

Robots

Grade: 2nd

I Can Statement: I can use shapes to draw a robot and include machine details.

National Core Art Standards:

Creating:

VA:Cr1.1.2a

VA:Cr1.2.2a

VA:Cr2.1.2a

VA:Cr2.2.2a

Responding:

VA:Re7.1.2a

VA:Re8.1.2a

Connecting:

VA:Cn10.1.2a

Objectives:

1. The student can draw basic shapes (square, rectangle, triangle, circle) and use draw them, combining them to make a robot.
2. The student can add machine like details to make their robot more realistic using basic lines and shapes.
3. The student can paint their robot using many different colors.

Visual Thinking Strategies

1. What is going on in this picture?
2. What do you see that makes you say that?
3. What more can you find?

Key Words/Vocabulary:

drawing

illustration

create

painting

illustrator

line

shapes

detail

Moral Focus: n/a

Materials:

12 x 18 white drawing paper	pencils	erasers
black sharpie markers	tempera cake paint	paintbrushes
paper towel	water cups	scissors
glue	12 x 18 colored construction paper	

Instructional Sequence:

1. I will start by reading the robot book to the students. When we are done reading we will discuss different things that robots have. There will be examples of illustrations of robots on the board for the students to use as examples.
2. The students will get a 12 x 18 sheet of white drawing paper and pencils. Using ideas from the book, illustrations, and drawing simple shapes the student will create a robot that fills their entire paper. The robot should be filled with lots of details like tubes, buttons, and springs.
3. Once the robot is drawn they will trace over their pencil lines using a black sharpie marker. Make sure your name is on the back of the paper using a pencil!
4. Using the tempera cake paint the students will paint their robots. I will encourage the students to use lots of colors and it is ok to paint your robot black or grey since a lot of machines are made of metal. No need to paint the background – we will be cutting out our robots.
5. When the robots are painted and dried the students will cut their robots out. Throw away the white paper and glue the robot to a piece of 12 x 18 colored construction paper. Make sure to put your name on the back of the construction paper!

Accommodations/Modifications: Each student will complete a robot at their ability level. The students will not be graded on how well they drew their robot, rather on if they drew a robot. If a student needs a larger pencil, marker, or paint brush to hold one will be given to them. If a student has difficulty cutting out their robot I will assist them.

Literature/Writing: I will be reading a book about robots to the students to begin the lesson.

Technology Usage: n/a

Assessment:**Robot Drawing (size)**

- 4.0 – The robot is as big as the piece of paper.
- 3.0 – The robot fills up most of the paper.
- 2.0 – The robot fills up $\frac{1}{2}$ of the paper.
- 1.0 – The robot fills less than $\frac{1}{2}$ of the paper.
- .5 – The student did not participate in the project.

Robot Details

- 4.0 – The student added robot and machine details to the arms, legs, head, and body of their robot.
- 3.0 – The student added robot and machine details to their robot.
- 2.0 – The student added a few details to their robot.

- 1.0 – The student started but did not finish their robot.
- .5 – The student did not participate in the project.

Painting

- 4.0 – The student painted their entire robot leaving no white spaces.
- 3.0 – The student painted their robot.
- 2.0 – The student painted $\frac{1}{2}$ of their robot.
- 1.0 – The student painted less than $\frac{1}{2}$ of their robot.
- .5 – The student did not participate in the project.

Cutting

- 4.0 – The student cut out their entire robot on the lines.
- 3.0 – The student cut out their robot.
- 2.0 – The student cut out $\frac{1}{2}$ of their robot or cut around their lines.
- 1.0 – The student cut a circle around their robot.
- .5 – The student did not participate in the project.

If Time: The student may add details to the background of their construction paper. Think of where your robot might be and the things that would be there. Are their friends there?

Teacher Example:



Student Examples:

