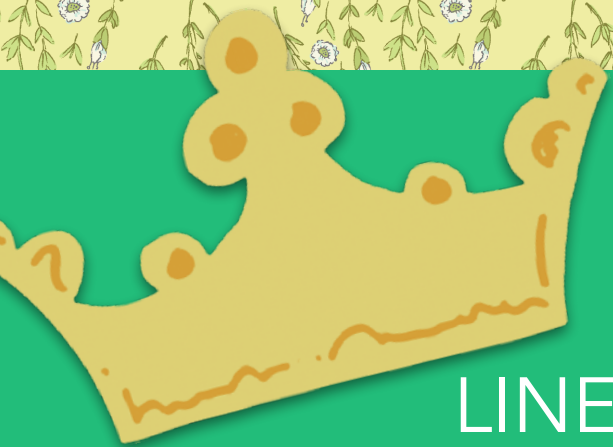


DEEP SPACE SPARKLE



TIME REQUIRED: Two sessions @ 35 minutes



FROG PRINCE

LINE, CONTRAST & EMPHASIS

FROG PRINCE



Although I designed this lesson as a way for my students to learn how to apply a watercolor wash and use a watercolor resist, the lesson works great as a cross-curricular component to study frogs and amphibians.

I don't know where this art came from (left) but someone sent me some pictures about a hundred years ago on how they adapted my frog lesson into a Frog Prince. Brilliant!

Simply add a crown to this unassuming frog and he becomes a stately frog prince who is ready for a kiss to break the spell that has him trapped in the body of a frog.



WHAT YOU'LL NEED:

- ☐ 12" x 18" white sulphite paper
- ☐ Oil pastels or crayons
- ☐ Liquid watercolor paints (blue, turquoise and green)
- ☐ Medium round paintbrush
- ☐ Water container
- ☐ Gold tempera paint (optional)

There are many adaptations of this Brothers Grimm fairy tale. All involve a prince who has been, unfortunately, turned into a frog. He meets a princess whose friendship can break the spell and turn him back into a human.



Meyerheim, Paul Friedrich.
The Frog Prince. 1889.

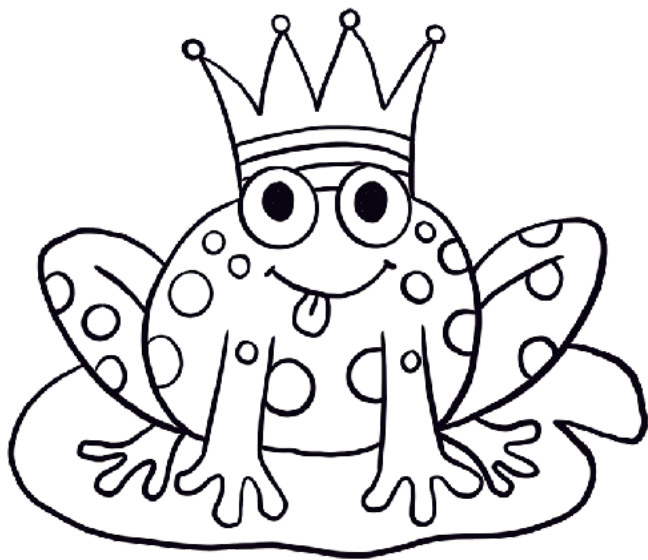
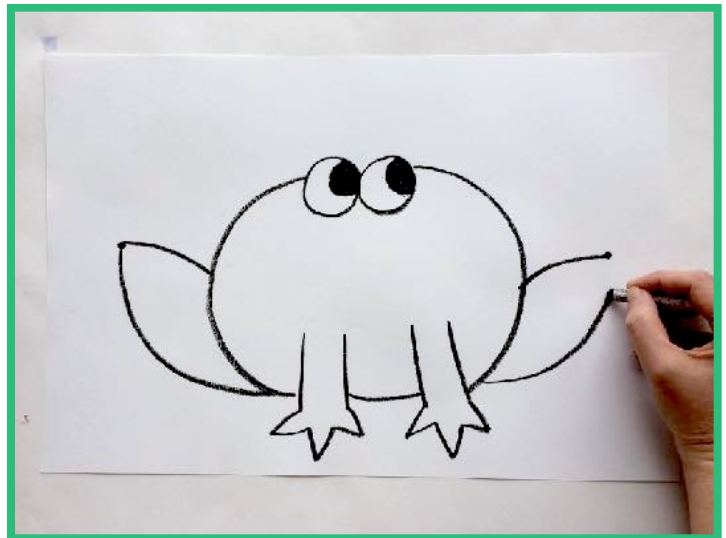
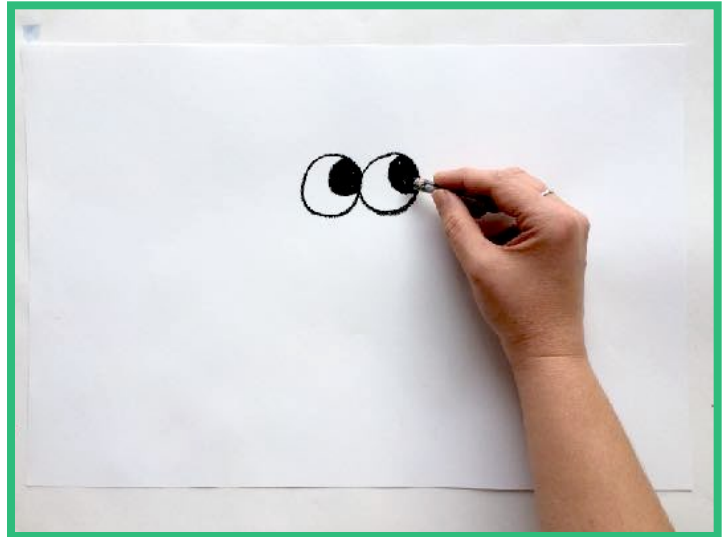
DRAWING THE FROG

