

# LIVING THINGS: Wild things

FORM: DRAWING, PAINTING, PRINTMAKING

STAGE: 1

ACTIVITY: 1

## OBJECTIVE

Make artworks using ideas based on observations and imagination.

## OUTCOMES

To demonstrate achievement students can:

- use their imagination to draw and create "wild things" in response to listening to the story *Whew the wild things are*
- develop an awareness of the properties of line and texture
- evaluate their own artworks and the work of others.

## TEACHING NOTES

Monoprints can be created by rolling paint onto any flat surface including desk tops, glass or perspex sheets. Bread boards, metal pizza trays are ideal as they can be cleaned easily. If using paint for the print, use foam rollers. If using ink, use hard rollers. Finger paint is ideal for creating a monoprint with young students as it dries quickly, can be reworked by rolling fresh paint on top and can be cleaned off the printing surface easily. Demonstrate how to make a monoprint.

## LANGUAGE

ine: thick, thin, coiling, flowing texture  
agged, radiating, print make-believe

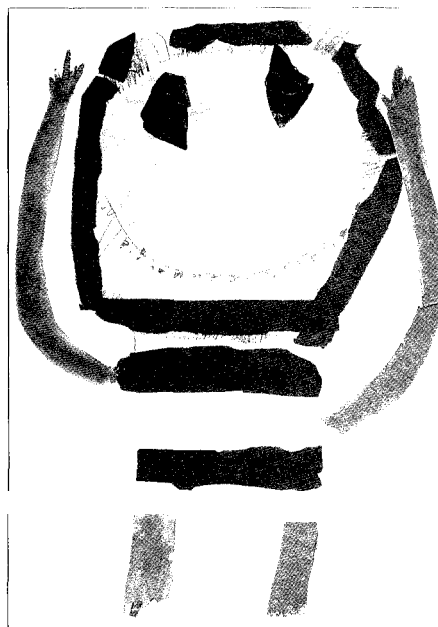
## RESOURCES

crayons, pencils, paper strips of cardboard  
a collection of paint applica- paint, printing paint or ink,  
tors such as rollers, sponges, printing trays  
bubble wrap, onion bags, cleaning materials, sponges,  
toothbrushes, combs, twigs, paint scrapers  
Stimulus resource: *Where the wild things are* by Maurice Sendack

## SUGGESTED TEACHING AND LEARNING ACTIVITIES

Students will:

- discuss the concept of "wild things" after reading the story *Where the Wild Things Are*. In the book, do they look soft and cuddly or mean and dangerous?
  - on a sheet of art paper, paint some of the lines that are used in the book: thick, thin, jagged, radiating, coiling, flowing. Discuss the concept of texture and the techniques which can be used to create texture in paint: dry brush, thick brush, thin and thick lines, smooth lines, using fingers, paddle pop sticks, twigs, printing with onion bags and bubble wrap, mixing colours together
  - draw their own "wild thing", using lead pencil, then paint it, showing the textures of their wild thing
- draw their wild thing onto the bed of paint using one finger, the end of a paintbrush, twigs, combs or toothbrushes (see instruction sheet)
- take a print of their drawing
- display their drawings, paintings and prints.



## ASSESSMENT

Were the students able to:

- discuss the lines that they could see?
- use paint to show the textures of their wild thing using paint?
- discuss which wild thing looked the wildest and explain why?

## EVALUATION

Was there enough space to place wet artworks?

Were students assisted to make continuous evaluations of their own work?

## LINKS WITH OTHER:

### Visual arts activities

explore techniques for showing texture using paint, pencils and crayons

### Key learning areas

English: explore the narrative genre;  
link to fantasy unit

**FORM: DRAWING, COLLAGE**

**STAGE: 1**

**ACTIVITY: 2**

## OBJECTIVE

Make artworks using ideas based on literature and imagination.

## OUTCOMES

To demonstrate their achievement students can:

- use their imagination to draw and create "wild things" in response to listening to the story, *Where the wild things are*
- develop an awareness of the properties of line and texture
- evaluate their own artworks and the work of others.

## TEACHING NOTES

For collage, students will need access to a recycle box containing papers of varying textures and patterns, unfinished artworks, string, wool, bottle tops etc. Students need access to paste, PVA, staplers, masking tape, hole punchers. These can be stored in carry trays. PVA should not be applied with a brush; use fingers or paddle pop sticks instead.

