



# MH/Traditional Lesson - Triangles, Circles, Squares, Oh My!

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## Essential Question(s)

How does shape inform character design?

## Summary

In this lesson, students will design characters from shapes.

## Learning Goals

### Teacher's Note - Time Requirements

This lesson must be done over a two day period with the respective surveys given at the end of each day.

Display **slide 3**. Provide students with a piece of copy paper as well as an art supply such as a marker. Instruct students to read the instructions on the slide and then start a timer. Students will draw one shape of their choosing (either basic or complex) and fill it each with one solid color. Students can use markers, pens, pencils, or pastels, but should stick to one medium for the entirety of the lesson.

## Attachments

- [Traditional Slides - Triangles, Circles, Squares.pptx](#)

## Materials

Display **slides 4-5**, which introduce the topic and essential question: *How does shape inform character design?*

# Input

Display **slide 6** and play the video.

**Embedded video**

<https://youtube.com/watch?v=KCF0-PBtHAA>

Display **slide 7**. Explain the [Commit and Toss](#) instructional strategy. On a piece of notebook paper or sticky note, have students answer the question, "What was your one key takeaway from the video?" Have students toss the answers into a wastebasket and then choose four to read aloud.

# Modeling

Display **slide 8** and model the activity, changing a shape into a character and showing students how the process progresses.

## Teacher's Note - Art Reference

Slide 9 is there as a reference for you, but can also serve as another example for your students.

Show students how they can change the shapes in inventive ways. Are they faces? Bodies? Are they human-like? Creatures? Display the example slides that show how things can change from different shapes.

When you have finished, move to **slide 10** and play the survey instructions. Display **slide 11** and instruct students to take the Day 1 survey.

*End of Day 1 instruction*

## Check for Understanding

Display **slide 12**. Use the [Fist to Five](#) strategy to determine levels of understanding on the process from yesterday. Answer any questions from students operating from a low level of understanding.

## Guided Practice

Display **slide 13**. Lead the students through the process using a triangle as an example shape. Have the students practice and get them to make a full page of iterations with different characters from the original shape on copy paper. They can make whatever changes they want, but every time they make a change it needs to be a new drawing. Float around the room offering positive critique.

### Teacher's Note - Art Reference

**Slide 14** is there as a reference for you, but can also serve as another example for your students.

## Closure

On notebook paper, have the students respond to the **Exit Ticket** on **slide 16**: What did you learn from this experience? Did starting from such basic components hinder or hurt your creativity? Why? Did this change your perception of any popular character from a media franchise with which you are familiar?

Display **slide 17** and play the survey instructions. Display **slide 18** and instruct students to take the Day 2 survey.

## Resources

- Audity. (2021, August 5). Drawing shapes into faces! [Video]. YouTube. Retrieved June 7, 2022, from <https://www.youtube.com/watch?v=FQd3h9tTMvk>
- K20 Center. (n.d.). Commit and Toss. Strategies. <https://learn.k20center.ou.edu/strategy/119>
- K20 Center. (n.d.). Fist to Five. Strategies. <https://learn.k20center.ou.edu/strategy/125>