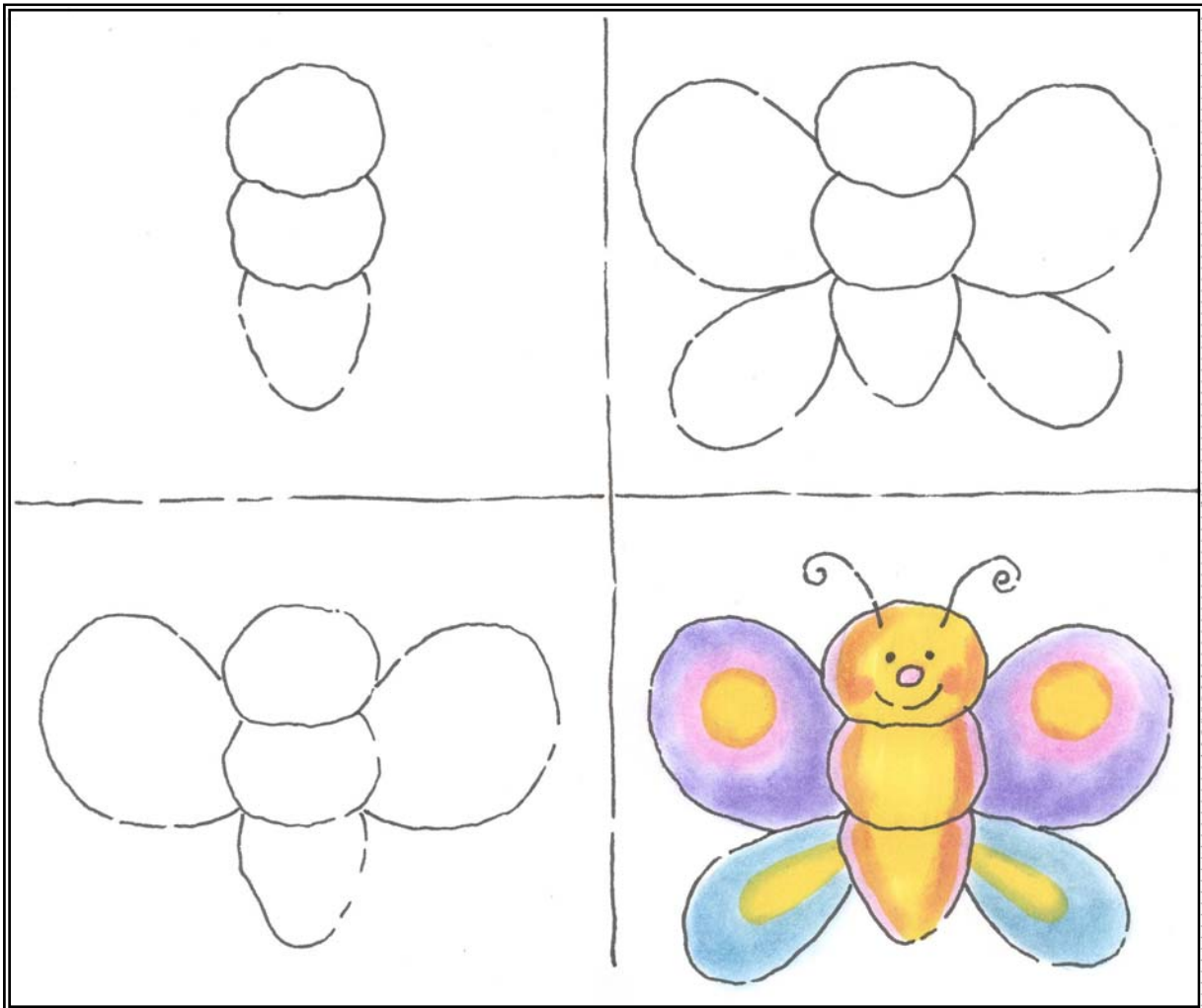


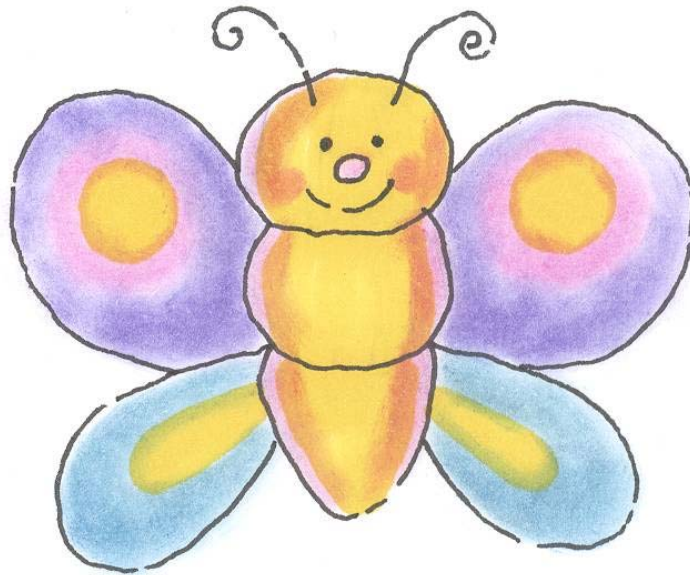
Directed Drawing

A collection of twelve directed drawings
for the beginning artist.



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Illustrated By: Stefani Sadler



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Introduction

As teachers with over 20 years of experience each, we have always believed that a hands-on, creative, and balanced approach to instruction is the most successful framework for developing skills in young children. As both parents and educators we know that involving children in the arts and providing children with ample opportunity to create using a wide variety of media, lays a strong foundation for academic development.

We have enjoyed and practiced techniques we have learned from educational leaders such as Mona Brookes and Betty Edwards. However, with a movement in recent years to teach to standardized tests, many teachers have felt pressured to stop providing the opportunity to explore the arts. We know that research has shown time and time again, the importance of art in the educational process. Children who are exposed to music and art instruction do much better in reading, math and science. They develop greater curiosity about, understanding of, and appreciation for, the subject matter being taught. We know that providing arts in education stimulates better behavior, personal esteem and socialization skills. So why do so many educators discount its importance and so many children stop drawing by second grade? The truth is that whole learning is a combination of current research, sound philosophy, and good teaching practice!

For many years we have been teaching, presenting and publishing materials that integrate music, art, movement, and literature across the curriculum. Even though we now have a wealth of quality materials and training available to us, as teachers we are always learning and modifying our educational practice and supplementing district adopted curriculum. The activities in this book are not intended to replace core instruction, but rather to enhance and extend the concepts taught within this practice. Many of these patterns may be used as independent practice and are applicable to both school and home learning.

