

Lesson Title	Doodle 4 Google	Grade	High School
Class	Drawing	Length	

Enduring Understanding

Artists use illusion and imagination to communicate a story visually

Objectives/Learning Targets

1. Students will be able to work in groups to backwards use the backwards-brainstorming technique to help come up with ideas. (*Bloom's: Analyze; HS-S2;GLE:1,2*)
2. Students will be able to make a visual representation of the theme "If I could invent one thing to make the world a better place" that includes the word Google (*Bloom's: Create; HS-S3;GLE:1*)
3. Students will be able to research different problems in the world/community that they would like to fix and come up with a way to fix it. (*Bloom's: Evaluate; HS-S1;GLE:1,2,3*)
4. Students will be able to design a composition that using the Elements and Principles of design and color theory. (*Bloom's: Create; HS-S3;GLE:1,2*)
5. Students will be able to write a description for their drawing that clearly explains their doodle (*Bloom's: Understanding; HS-S2;GLE: 1,2,3*)

Materials

Doodle 4 Google submission form, pencils, color pencils, markers, felt tip markers, paper, Doodle 4 Google template, light box, butcher paper, illusion PowerPoint, various types of paper, computer, projector

Resources

- They must not be derogatory, offensive, threatening, defamatory, disparaging, libelous or contain any content that is inappropriate, indecent, sexual, profane, tortuous, slanderous, discriminatory in any way, or that promotes hatred or harm against any group or person, or otherwise does not comply with the theme and spirit of the Contest.
- They must not contain content, material or any element that is unlawful, or otherwise in violation of or contrary to all applicable federal, state, or local laws and regulation including the laws or regulations in any state where the Doodle and supporting statement are created.
- They must not contain any content, material or element that displays any third party advertising, slogan, logo, trademark or otherwise indicates a sponsorship or endorsement by a third party, commercial entity or that is not within the spirit of the Contest, as determined by Sponsor, in its sole discretion.
- They must be original, unpublished works that does not contain, incorporate or otherwise use any content, material or element that is owned by a third party or entity.
- They cannot contain any content, element, or material that violates a third party's publicity, privacy or intellectual property rights.
- The Doodle is not the subject of any actual or threatened litigation or claim.
- The Entrant does not include any disparaging remarks relating to the Sponsor or a third party.
- The Doodle is two-dimensional and scannable

Each Doodle will be evaluated and scored based on the following "Criteria": (i) artistic merit - drawing skills and use of color; (ii) creativity and originality - considering the representation of the Contest theme "If I could invent one thing to make the world a better place...", and use of the Google logo, as

well as the unique and novel approach to the Doodle; (iii) communication of the Contest theme in both the drawing and supporting statement - how well the Entrant explains what "If I could invent one thing to make the world a better place..." represents in the supporting statement and drawing; (iv) adherence to the Doodle Requirements and these Rules.

<http://youtu.be/U2juYr2Xjeo>

http://kids.niehs.nih.gov/games/illusions/lots_of_illusions.htm

<http://www.google.com/doodle4google/education.html>

Motivation/Anticipatory Set

Optical Illusions ppt. and video

<http://youtu.be/U2juYr2Xjeo>

- Visual images that differ from reality

- Forces students to look at things from a different perspective

Creativity often comes when we look at things from different perspectives.

Procedures		
Day 1		Time
	Today all you need is your sketchbook and something to write with.	
1.	<p>Open up the optical illusion presentation</p> <p>Slide one How many legs does the Elephant have?</p> <p>Slide two Stare at the black dot, the gray circle will disappear</p> <p>Slide three Skull or a woman looking into a vanity mirror?</p> <p>Slide four Stare at the black plus sign in the middle. Do you see the green dot? Try to follow the dot with your eye... Where did it go?</p> <p>Slide 5 Is the window located on the right or left side of the building?</p> <p>Slide 6 Can you find the man in the beans?</p> <p>Slide 7 http://youtu.be/U2juYr2Xjeo or http://youtu.be/71A6Rk1XWEO - 3D street chalk art time lapse</p>	10 min
2.	<p>Ask why did we just do this? What are illusions?</p> <p>Illusions-</p> <ul style="list-style-type: none"> • Visual images that differ from reality • Creativity often comes when we look at things from different perspectives • Think of finding shapes in the clouds 	2 min