You can teach the drawing of the frog two ways: pass the drawing guide (page 8) to each student or do a directed line drawing.

I did the latter. Before we did the step-by-step instruction, I drew a frog on the white board in the same fashion as the directed line drawing. Have fun with this step. The kids love naming their frog, thinking about what it eats, etc.

Once the kids get a feel for the drawing technique, they can pick up their black oil pastel and we begin drawing the frog.

After drawing the frog, add a lily pad, a horizon line and bull rushes. Give the kids some freedom here. Flies are a popular addition, as are long tongues.



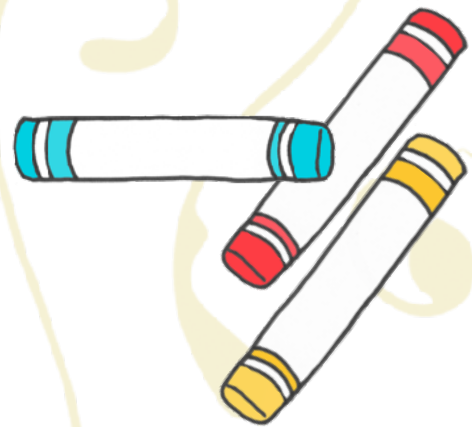
ADDING COLOR



Before I set out the paints, the children color in the spots with colored oil pastels or crayons.

They can draw lines on the lily pads, color in the bull rushes and add puffy clouds in their sky with white.

Finally, make sure the crown is colored to emphasize that this frog is princely!



PAINTING THE FROG

Then, using the three colors of liquid watercolor paint, they paint over the frog, the pond and the sky.

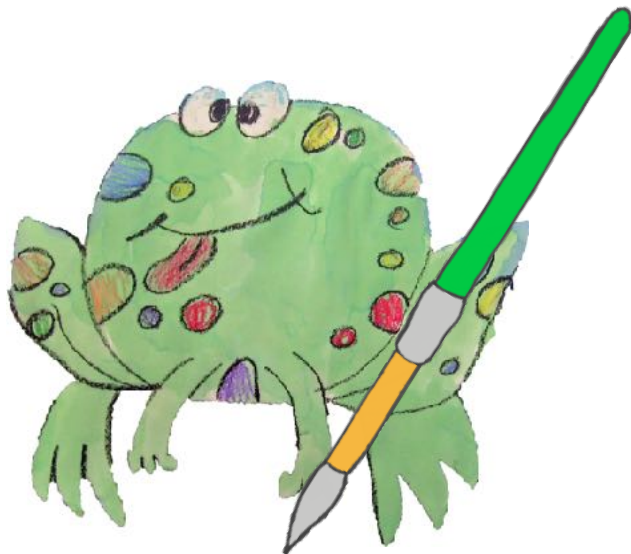
When you use liquid watercolors on sulphite paper, you will notice that the paint soaks into the paper. If you used watercolor paper, that wouldn't happen. But, even though it will soak in, be assured that it will dry perfectly fine.

Green: Frog

Turquoise: Water or Sky

Blue: Water or Sky

Allow students to choose if their water is going to be a swampy turquoise or clear blue. Use the other color on the sky.



