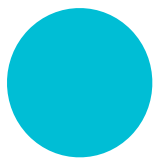


DEEP SPACE SPARKLE



HOW TO DRAW A CASTLE

Supplies



- 12" x 18" DRAWING PAPER
- PENCILS/ERASERS
- BLACK FINE-TIP & WATERPROOF MARKER
- COLORED PENCILS
- CARDBOARD TEMPLATES
- RULER OR STRAIGHT EDGE



"I CAN" Objectives

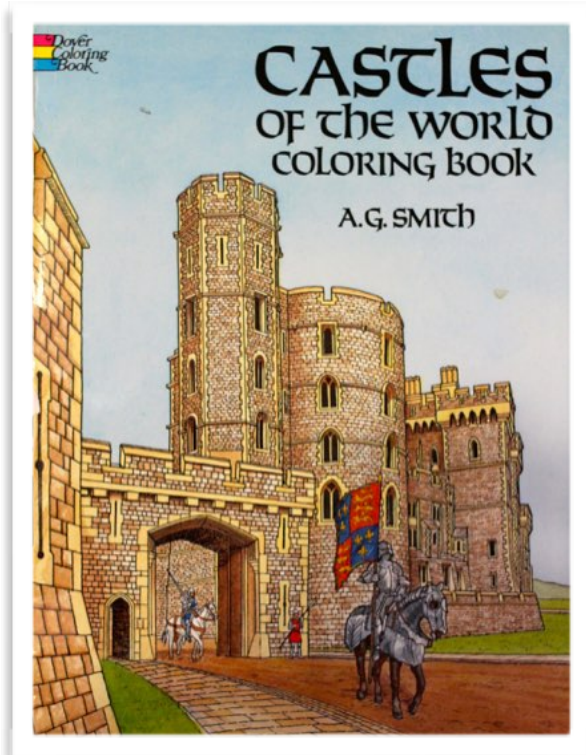
- Today I will learn about LINE and SHAPE, so that I CAN draw a CASTLE. I'll know I have it when my castles looks 3-D and includes features like a portcullis, turrets, battlements and brick exteriors.
- Today I will learn about VALUE so I CAN create depth, contrast and perspective with colored pencils.

About THE BOOK



This book can be found in craft stores in the drawing section. I love it because it provides simple line drawings of famous castles. On the front and back cover there are 4 colored plates showing a watercolor version.

The drawings are fairly detailed and might overwhelm a few kids, but by photocopying some pages, kids can use the elements as inspiration.



DRAWING

For a lesson like a castle that involves straight lines, templates of varying sizes not only get the project started, but show the children how shapes can be used to build structures. I use tag board to make my templates but any kind of hard paper or even recycled cardboard boxes will be fine.

