



LOVELY LOONS – Line, Pattern, Balance

Students examine loon illustrations in various books focusing on line and pattern, and then they create their own pictures of loons using watercolour pencil techniques.

Required Time

120 Minutes

Grade Level

Grade 2 to Grade 6

Subject

Language Arts
Mathematics
Science
Visual Arts

Vocabulary

balance
colour
harmony
line
pattern
repetition

Materials

Water Containers

Paper Towels

Small Pencil Sharpeners

Masking Tape

Plastic Placemat

Watercolour Pencils

Paint Brushes

Watercolour Paper - 22.9 cm x 30.5 cm (9" x 12")

Shop Crayola Products



Watercolour Pencils,
12 Count

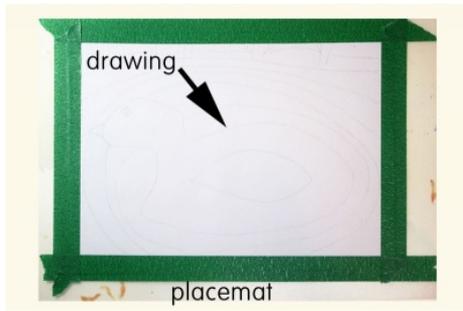


Marker & Watercolour
Pad, 60 Pages



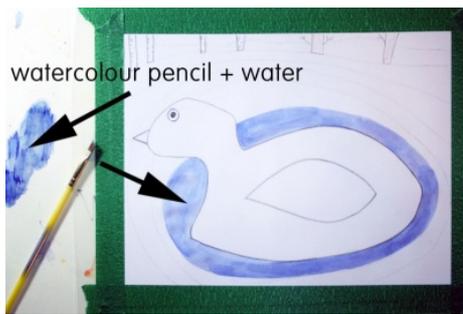
Variety Brush Set, 5
Count

Steps



Step One

1. Tape the paper to a placemat.
2. Make sure the edges are even and the paper is smooth.
3. Lightly draw your picture on the paper using regular pencil.



Step Two

1. Colour a patch of watercolour pencil on a spare piece of paper.
2. Paint into the patch with a wet paintbrush to pick up the pigment.
3. Use it to paint directly on the paper.
4. To make the colours stronger first colour with the watercolour pencil directly on the paper, and then paint water into it.



Step Three

1. Dip a watercolour pencil into the water.
2. Draw directly on the paper with the pencil while it is still wet.
3. Create patterns in each space by repeating lines and shapes.
4. Test your patterns on a spare piece of paper before applying them to your painting.
5. Use a variety of colours and lines.
6. Make each section different.



Step Four

1. When you are satisfied with your painting, gently remove the tape.



Step Five

1. Place the damp painting under some heavy books to flatten it if necessary.

Learning Goals

Students will be able to:

1. Create a balanced picture of a loon using watercolour pencil techniques;
2. Use line and colour to create a variety of patterns;
3. Demonstrate technical accomplishment and creativity; and
4. Support their ideas with evidence found in the works.

Extensions

Have students:

1. Work in their sketchbooks to explore different ways to use watercolour pencils inspired by the works of their favourite illustrators.
2. Create a small book on a theme of their own choosing using watercolour pencils to illustrate it.
3. Create a display of their books and explorations.

Prepare

1. Prior to this lesson have students explore watercolour pencil techniques using the lesson plan available on this website,
Exploring Watercolour Pencils
2. Download images of loons from the Internet, for example,
Haliburton Loon
Pacific Loon
Common Loons
Glacier Loons
3. Teach about the characteristics, habitat and habits of loons.
4. Display, and make available, a variety of loon books for students to read, for example, *The Loon's Necklace*, by William Toye, and Elizabeth Cleaver; *Mwakwa Talks to the Loon: A Cree Story for Children*, by Dale Auge; *Loon* by Susan Vande Griek, and Karen Reczuch; *Little Loon and Papa*, by Toni Buzzeo, and Margaret Spengler; and *The Legend of the Loon*, by Kathy-jo Wargin, Kathy Jo Wargin, and K. L. Darnell.
5. Include some prompt cards to encourage students to examine the illustrations as they read the books.
(Downloads - LoonPrompts.pdf)
6. Download and display the *Repetition*, *Balance*, *Line* and *Colour* posters available on this website,
Posters

Introduction

1. Choose a loon story to read to your students.
2. Note how the illustrator uses colour, pattern and shape to communicate a message.
3. Look at the composition of the pictures,
 - *the placement of figures to create balance*
 - *the use of repetition to create pattern*
 - *the use of colour*
4. View several images of loons and compare the picture book illustrations with the photographs.
5. Look for repeated lines and shapes in the images.
6. Introduce the challenge

Activities

The Challenge

1. Create a balanced picture of a loon using watercolour pencil techniques.
2. Use line and colour to create a variety of patterns.
3. Demonstrate technical accomplishment and creativity.
4. Support your ideas with evidence found in the works.

The Process

1. Ensure that everyone understands the challenge.
2. Establish success criteria with your students, for example,
I know I am successful when I have:
 - *used a variety of lines*
 - *used a variety of colours*
 - *used a variety of watercolour pencil techniques to get different effects*
 - *created patterns by repeating lines and shapes*
 - *kept the paper in good condition*
3. Encourage students to think of the combinations of colours they will use and why.
4. Encourage them to do several thumbnail sketches before beginning.
5. Guide students through the steps outlined in this lesson plan.

6. Observe students as they work.
7. Provide individual assistance and encouragement.

Sharing

1. Once all the paintings are complete display them for a group discussion.
2. Remind students of the challenge.
 - *Look closely at the drawings.*
 - *Choose one that interests you for some reason.*
 - *Share thoughts about the work*
3. During the discussion include references to:
 - *watercolour pencil techniques – how different techniques add interest to the painting*
 - *pattern – how repetition of colour and line create patterns*
 - *balance – how the placement and size of objects creates visual balance*

Assessment

1. Observe students as they work – thoughtful focus, discriminating, seeking more information, elaborating, experimenting
2. Observe students as they discuss the paintings – active listening, insightful contributions, supporting ideas with evidence found in the artwork and from personal experience.
3. Use a checklist to track progress. (Downloads - [LovelyLoons_tracking.pdf](#))
4. Have students use the self-assessment form to evaluate their work. (Downloads - [LovelyLoons_PrimarySelf-assessment.pdf](#), or [LovelyLoons_self-assessment.pdf](#))