**little black sketchbook: insect drawings**

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goals

Participants will create a little black sketchbook

Participants will explore Japanese Stab Binding techniques

Participants will identify a variety of Florida insects

Participants will experiment with white media

Participants will draw insects from life

Participants will utilize a Bamboo Reed Pen

Participants will commit to a daily drawing practice

Participants will assess the project
objectives

The little black sketch book: insect drawings is designed to be part of a 30-day thematic drawing process. This daily practice allows students to plan, organize, and monitor their own work. Over time students become aware of their own thinking, knowledge, and understanding. As a result, they begin to take ownership over their creative process as their drawing and observational skills increase, leading to strides in academic achievement.
florida standards

Visual Art
Skills, Techniques, and Processes
VA.5.S.3.5, VA.68.S.3.5, VA.912.S.3.5
Create multiple works that demonstrate thorough exploration of subject matter and themes.

Organizational Structure
VA.5.O.2.4, VA.68.O.2.4, VA.912.O.2.4
Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.

Critical Thinking and Reflection
VA.5.C.1.2, VA.68.C.1.2, VA.912.C.1.2
Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.

Historical and Global Connections
VA.5.H.1.1, VA.68.H.1.1, VA.912.H.1.1
Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.

Innovation, Technology, and the Future
VA.5.F.1.1, VA.68.F.1.1, VA.912.F.1.1
Use divergent thinking, abstract reasoning, and various processes to demonstrate imaginative or innovative solutions for art problems.

Science
Life Science
SC. 5.L.14, SC.68.L.14, SC.912.L.14
Organization and Development of Living Organisms
course outline

I. little black sketchbook
   A. Japanese Stab Binding Technique

II. Florida Insects
   A. Prompts: Identification Chart
   B. 30 Day Drawing Challenge

III. Drawing
   A. Techniques
   B. Media

IV. Self-Assessment
   A. Reflective Writing
overview

The most important way to improve drawings skills is consistency. Consistency is a process that takes commitment. A 30-day challenge is a good process to start building a daily drawing practice. The little black sketch book: insect drawings is designed to be part of a 30-day thematic drawing process where participants draw from direct observation. Are you ready for a 30-day drawing challenge? This drawing challenge creates a strong foundation to build a daily art practice which will lead to increased observational skills and leave a lasting impact on student achievement.
**visual art lesson plan: drawings**

<table>
<thead>
<tr>
<th>Learning Pathway: learning</th>
<th>Date(s)</th>
<th>Level: elementary/middle/high</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson:</strong> little black sketch book</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> drawings</td>
<td>Media: insect drawings</td>
<td>Theme: environment</td>
</tr>
<tr>
<td>White Ink</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bamboo Reed Pen</td>
<td></td>
<td></td>
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<tr>
<td>White colored pencils</td>
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<td></td>
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<tr>
<td>Sharpener</td>
<td></td>
<td></td>
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<tr>
<td>Black paper</td>
<td></td>
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<tr>
<td><strong>Example:</strong></td>
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</tbody>
</table>

**Objectives:**
Participants will examine a variety of Florida insects, explore drawing techniques, and use Florida insect chart to draw an insect daily.

**Visuals/Resources:**
- Florida Insects Chart
- Florida Insects

**Procedures:**
1. Participants examine a variety of Florida insects.
2. Participants use chart to identify Florida insects.
3. Participants practice observational skills and draw from life.
4. Participants explore drawing techniques - shading, hatching, cross hatching and contour line.
5. Participants utilize an assortment of white media.
6. Participants use Florida insect chart to draw an insect daily.
7. Participants take part of a 30-day drawing challenge.

**Performance Assessment:**
- Observation of product
- Interview w/student
- Critique
- Observation of process
- Self-assessment
- Portfolio
- Journals
- Other

**NGSSS Visual Arts Standards:**
- Critical Thinking, Reflection
- Skills Techniques, Processes
- Organizational Structure
- Historical/Global Connections
- Innovation Technology, Future

**Base Assessment:**
- Vocabulary test
- Weekly test
- Unit test
- Essay
- Report
- Other

**ESOL Strategies:**
- Visual Clues
- Model Task
- Hands-on Activities
- Cooperative Learning
- Use Graphs/Charts
- Other