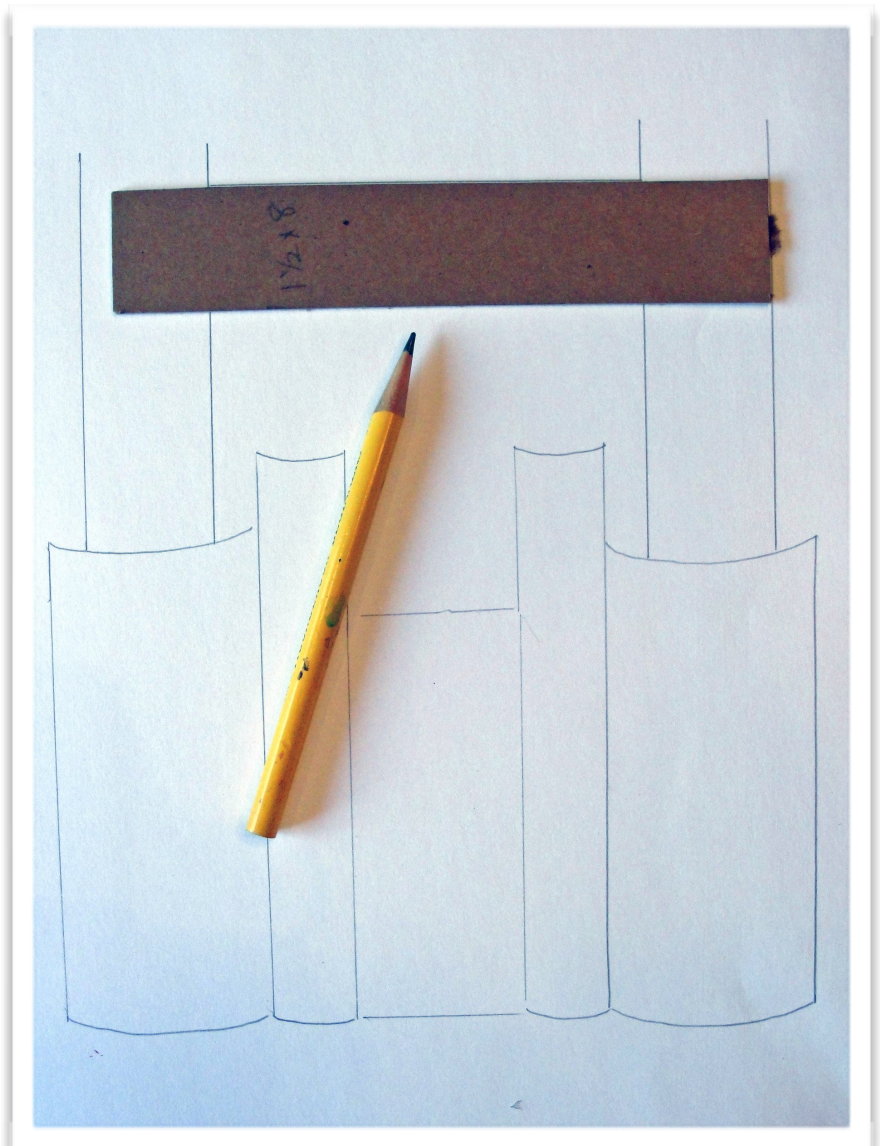
Cut the templates into different sized squares and rectangles. I recommend four sizes:

- 1" x 7"
- 1.5" x 8"
- 2.5" x 6"
- 4.5" x 5"

Don't worry too much about being exact. The purpose of the templates is to make it easy to draw towers, not use them for any kind of measurement.

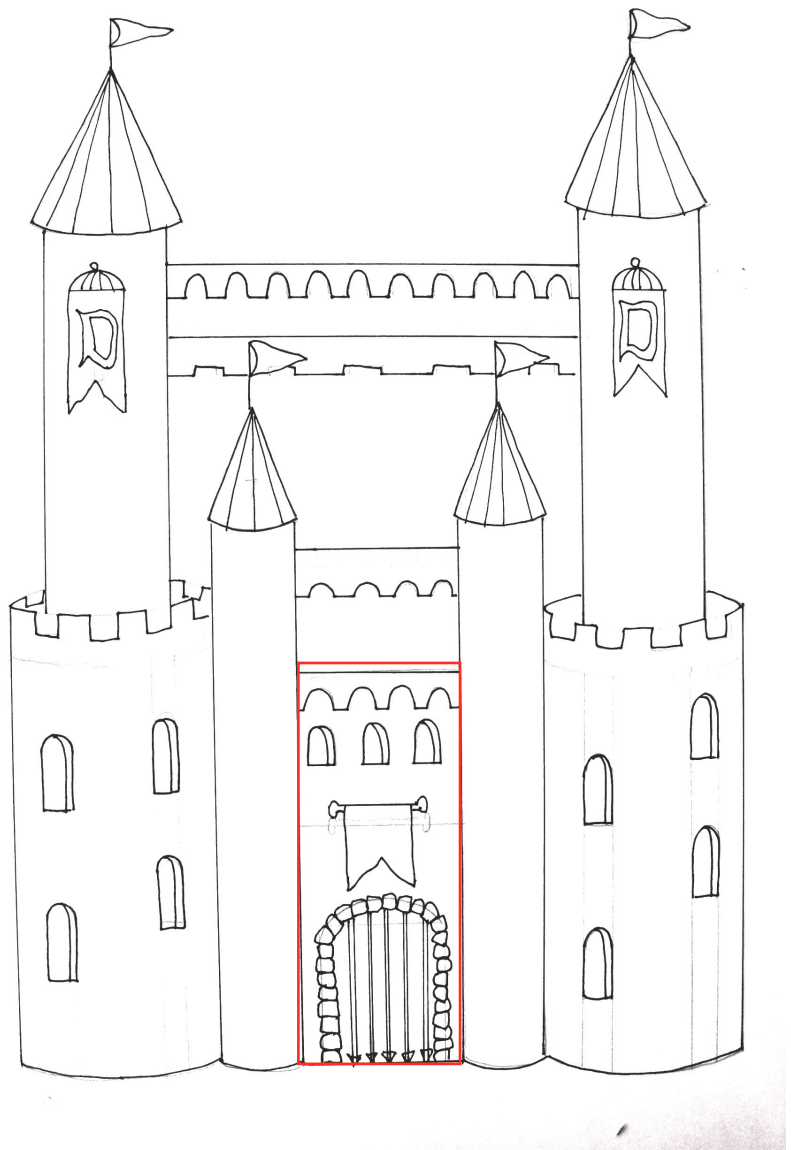
Here are a few tips:

- When using a long template for a tower, don't trace the top and bottom. After the sides are traced, take your pencil and create a round or curved line for both the top and bottom.
- If you can, demonstrate the tracing on a white board and emphasize that the kids don't have to follow my example. They can add as many towers or facades as they wish.



DRAWING

1. Place the paper vertically or horizontally. Set the **2.5" x 6" template** near the bottom middle of the paper and trace around entire template with a pencil. This will be the façade of the castle.
2. Place the **1" x 7" template** on both sides of the façade and trace two narrow towers. It's not necessary to trace the tops and bottoms of the templates. We'll round them in the next step.
3. Place the **2 ½" x 6" template** on both sides of the narrow towers and trace lightly with a pencil. These towers are thicker. Of course, the students can choose whichever sized tower they wish.
4. So far, you have created the façade, two narrow towers and two thick towers. Add rounded bottoms to the towers (just a slight curve will do) and do the same for the tops of the towers. This will really give the castle dimension.
5. Now, take the **1 ½" x 8" template** and add two more towers sprouting from the thick towers. Take the same template and use it as a straight edge to draw a straight line connecting the two tallest towers.
6. To make a door, use any one of the templates to create a 3-sided door.
7. Give your towers turrets and add details such as battlements, bricks, windows and flags.



DRAWING

To summarize, here is a quick guide of the order in which to draw the castles:

1. Front façade
2. Two narrow towers
3. Two thick towers
4. Two tall towers
5. Line connecting two tall towers
6. If desired, make another line connecting two tall towers and create battlements
7. Add tower toppers (see handout for details)
8. Door

What NOT to draw with pencil:

Don't take any time to draw bricks or small details like windows. Most of the time, kids can do this sleazily with the pen.

TRACING WITH BLACK MARKER

1. Trace over all pencil lines with a black marker. This can take a LONG time for some students. I find if I sit down and help them trace the lines for a few minutes, they get a better understanding of pace and how careful they need to be.
2. Encourage the kids to add bricks to the towers, tiles to the tower tops and perhaps even flags. Details are in the "Castle" handout. It's important to note that the smaller the kids draw their doors and windows, the larger the castle will appear. The larger they draw the doors and windows, the smaller the castle will appear.
3. Before painting in the castle, add **hilltops** or **mountains** in the background and **drawbridges** or **moats** in the foreground with the black marker. Don't limit a child's imagination here: some possibilities might be dragons, a forest, a vast ocean, etc. But the trick is to keep the kids from drawing people (which are hard to paint).

COLORING



Before coloring in the castle, add **hilltops** or **mountains** in the background and **drawbridges** or **moats** in the foreground.

This is the time to encourage your students to keep the background simple. I always tell my fourth graders not to add men, knights, or warriors to the castle because they will be too tiny and will distract from the fantastic architecture of the castle. I have had a few kids add sea monsters in the moat and flying dragons in the sky. Pretty cool.

The one technique that I teach my students when using colored pencils is to **shade the towers**. It looks so cool when one side of the tower is slightly darker than the middle. Most kids this age don't think of doing this shading on their own, so make sure to introduce this technique to them.

For all the small areas like flags, banners, tower tops, press hard with the colored pencils. For large areas like towers, grass, mountains, press lightly with the colored pencils. *In short: the smaller the object; the harder you press.*

Keep the tower tops all the same color

Think up some unusual color combinations for the stone castle. Black with yellow highlights, grey and purple, brown and black, etc.

Press harder to shade one side of a round tower or one half of a tower topper.

If your castle is a neutral color (black, grey or brown), think about being dramatic with your background colors. What about a purple and pink sky?