We sincerely hope you will find these activities and patterns complimentary to your instructional program and that the children you teach will find joy and success in reading, writing and drawing!

How to Use This Book

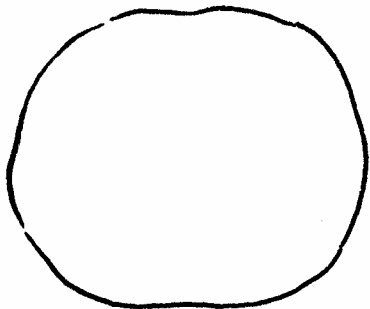
We have found that directed drawing is best taught using the following approach.

1. First read aloud a quality piece of literature that entices student interest and promotes learning. We have provided some suggestions to get you started.
2. Build vocabulary and understanding by incorporating poetry and word play in the process as well. Each drawing is accompanied by a simple rhyme. These rhymes often lend themselves to a piggy back tune for singing and may incorporate movement as well.
3. Model and discuss the drawing process for students by drawing each object in a step-by-step manner with the children. After doing this several times as a class and the process has been learned, then the drawings may be done independently by simply following the step-by-step pictorial directions. We have used directed drawing cards very successfully during center time.
4. Extend the learning process by incorporating many different forms of media in the completion of each art piece. Students may color, paint, and embellish their drawings. We have listed several ideas for you to consider besides coloring the drawing with crayons. You may choose to try one of these alternatives from time to time.
5. It is important to provide opportunity for students to revisit the drawing process independently in follow-up activities such as a writing extension. We have provided three drawing frames to choose from and two of these have space provided for writing extensions.