**Vocabulary:**
- Observational skills
- Shading
- Hatching
- Contour Line
- Crosshatching

**Visual Arts Standards Codes:**
- [ ]
- [ ]
- [ ]
- [ ]

**Sketchbook/Journal:**

**Home Learning:**
# Visual Art Lesson Plan: Sketchbook

## Learning Pathway:

| Learning | Date(s) | Level:  
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>little black sketch book</td>
<td></td>
<td>elementary/middle/high</td>
</tr>
</tbody>
</table>

## Media:

<table>
<thead>
<tr>
<th>Example:</th>
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</thead>
<tbody>
<tr>
<td>![Sketchbook Image]</td>
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</tbody>
</table>

## Theme:

<table>
<thead>
<tr>
<th>Environment</th>
</tr>
</thead>
</table>

## Materials:

<table>
<thead>
<tr>
<th>Black Paper</th>
<th>Awl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metal Rulers</td>
<td>Scissors</td>
</tr>
<tr>
<td>X-acto knife</td>
<td>Tag Board</td>
</tr>
<tr>
<td>Cutting mat</td>
<td>Needle</td>
</tr>
<tr>
<td>Binder Clips</td>
<td>Thread</td>
</tr>
<tr>
<td>Bone Folder</td>
<td></td>
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</tbody>
</table>

## Objectives:

Participants will create a little black sketchbook using Japanese stab binding technique.

## Visuals/Resources:

- little black sketchbook

## Procedures:

**Step 1**
Stack back and front covers and pages and secure them along the side edges with binder clips. Then measure four holes and mark with a colored pencil. Next, stab holes with awl.

**Step 2**
Thread a large needle with binding thread. Measure thread length 4X the width of book.

**Step 3**
Open the pages of the book and find the center of the spine. Put the needle up through the 3rd hole. Then pull the needle and thread through to the front cover. Leave 2 inches of thread in the middle of the spine.

**Step 4**
Hold the spine back together. Bring the needle around to the back cover and thread through hole #3 again. This thread makes the first loop around the spine.

**Step 5**
From the front cover, bring the needle to hole #2. Pull the needle and thread through to the back cover. Bring the needle around to the back cover and thread through hole #3 again. This thread makes the second loop around the spine.

**Step 6**
From the back cover bring the needle and thread to hole #1. Then insert needle from the back cover through the front cover. Then go through hole #1 again from the back cover through to the front cover, forming your third loop around the spine.

**Step 7**
Go through hole #1 from the back cover and loop the thread around the top of the book, forming a 90-degree angle.

**Step 8**
Now stitch across the book, going through each hole once to make a straight line that continues from hole #1 to #2 next #3, and finally hole #4.

**Step 9**
Then loop thread around the spine to make the fourth spine loop. Then loop the thread through hole #4 from the back cover, so that the new loop forms a 90-degree angle to the previous loop.

**Step 10**
Now proceed back to hole #3. From the back cover, stick the needle through hole #3 halfway at the original starting place. Open book and pull the needle and thread through the spine. Tie a knot with the 2 inch thread tail. Cut the thread and push the two thread tails back into the spine.

## Performance Assessment:

- Observation of product
- Interview w/student
- Critique
- Observation of process
- Self-assessment
- Portfolio
- Journals

## NGSSS Visual Arts Standards:

- Critical Thinking, Reflection
- Skills Techniques, Processes
- Organizational Structure
- Historical/Global Connections
- Innovation Technology, Future

## Base Assessment:

- Vocabulary test
- Weekly test
- Unit test
- Essay
- Report

## ESOL Strategies:

- Visual Clues
- Model Task
- Hands-on Activities
- Cooperative Learning
- Use Graphs/Charts

## Vocabulary:

Visual Arts Standards Codes:

Sketchbook/Journal:

Home Learning:
inquiry questions

1. What are observational skills?
2. Why are observational skills essential?
3. How do we acquire observational skills?
4. What are the characteristics of realism?
5. Why is realism significant?
6. How would you define realism?
7. What is a daily drawing practice?
8. Why is a daily drawing practice critical?
9. How would you establish a daily drawing practice?
10. If you could create a 30-day drawing challenge, what theme would you choose?
## Visual Art Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Essential Question</th>
<th>Criteria</th>
<th>Big Idea</th>
<th>1 (poor)</th>
<th>2 (fair)</th>
<th>3 (good)</th>
<th>4 (great)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>How is it organized?</td>
<td>□ Elements of Art □ Principles of Design</td>
<td>Organizational Structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completion</td>
<td>How is it finished?</td>
<td>□ Mastery □ Participation □ Involvement</td>
<td>Skills, Techniques, and Processes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>How is it communicated?</td>
<td>□ Genre □ Theme □ Style □ Artist □ Period □ Culture</td>
<td>Historical and Global Connections</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td>How is it different or new?</td>
<td>□ Originality □ Impact □ Innovative</td>
<td>Critical Thinking and Reflection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Craftsmanship</td>
<td>How is it made?</td>
<td>□ Quality □ Presentation □ Function</td>
<td>Innovation, Technology, and Future</td>
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</tbody>
</table>
self-assessment