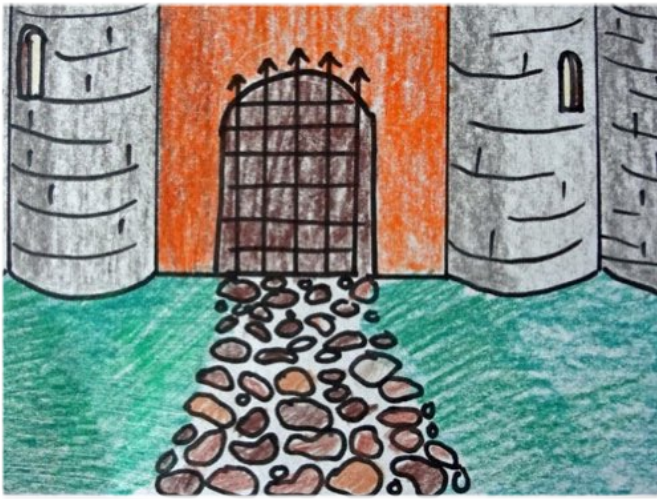


COLORING DETAILS

GATE

The kids will have a great time coming up with terrific castle **doors**. Make sure to provide plenty of visual aids.

The castle on the left combines rocks and a wooden door while the door on the right is a portcullis or an iron grate.



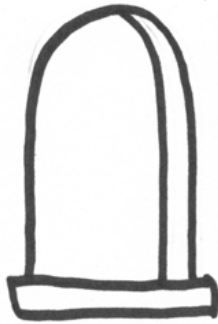
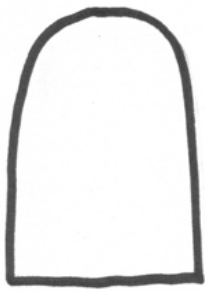
For fun, I ask the kids to design their own "Kingdom" flag. If they can't think of anything, suggest their own initials. They can add the banners to towers or to the front on the castle.

It makes a difference that you buy the best quality of colored pencils you can afford. The difference will be a rich color and easier application compared to light color and poor application.



