

Passports: Day in the Life of an Illustrator
Grade: K-4

Description:

Students will learn first hand about the profession of illustrating from a children’s book illustrator/graphic designer. Hearing about the illustrator’s background and passions will inspire students to follow their creative interest! Students will learn all about the techniques and methods utilized by an illustrator to complete colorful creative drawings.

Preparation for the Excursion

To ensure the most meaningful learning experience for your students, it is recommended that students engage in activities prior to the excursion. The excursion is intended to complement a comprehensive unit. The video resources provide students with a context for the virtual excursion. The additional resources and activities offer opportunities for curricular connections and integration within your larger unit of study. During the excursion, classes will be asked to share their response to the challenge question and the expert will provide feedback. Select a class response for the challenge question.

Video Link: Use the following link to introduce students to the illustrator Taffy Corbet – http://www.21-learn.com/authors/taffy_corbett/index.htm

Challenge Question:

As an investigative challenge, use the challenge questions to introduce students to the Passport topic. Present the questions to the students in advance of the excursion to ensure they have enough time to research the answers to the questions. The presenter will activate students’ prior knowledge by eliciting responses from the participants.

1. What is an illustration?
An illustration is an artist’s rendering of scenes from a book.
2. What tools does an illustrator use to make drawings?
Pens, pencils, markers, paints, crayons, and computers.
3. Who is your favorite illustrator? Explain your choice.
Have students review books in the classroom to get a feel for different illustration styles.

Vocabulary:

- sketch
- character

Lesson Outcomes:

The students will:

- understand the techniques and tools used to create an illustration.
- create a sketch.

Lesson at a glance:

Students will explore the different techniques utilized by illustrators to create characters for books. It is important to enable students' creativity by encouraging their illustrations. Children's literature illustration has been in existence since the early 17th century, but its sophistication developed in the 19th century with artists such as Walter Crane, Kate Greenaway, and Randolph Caldecott.

Illustrations were initially drawings and etchings inspired by the author's writing to enhance the reading experience of children. Drawings required patient observation and constant practice. Illustrator Arthur Rackham produced a host of magnificent books beginning in 1900 with *The Fairy Tales of Grimm*. His work is noted for dramatic and detailed composition. Ernest Shepard's drawings for A. A. Milne's *Winnie-the-Pooh* (1926) and for an edition of Kenneth Grahame's *Wind in the Willows* (1931) are warm and humorous.

The tools of illustration have evolved with technology. Featured illustrator, Taffy Corbett, uses drawing with pencils, pens, and markers to sketch her characters, but the computer assists with completing her work. Computer programs are the new artistic tools introduced to art students to develop their careers in a technological era.

Activity 1 – Creating an observational drawing

Procedure:

Discuss that it is important for an artist to observe their surroundings in order to draw pictures. Describe how drawing is a skill that can develop over time with practice. Explain how there are different types of drawing.

Next, divide students into two groups. Each group will be given an object that they will observe and draw. Remind the students that they cannot move the object and should draw from their perspective.

Evaluation: Students will be assessed according to their ability to follow directions. Also, students will be evaluated on their implementation of the drawing technique.

Activity 2 – Doodle Design

Vocabulary: Perspective, abstract, design, aesthetic, movement, vary, composition

Materials: drawing paper, sketch pencils, crayons/markers, glue, mounting board/black construction paper

Motivation: What is a doodle?

Procedure: Fold paper into quarters. In the first quadrant, draw 3 doodles. In the second quadrant, enlarge and vary the line. Now, in the third quadrant draw the second quadrant doodle in three different sizes, in no particular order. In the fourth quadrant, redraw #2 and add a frame that relates to the design.

On a piece of drawing paper, redraw the fourth quadrant. Then, mount it on mounting paper.

Evaluation: Critique other students work. Describe how the frames relate to the drawing.

Activity 3—Illustrating a story

Materials: illustrating a story worksheet, crayons, pencils

Procedure: Explain to students how an illustrator creates his/her drawings based on the language used by the author. State how an illustrator must be creative to think of different drawings to include for the book.

Read aloud the story included on the worksheet. After the story is complete, students will begin illustrating the story like an illustrator.

Illustrating a Story

Name _____ Date _____



Once upon a time, in a tropical rain forest, where lush green palms trees and vines grew to reach the sky, lived a young girl named Taína. Taína loved to walk around the rain forest and discover new plants, insects, and animals that lived in the rain forest, too! Her best friend in the entire rain forest was San Pedrito, a tiny tropical bird with a gorgeous head of emerald green feathers covering his back, a full cloud belly, and a brick red neck. With his long thin lemon beak, he would call Taína, "Priii, priii, priii!" When Taína heard San Pedrito, she knew to find him close to home at the dirt banks of the forest.

Today, Taína was swimming in the pool beneath the waterfall. As she jumped from underneath the water, she could hear in the distance, "Prii, prii, prii!" She knew San Pedrito wanted to see her. Taína decided to dry herself and begin walking to his home at the dirt banks of the forest. At the dirt banks of the forest she saw San Pedrito flying around excitedly. Taína stepped closer to his home and many more, "Prii, prii, prii!" sang from the nest. San Pedrito was showing Taína his new family of 4 new San Pedritos.

Bibliography

Books

Mike Artell. *Cartooning for Kids*. (2002). ISBN 140270111X

Josephy Bruchac (author/illustrator). *A Boy Called Slow*. (1998). ISBN 069811616X
Crazy Horse's Vision. (2000). ISBN 1880000946

Tomie de Paola (author/illustrator). *Strega Nona*. (1979). ISBN 067166606
The Lady of Guadalupe (1980). ISBN 0823403734
The Night of Las Posadas (1999). ISBN 0399234004

Patti Bongiorno. *My Dad's Footsteps: Illustrations Developed in Close Collaboration with Kid Art Experts, Rebecca, Samantha and Lucy*. (2002). ISBN 0971581983

Kathleen Krull and Yuyi Morales (illustrator). *Harvesting Hope: The Story of Cesar Chavez*. (2003). ISBN 0152014373

Yuyi Morales (illustrator). *Just a Minute: A Trickster Tale and Counting Book (Pura Belpre Medal Book Illustrator (Awards))*. ISBN 0811837580

Faith Ringgold (author/illustrator). *Tar Beach* (1995). ISBN 0517885441
Aunt Harriet's Underground Railroad in the Sky. (1995) ISBN 0517885433

Websites

National Museum of American Illustration – <http://www.americanillustration.org/index2.html>
This web site offers the biography and samples of illustrations from 15 illustrators from the United States.

Tomie de Paola – <http://www.tomie.com>
With biographical information, this web site will allow students to research a renowned children's book artist and author.

Mark Fiore – <http://www.markfiore.com/>
Using illustration to convey political sentiments, this web site features the work of a political cartoonist.