## LANGUAGE

mood                      author  
illustrator                feeling

## RESOURCES

pencils                                      paste  
paper                                        scissors  
collage materials                        fabric  
glue                                         paper, cardboard

## SUGGESTED TEACHING AND LEARNING ACTIVITIES

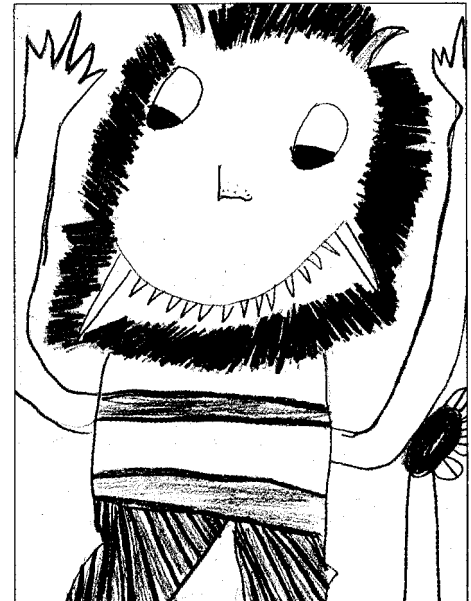
Students will:

- discuss the mood the illustrator has created with the images in the centre pages of *Where the Wild Things Are*.  
*Do you think the images give the feeling of happiness, peace, anger, excitement? Ask students to justify their opinion*

- redraw their wild thing from lesson 1 onto a large sheet of art paper. *Students imagine how they can make their wild thing become 3-dimensional*

- select various types of recycled materials and found items to represent the texture of their wild thing and make a collage

- display and discuss their artwork, making comparisons to the illustrations in *Where the wild things are*.



## ASSESSMENT

Were the students able to:

- respond to the concept of mood?
- justify their opinions about the mood created in the centrefold using descriptive language, making reference to line, pattern, texture, size, shape?
- select appropriate collage materials?
- compare, suggest, interpret, explain, justify in evaluating their work ?

## EVALUATION

Were the materials organised so that students could have their choice of materials?

## LINKS WITH OTHER:

### Visual arts activities

- Find other artworks which convey mood.  
Discuss the use of light, colour, characters and the environment
- Construct a wild thing from boxes and found materials

### Key learning areas

- Literature – read other narratives based on journeys in a dream e.g. *There's a sea in my bedroom*, *Alice in Wonderland*.
- Maths – Before/after, Time

# LIVING THINGS: Wild things

FORM: 3D

STAGE: 1

ACTIVITY: 3

## OBJECTIVE

Make artworks using ideas based on observations of the natural environment.

## OUTCOMES

To demonstrate achievement students can:

- use their imagination to draw and create "wild things" in response to listening to the story *Where the wild things are*
- express their picture in a 3D form by manipulating the medium of clay, plasticine or bread dough
- evaluate their own artworks and the work of others.

## TEACHING NOTES

Students could make a mask or a model out of bread dough, or a medallion from clay, plasticine or bread dough. If clay is selected it will need firing and can be glazed. Bread dough can be painted and baked in the oven. Making a mask would further enhance the technique of moving from a 2D image into a 3D form. Demonstrate how to roll out a slab of clay 1 cm thick. Demonstrate how to mark in patterns and join pieces onto the clay.

## LANGUAGE

2-dimensional

3-dimensional

## RESOURCES

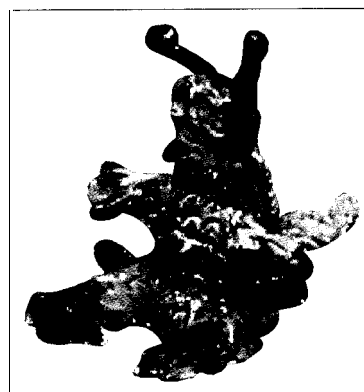
clay, bread dough or plasticine  
boards for rolling clay onto  
guide sticks  
rolling pins or dowel  
pattern makers

leather thonging  
scone cutters to cut the  
medallion shapes  
skewers for making the hole  
at the top of the medallion.

## SUGGESTED TEACHING AND LEARNING ACTIVITIES

Students will:

- look at a collection of 3D images from books and magazines. Discuss how the students could make a Wild Thing medallion using a circle of clay
- roll out a slab of clay 1 cm thick, cut a circle to create the medallion, mark in patterns, add nostrils, cheeks, eye-brows, noses and make a hole in the top with a skewer
- allow the pieces to dry thoroughly before firing, apply slips or oxides if desired and when dry, add leather thonging to create a necklace.



## ASSESSMENT

Were the students able to:

- identify 2D and 3D images?
- discuss the use of space?
- push into the clay and create a raised image and join bits on?
- identify the similarities and differences between their wild thing drawings and their wild thing objects?

## EVALUATION

What problems and solutions resulted in moving from a 2D to a 3D image?

## LINKS WITH OTHER:

### Visual arts activities

Create a continuous line drawing of your wild thing.  
Use wire to create a model based on your line drawing.

### Key learning areas

HSIE – Look at how masks are used in ceremonies in other cultures  
Discuss the purpose of jewellery.