FLAGS

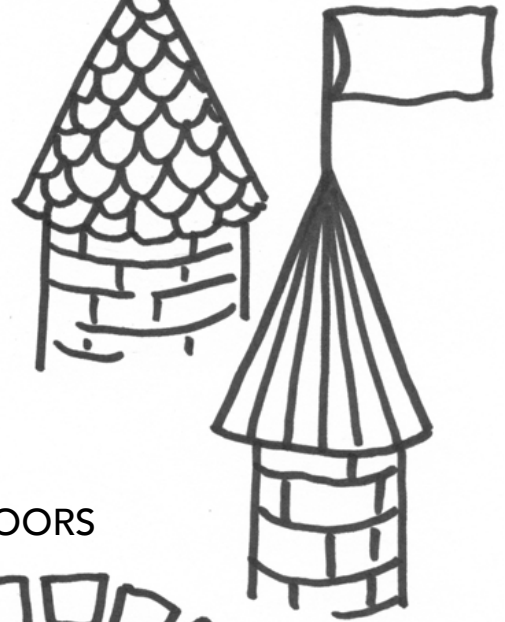




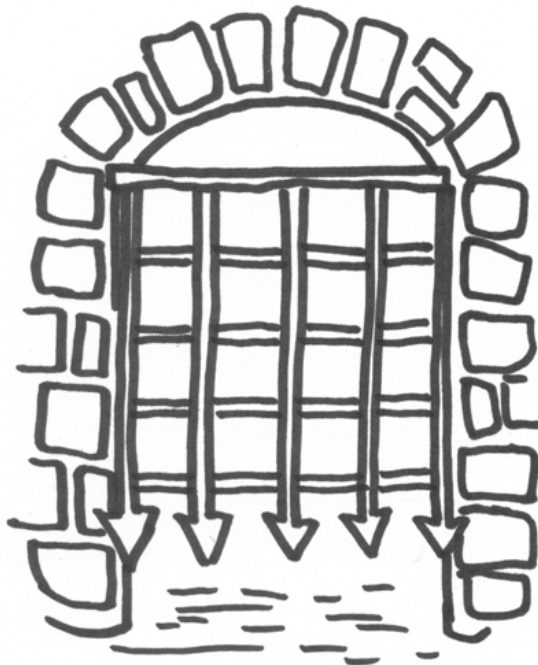
BANNERS/FLAGS



WINDOWS AND TOWERS



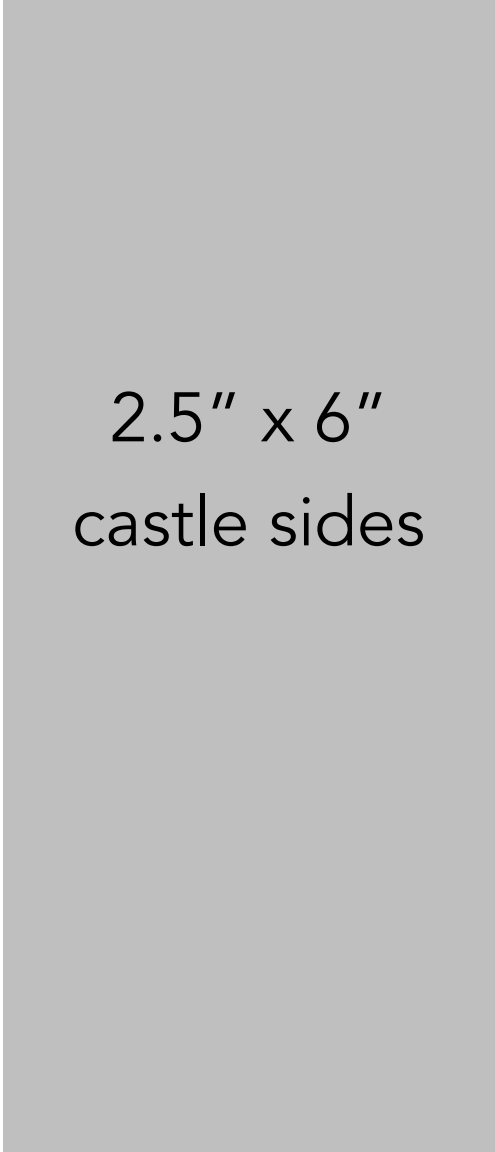
GATES AND DOORS



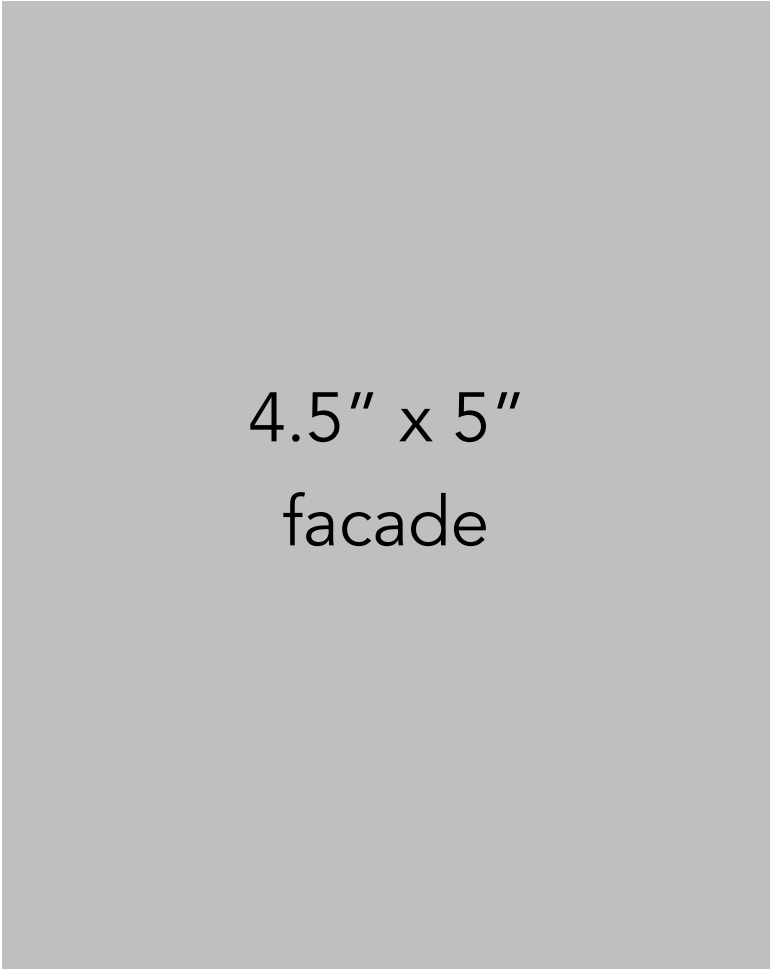
TYPES OF BATTLEMENTS




PARTS OF A CASTLE



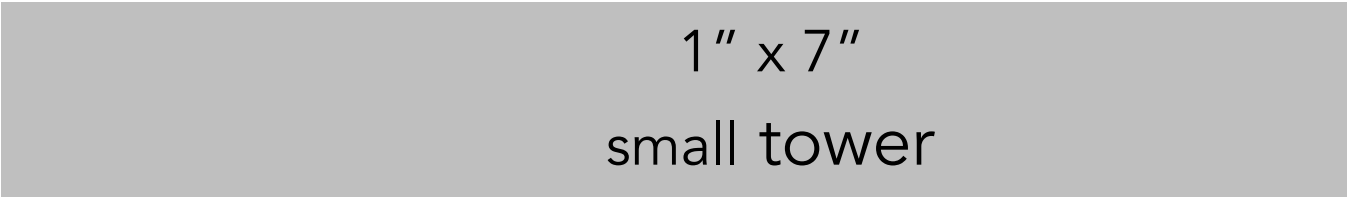
2.5" x 6"
castle sides



4.5" x 5"
facade

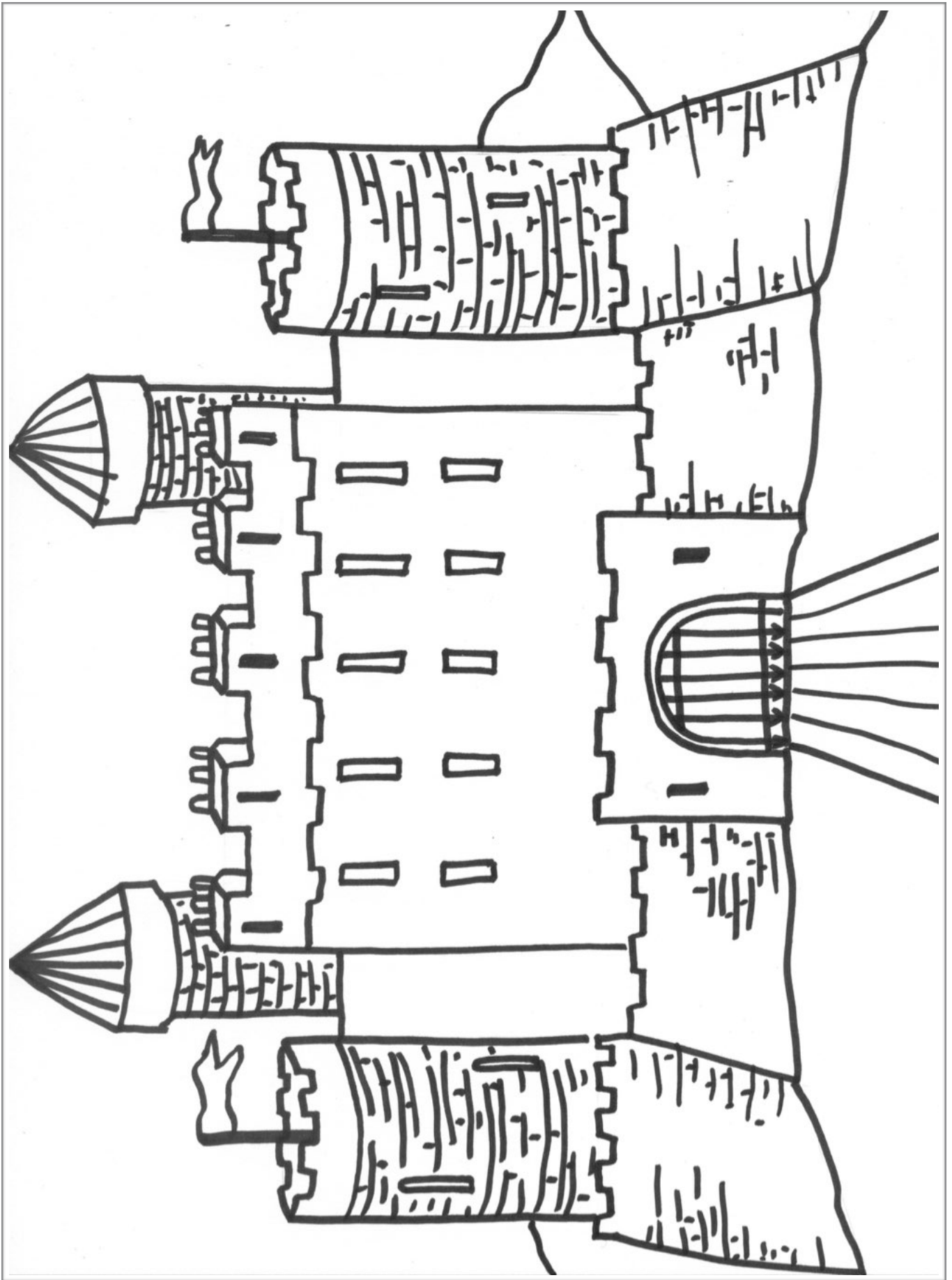


1.5" x 8"
medium tower



1" x 7"
small tower

Photocopy onto card stock and have children cut out templates. Lines needn't be straight to work!





Fourth Grade Gallery

NATIONAL CORE ARTS STANDARDS-FOURTH GRADE

CREATING

- Generate and conceptualize artistic ideas and work** — brainstorm approaches for design problem—set goals and create purposeful and meaningful artwork
- Organize and develop artistic ideas and work** — explore and invent art-making techniques-care for materials while art-making—document and describe environments
- Refine and complete artistic work**—revise artwork in progress through insights gained from peers and discussion

PRESENTING/PRODUCING

- Analyze, interpret and select artistic work for presentation**— Analyze how past, present and emerging technologies have impacted preservation and presentations of artwork
- Develop and refine artistic work for presentation** — Analyze the various considerations for presenting and protecting work in all settings and forms