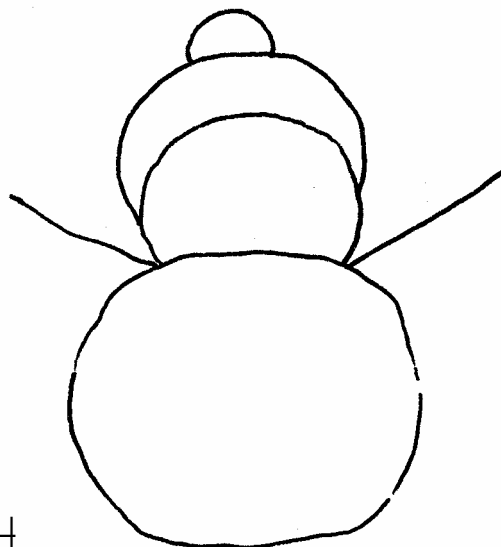
Table of Contents

We have provided one directed drawing for each month of the year. These drawings have been specifically designed for beginning artists. Even the youngest children will experience success with these drawings. If you have more capable students, you may consider adding more detail to each of the drawings.

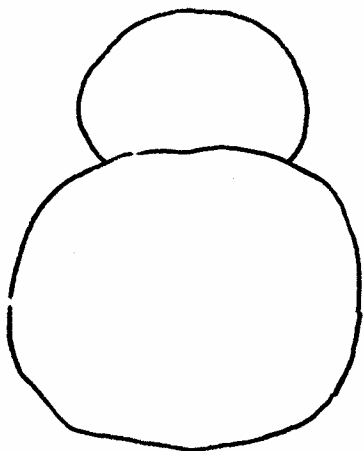
1. January - Snowman
2. February - Lovebug
3. March - Shamrock
4. April - Bunny
5. May - Flower
6. June - Butterfly
7. July - Uncle Sam
8. August - Sun
9. September - Schoolhouse
10. October - Jack-o-lantern
11. November - Turkey
12. December - Elf



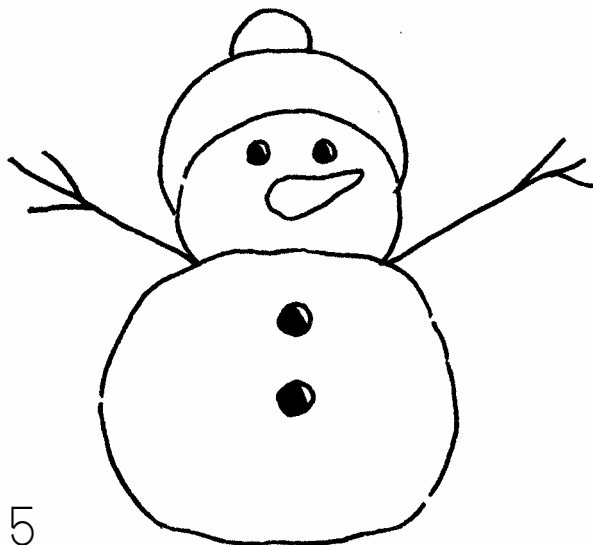
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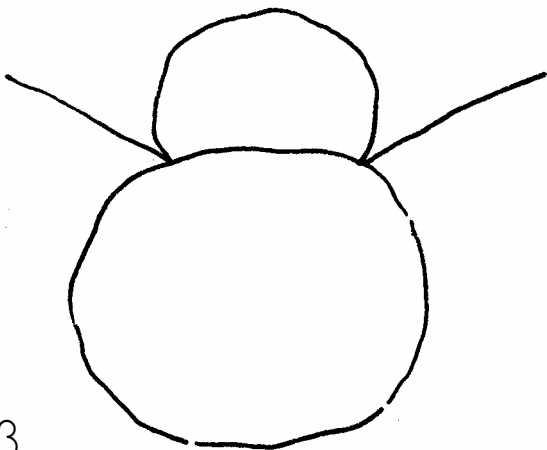
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3

The Snowman

Valentine love is in the air,
Love bugs are found everywhere.

My love bug is

By:

May — Flower

Literature Suggestions

1. *Alison's Zinnia* by Anita Lobel
2. *Sunflower House* by Eve Bunting
3. *Planting a Rainbow* by Lois Ehlert
4. *From Seed to Plant* by Gail Gibbons

Rhyme

The sun warms up to melt the snow,
Flowers sprout and grow, grow, grow!

Writing Extension

What would you plant in your garden?
My favorite flower is ...