1. Describe **three** things you liked about this learning activity.

2. Explain what part of this activity you would like to learn to do better.

3. Discuss what part of this learning activity was the most difficult.

4. Identify **three** new ideas, skills or information you learned.

5. If you could do this activity over again state what you would do differently. Why?
Glossary

- **Awl** a small pointed tool used to pierce holes
- **Bamboo Reed Pen** utensil to apply ink
- **Beetle** an insect with a hard case that covers the wings and abdomen
- **Bone Folder** hand tool used to fold and crease paper
- **Butterfly** an insect with two pairs of large brightly colored wings
- **Cicada** a large insect with long transparent wings
- **Contour line** drawing an outline of a form
- **Cross Hatching** lines drawn over each other to create shading in a drawing
- **Dragonfly** a long-bodied insect with two pairs of large transparent wings
- **Grasshopper** a plant-eating insect with long hind legs
- **Hatching** lines drawn closely together to create shade or texture in a drawing
- **Insects** small animals with an exoskeleton and three body segments
- **Japanese Stab Binding** a four-hole book binding technique
- **Little Black Sketch book** a small book of black pages
- **Moth** nocturnal insect with a stout body, neutral color, and large wings
- **Observational Drawing** life drawing
- **Perspective** giving the illusion of height, width, and depth on a 2D surface
- **Realism** an artistic movement to represent subject matter accurately and detailed
- **Shading** technique to add dark and light areas to create the illusion of depth
- **Still life** arrangement of everyday objects, natural objects or manufactured items
- **Theme** central idea explored in a work
- **Thimble** a metal cap worn to protect the finger and push the needle when sewing
educational resources

books
books and books booksandbooks.com
barnes & noble barnesandnoble.com

visuals
get smart getsmartcatalog.com

supplies
jerry’s art-a-rama jerrysartarama.com
dick blick art materials dickblick.com
michaels art and craft michaels.com

materials
Ocean Bank Warehouse educationfund.org

museums
Museum of Contemporary Art mocanomi.org
Frost Museum of Science frostscience.org
Frost Art Museum frost.fiu.edu
Perez Art Museum Miami pamm.org

fieldtrips
Miami Dade Public Library mdpls.org
Extra Virgen Press extravirginpress.com
Fairchild Tropical Botanic Garden fairchildgarden.com

organizations
Oolite Arts oolitearts.org
Is Projects isprojectsfl.com
National Art Education Association arteducators.org

Video
Japanese Bookbinding Tutorial Sea Lemon
https://www.youtube.com/watch?v=j-r6c_trSxY
florida insects chart

1. Halloween Pennant Dragonfly
2. Green Darner Dragonfly
3. Wandering Glider Dragonfly
4. Zebra Longwing Butterfly
5. Gulf Fritillary Butterfly
6. Monarch Butterfly
7. Cloudless Sulfur Butterfly
8. Queen Butterfly
9. Polyphemus Moth
10. Lyside Sulphur Butterfly
11. Io Moth
12. Eastern Hercules Beetle
13. Dung Beetle
14. Rhinoceros Beetle
15. Eastern Lubbar Grasshopper
16. Hieroglyphic Cicada
17. Hister Beetle
18. June Beetle
19. Bumble Bee
20. Click Beetle
21. Eastern Pondhawk Dragonfly
22. Checkered White Butterfly
23. Tersa Sphinx Moth
24. Ox Beetle
25. Damselfly
26. Rainbow Scarab Beetle
27. Palpita Vitrealis Moth
28. Herpetogramma Phaeopteralis
29. Black Witch Moth
30. Owl Moth
materials

**sketchbook**
black paper
metal rulers
x-acto knife
scissors
large needle
cutting mat
awl
tag board
thread
binder clips
bone folder

**insect collection**
florida insects
florida insects chart
plastic case
pins

drawings
white Ink
bamboo reed pens
white colored pencils
sharpener
student work

3rd Grade