3.	<p>Illusions force us to look at things differently... (Hold up the Velcro)</p> <ul style="list-style-type: none"> • What is this? • Have you ever used Velcro before? (think about those sweet light up shoes you wore when you were a kid- instead of laces they had the sticky straps) • Is it helpful thing to have sometimes? <p>Velcro came from the imagination of a man named George de Mestral. One summer day in 1948, he took his dog for a walk. His dog returned home covered with burrs, the plant seed-sacs that cling to fur, clothing and anything else. These burrs are very difficult to remove. I would know... When I was very young a friend and I were running through the forest and she fell... She had to cut off all of her hair. Now back to Sir Mestral... He removed one of the burrs and looked at it under a microscope. He saw all the small hooks that enabled the burr to cling so closely to his dog's hair and to the fabric of his pants. He couldn't believe how well the burrs stuck. He imagined a two-sided fastener, one side with stiff hooks like the burrs and the other side with soft loops like the fabric of his pants. His creative idea turned into an invention called Velcro!</p>	5 min
4.	<p>You may be wondering why you are sitting somewhere new...</p> <p><u>Explain</u></p> <p>We are going to collaborate and brainstorm some ideas. I have a prompt that I am going to put up on the board. As a group, you will have 5 minutes to come up with as many responses as you can. Make sure to keep everything appropriate other than that, your responses can be as creative as you want! You can write or draw your ideas on the butcher paper. Just make sure to number them</p> <p>What are some big problems in the world / our community?</p> <p>* The table that has the most 'reasonable' responses will get a prize. (So don't reword the same thing ten times... this will get you disqualified) Put your names on the sheet before you begin.</p>	10 min
5.	<ul style="list-style-type: none"> • Count up how many different responses you came up with • Choose the three best ones • Be ready to share those with the class. <p>*Give the students a few minutes to add and choose the three they want to share with the class</p>	10 min
6.	<p>The reason we did the "What are some big problems in the world / our community?" was to brainstorm problems as a group.</p> <ul style="list-style-type: none"> • Your homework is to come up with 3 different problems and possible ways you could fix them • This will be done in your sketchbook • You can either draw or write your ideas. 	

7.	For the rest of class you can either 1. Finish all of your color pencil sketchbook requirements (fruit, scales, color match) 2. Start brainstorming things that would make a better place (draw the ideas or write)	Rest of class
	Due for the next class do some research and in your sketchbook have 3 different problems and how you would fix them	

Day 2		Time
1.	Start the class by asking was it hard to find problems? How would you fix those problems?	5 min
2.	Intro Doodle for Google competition Pull up Google's homepage . . . On the page the theme is there Say "hmmm... strange how Google is saying, "If I could invent one thing to make the world a better place, what would it be?" <ul style="list-style-type: none"> • Click on link to that takes you to the doodle for Google web page. Go to FAQ pg give a brief background on Doodle 4 Google. • Go to contest rules • What the prizes are • Show last years winner and winners before that 	15 min
3.	Think of inventions that have changed the world. How were they thought of? <ul style="list-style-type: none"> • Google says that all inventions start with an idea and a doodle. • Now that we have our problem we would like to fix, how could you invent something to make the world a better place? 	5 min
4.	Hand out the Google template	
5.	Continue to show different Google Doodles and show some that are more abstract that the word 'Google' isn't as obvious. - Start by drawing your invention then figure out how to incorporate the word Google into it.	Rest of class

Day 3/4		Time
	Review Google rules and project. Today students will be working on creating a rough draft for their doodle that will be do at the end of the week Continue to show Google doodle examples	45 min
Day 4	Show students certain clips from the google virtual classroom http://www.youtube.com/watch?v=OaV0d1g4M0g&feature=share 3:30 12:17 21 24	N/A

	<p>33</p> <p>Show these clips randomly during class</p> <p>*Explain that this year the winning doodle gets to go to the Google headquarters and work with the doodlers for a day to animate their doodle. Think about how yours would animate</p>	
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Day 5		Time
	Rough Drafts Due / In-process critique	
1.	<p>Students get into 5 different groups and each student shares their draft, idea, and invention.</p> <ul style="list-style-type: none"> • Explain the importance of collaboration with art. Remind them of how to give good feedback and constructive criticism. The point of the activity is to work as a group to make each students idea stronger. 	20 min
2.	Groups choose one student from each group to share with the whole class. Class provides ideas and constructive criticism.	20 min

Day 6		Time
1.	Start class by showing past winners and their image descriptions	5 min
2.	<p>Have students write their description and title</p> <ul style="list-style-type: none"> • 50 words or less • Describes your 'invention to make the world a better place' 	20 min
3.	Share their draft with table groups	5 min
4.	<p>Hand out final drawing paper</p> <ul style="list-style-type: none"> • The Google template is on the light box if you need it • Must use color pencil in some way – Can be mix media of the materials we have used so far (graphite, color pencil, watercolor, felt tip marker) <p>Work on final drawing for rest of class</p>	Rest of class

Day 7/10		Time
	<p>Work on completing:</p> <ul style="list-style-type: none"> • Doodle 4 Google drawing • Description • Filling out submission form 	
	<p>Turn in on Day 10</p> <p>Quick debrief on project and how things went</p>	
	Teacher must submit doodles and submission forms by March 20 th	

Post Assessment			
Planning: 25pts total		Description: 5pts each = 25pts total	
/10	Created a rough draft		Free of Spelling and grammatical errors
	Drawing fits within the submission form size		The description supports the drawing and theme
/10	Wrote/drew 3 problems to be fixed		It is easy to read and makes sense
Composition/craftsmanship: 5pts each = 25pts total			All sections of submission form filled out
	Demonstrates understanding of mixing colors with color pencil		Legible - I can read your handwriting easily

	Google logo is present and has been manipulated in some way	<u>Participation: 5pts each = 25pts total</u>	
	Elements and principles were considered in making of the final piece		Comes to class fully prepared
	Drawing is clean and finished. Shows effort		Works from bell to bell
	Drawing fits within the Doodle 4 Google requirements		No tardies or unexcused absences. (each tardy/unexcused absence -1)
			Full effort and participation shown daily
			No cell phone use in class
		/ 100	