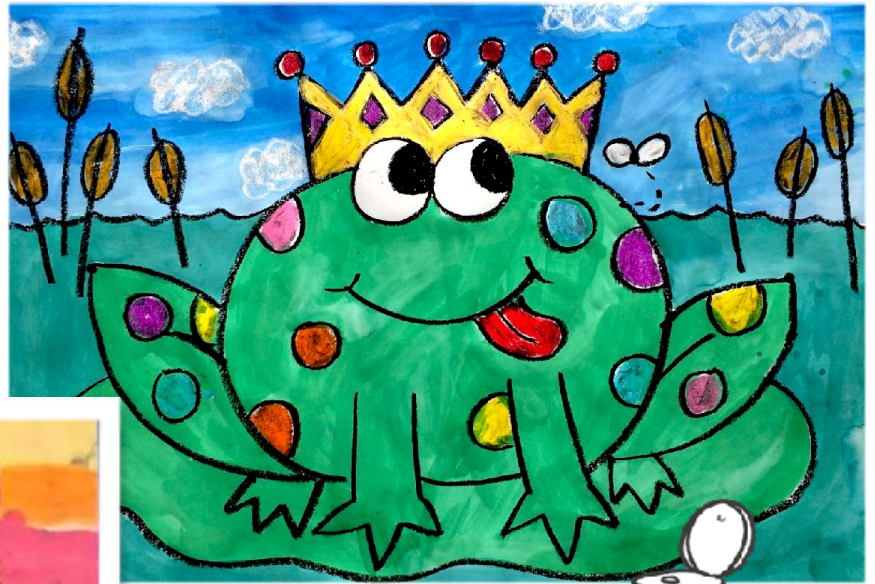
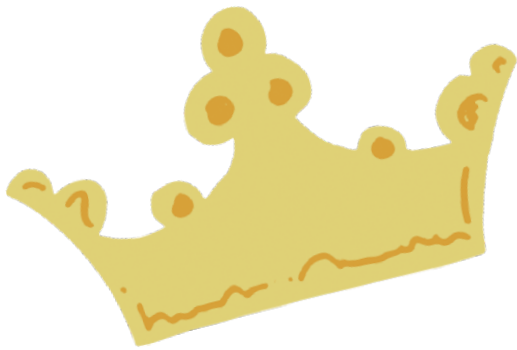
ADDING A CROWN



As an optional final touch, use liquid gold tempera paint to paint over the crown.

Leave any colored "jewel" areas unpainted and just paint over the gold crown.

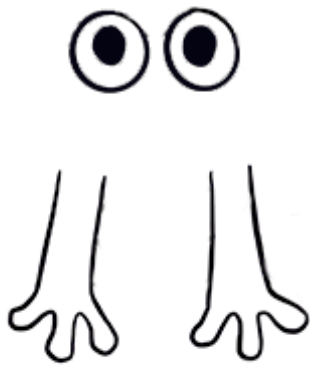
This adds a special shimmer and stateliness to your Frog Prince, don't you think?





1ST GRADE GALLERY

DEEP SPACE SPARKLE & THE SPARKLERS CLUB 7

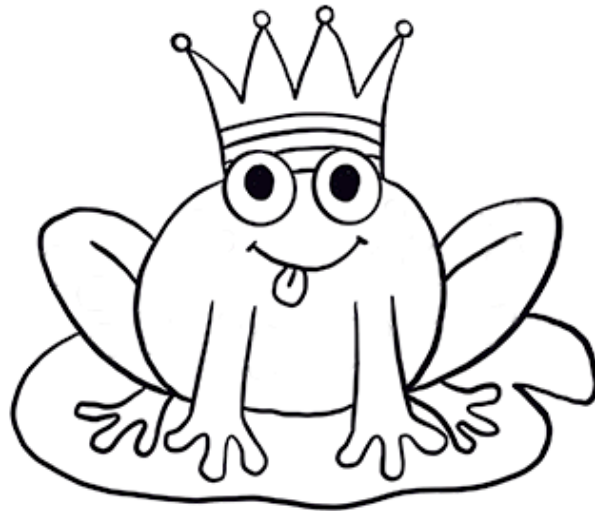


Draw two circles for eyes then add two smaller circles inside the larger circles. Just below the eyes (a child's hands width), draw two legs with webbed feet.

I tell the kids to draw two straight lines then join them together on the bottom to make one leg.



