggly lines on our line library.
 - **REPEAT** so that multiple students get a turn and the class can 1) gain confidence trying out their own ideas and 2) practice meeting the challenge of making more specific choices.
-

Tips for Step 3

- Always build on kids' suggestions by asking for two or three additional specific descriptors.
 - Always have the whole class do and draw ideas that their peers' pencils suggest.
-

4. Independent exploration

Allow at least 20 minutes for independent drawing

While students work teachers circulate to...

- Notice & describe the choices kids are making in their drawings. For support use the **Describing Tool: Pencil Drawing**.
- Notice, observe & support how kids are choosing to work as artists. Use the **Observe & Support Tool: Visual Art**.
- At the end, collect and save the line libraries to use for inspiration in future drawing activities. Have students write their names before you collect them.