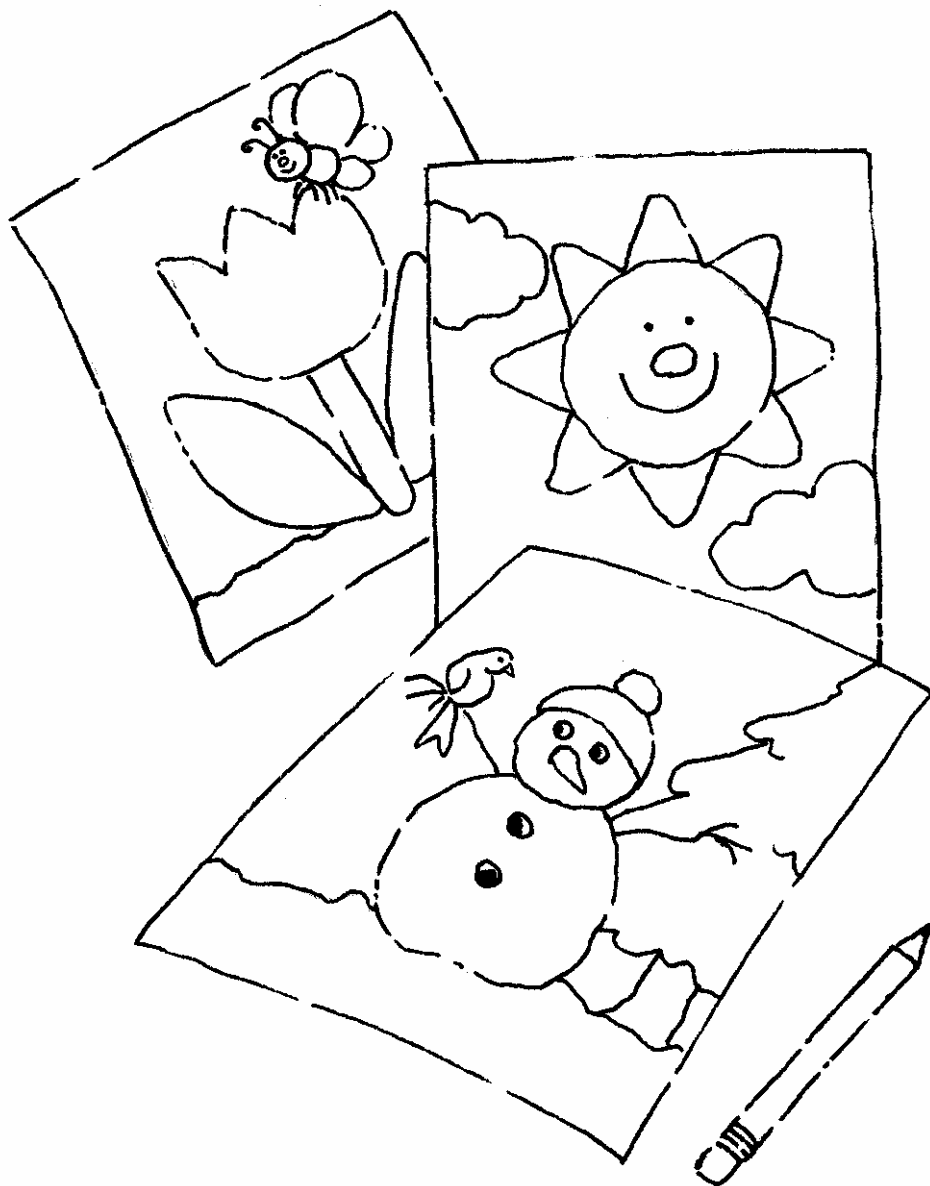
Art Tips

1. Use oil pastels or markers to make the flower bright and beautiful.
2. You may use different shades of spring colored tissue paper to cover the flowers. Simply use liquid starch or watered down Elmer's glue and lightly cover the flower with it using a paint brush. Then lay the tissue on top and brush with another layer of starch. When the starch dries paint over the drawing with Mod Podge (adults only) to give a shiny sealed surface. When dry, have the children cut out the flowers. Display the flowers and your classroom will transform into a spring garden.

Jack-o-lanterns can be seen,
With candles lit for Halloween.

By: _____

My Book of Drawings



By: _____