- Convey meaning through the presentation of artistic work** — compare and contrast purposes of art museums, etc. and the types of personal experiences they provide

RESPONDING

- Perceive and analyze artistic work-** compare responses to artwork after experiencing the medium analyze messages in visual imagery
- Interpret intent and meaning in artistic work** — interpret art by referring to contextual info and analyzing relevant subject matter, characteristics and media
- Apply criteria to evaluate artistic work**— apply one set of criteria to evaluate more than one work of art

CONNECTING

- Synthesize and relate knowledge and personal experiences to make art-** create works of art that reflect community cultural traditions
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding**

I CAN STATEMENTS FOR CASTLE DRAWINGS

- Today I will learn about LINE and SHAPE, so that I CAN draw a CASTLE. I'll know I have it when my castles looks 3-D and includes features like a portcullis, turrets, battlements and brick exteriors.
- Today I will learn about VALUE, so I CAN create depth, contrast and perspective with colored pencils.
- Today I will learn about SYMMETRY, so I CAN draw a castle with 2 equal sides.

COMMON CORE STANDARDS FOR CASTLE DRAWINGS

CCSS.ELA-Literacy.W.4.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

After students finish their art, you can have them fill out the artist statement worksheet (page 15 of this packet). This information leads them to reflect on the process of art making while forming an opinion about their own work based on the processes used, materials used, inspirations, etc.

CCSS.ELA-Literacy.L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

You can communicate to students that using conventions of standard English grammar when writing their answers to the artist statement worksheet should be emphasized. This is a wonderful way to help students see cross curricular connections between subjects!

CCSS.Math.Content.4.G.A.3

Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

As students draw their castles, review with them what makes an object symmetrical. If they were to draw an imaginary line down the middle, their castle should be equal on both sides. Just like in math!

Artist Statement

Your name

WHAT IS THE NAME OF YOUR ARTWORK?

HOW DID YOU CREATE YOUR ARTWORK?

(What tools, supplies and techniques did you use?)

WHAT DOES THIS PIECE OF ART MEAN TO YOU?

(You can use "I" statements and talk about your inspiration and what creating this piece of art means to you)

ASSESSMENT CHECKLIST

MAIN IDEAS FROM: HOW TO DRAW A CASTLE

STUDENT NAME: _____

- Is the castle drawing symmetrical?
- Does the castle include a portcullis, turrets, battlements, and a brick exterior?
- Did the student create value when coloring their castle?