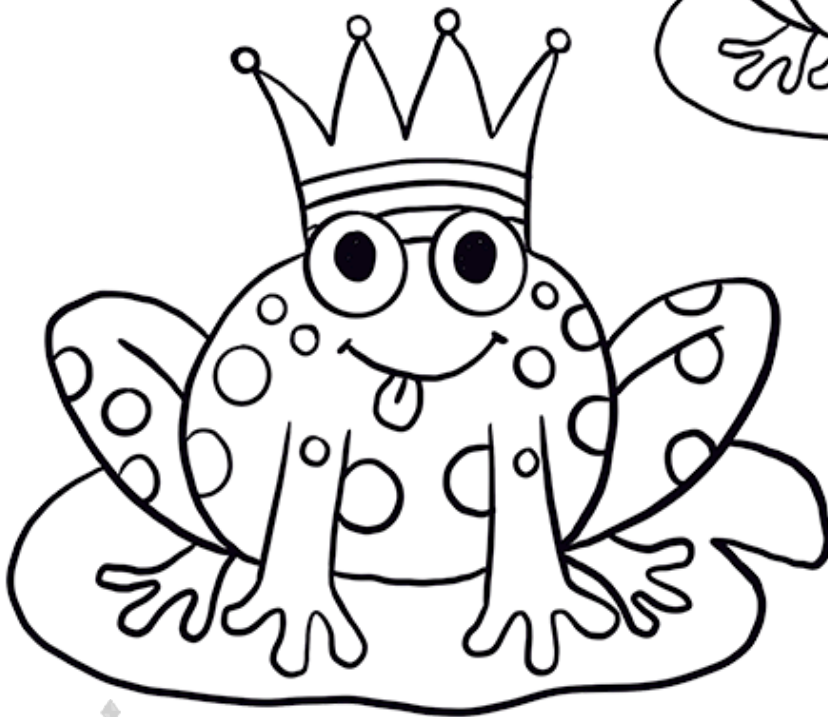
To make the body, draw a curved line from the left eye all the way around to the leg—jump over the leg—to the next leg—jump over that leg—and continue up to the eye.



Make two dots extending out to the side of the body and about 1/2 way between the eyes and feet.

Make two curved lines connecting the body to the dots to create the legs. Add the back feet next to the front feet.

Add webbed feet, a lily pad, a mouth and a tongue, dots and perhaps a fly.



FROG PRINCE DRAWING GUIDE

NATIONAL CORE ARTS STANDARDS-FIRST GRADE

CREATING

- ☒ Generate and conceptualize artistic ideas and work — Collaboratively use imaginative play with materials—use observations to prepare for artwork
- ☒ Organize and develop artistic ideas and work — Explore materials to create artwork—demonstrate safe & proper procedures—identify and classify through drawing
- ☒ Refine and complete artistic work—use art vocabulary to describe choices in art-making

PRESENTING/PRODUCING

- ☐ Analyze, interpret and select artistic work for presentation— explain why some objects, artifacts and artwork are valued over others
- ☐ Develop and refine artistic work for presentation — ask and answer questions of where, when, why and how artwork should be prepared for presentation/preservation.
- ☐ Convey meaning through the presentation of artistic work — identify the roles and responsibilities of people who work in museums and art settings

RESPONDING

- ☒ Perceive and analyze artistic work- select art that illustrates daily life experiences to others —compare images that represent the same object.
- ☐ Interpret intent and meaning in artistic work — interpret art by categorizing subject matter and identifying the characteristics of form
- ☒ Apply criteria to evaluate artistic work— classify artwork based on different reasons for preferences

CONNECTING

- ☒ Synthesize and relate knowledge and personal experiences to make art- identify times, places and reasons by which students make art outside school
- ☒ Relate artistic ideas and works with societal, cultural and historical context to deepen understanding —identify times, places and reasons by which students make art outside school

I CAN STATEMENTS FOR FROG PRINCE

- Today I will learn about LINE and SHAPE, so that I CAN draw a frog inspired by the fairy tale “The Frog Prince.”
- Today I will learn about CONTRAST, so that I CAN use watercolor paints to make the frog stand out from the water and sky.
- Today I will learn about EMPHASIS, so that I CAN add a crown to my frog that becomes a focal point of my art.

COMMON CORE STANDARDS FOR FROG PRINCE

CCSS.ELA-Literacy.W.1.1

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Students address this standard when completing the artist statement worksheet (located in Teacher Aids). They are writing their opinion about the artwork they made based on how it was created and how they were inspired.

CCSS.ELA-Literacy.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

After sharing the fairy tale of “The Frog Prince” via a children’s book or video, you can ask students to describe the message of the tale verbally or in written form on the back of their artwork.

CCSS.ELA-Literacy.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

As you read a children’s book based on “The Frog Prince” with the students, you can have students describe the frog and the setting based on the illustrations. Ask them to refer specifically to the images when giving their answers.

ASSESSMENT CHECKLIST

MAIN IDEAS FROM: FROG PRINCE

STUDENT NAME: _____

☐

Did the student draw a large frog on their paper?

☐

Did the student demonstrate proper use of watercolor paints?

☐

Did the student make their crown stand out?