

Doodle 4 Google

11–14 year olds

Art and Design/ICT



Curriculum level: Age 11–14; Key Stage 3; Scotland S1–S3

Lesson length: 2 x 1 hour

Aims

- To explore students' understanding of heroism and express it through art.
- To refine, organise and present ideas in response to a 'Doodle 4 Google' creative brief.

Learning objectives

Art

- To explore and create based on inspiration sought from others' art work.
- To develop ideas and intentions through examining the meaning in words and images.
- To experiment with different methods, approaches and media.
- To draw to express perception using sketchbooks or an art software package.

ICT

- To use ICT to find information and to demonstrate investigative skills, including refining search methods to inform an art theme.
- To organise ideas using mind maps, perhaps employing mind mapping software.
- To use ICT to present and communicate information in forms that are fit for purpose, meet audience needs and suit the content.

Learning outcomes

- All pupils will be able collect together words and images around the theme of 'My Hero'.
- Most pupils will be able to describe how their doodle reflects their personal ideas about what makes a hero.
- Some pupils will be able to analyse how their chosen style seeks to honour heroism through art.

Materials and equipment required

- Film poster and book cover for a storybook hero
- Interactive Whiteboard (IWB) and internet access (optional)
- Examples of several film posters where the lettering reflects the theme of the story
- Paper, pens and rulers for creating tables to classify information
- Large sheet of paper and coloured pens, or appropriate software, to enable mind mapping
- Sketchbooks and colours, or an art software package, for creating doodles
- Access to Google and Google Image Search
- Example of Google doodles for special events from www.google.co.uk/doodle4google
- A template of the Google logo from www.google.co.uk/doodle4google

Curriculum links

For detailed curriculum links, please click [here](#).



Create a doodle by hand or on a computer

This year, in association with Next Generation Learning, we will be awarding a special prize in each age-group for a doodle designed entirely by computer. These four doodles will also be voted on by the public.

Lesson 1

Time
(minutes)

10

Starter activity – Storybook heroes

- Tell students about the 'Doodle 4 Google' competition, explaining that Google changes its logo to celebrate different events, and that this year's theme for the competition is 'My Hero'.
- Ask students to work with the person next to them to make a list of storybook heroes. Encourage them to share their lists with the rest of the class.
- Challenge students to decide if those on their lists are really heroes or are they idols? What is the difference?
- Discuss with the students what it is about those on their lists that makes them heroes. Identify the key words students believe describe a hero and record them on the IWB.
- Use the IWB and the internet to show students different video clips and images of film heroes, for example Indiana Jones, James Bond, Sherlock Holmes, The Terminator, The Three Musketeers.
- Now show the students a film poster and a book cover for a storybook hero, for example Harry Potter
- (If you do not have access to an IWB and the internet, show students pictures and stick them on the whiteboard).
- Now show students a film poster and a book cover for a storybook hero, for example Harry Potter, Robin Hood, or Tarzan (you can search for these images at www.google.co.uk/images). Ask them to discuss with the person next to them how the hero is visually portrayed to emphasize his or her heroic character. Students may consider facial expression, stance, the perspective, the environment, and so on. Ask pupils to share their thoughts with the class.

Sorting activity – How do you define a hero?

- Remind the students that heroes do not have to be fictional. Some heroes are from real life.
- Ask them if heroes have to be from present times, and if they have to be famous. Discuss how else heroes may be classified and begin to build a classification table, like the one below:

Hero's name	Fictional	Real	Present	Past	Famous	Not Famous	Local	National	Sport	Politics

- Invite the students to suggest some heroes to include in the table, and then complete a few rows as a class. For example:

Hero's name	Fictional	Real	Present	Past	Famous	Not Famous	Local	National	Sport	Politics
Lance Armstrong		✓	✓		✓			✓	✓	

- Ask the students to copy the classification table and complete it for their personal hero.
- For more able students, encourage them to add new classifications to their table to help define their personal hero.

Research activity – Portraying heroes in words and pictures (20 minutes)

- Ask the students to use their classification table to help them build a spider diagram: *Ways to describe My Hero*. They may use the internet to research key words, facts and quotes that describe their hero. You could also encourage them to use a software package for this activity.
- Suggest to students that as they build their spider diagram, they visualise and sketch ideas in their sketchbooks that relate to the descriptions of their hero.
- Encourage students to experiment bringing together their sketches to develop ideas for creating a poster that honours their hero.

20

20

Lesson 1 (continued)

Time
(minutes)

10

Plenary

- Show students the key word list for heroes they compiled on the IWB at the beginning of the lesson. Encourage students to share and compare some of the ideas from their spider diagrams and further build on this initial list.
- Remind students about the 'Doodle 4 Google' competition and that this year's theme for the competition is 'My Hero'.
- Advise the students that in the next lesson they will be looking more closely at how they might incorporate the work on their personal heroes into the word 'Google' on the Google homepage.

Extension/Homework

- 'Doodle 4 Google' is just one way that students may honour their hero. Ask them to compile a list of memorabilia that may be created for their hero, for example t-shirts, tea towels, mugs, posters, CD or DVD covers.
- Encourage the students to research ways in which people are visually portrayed on memorabilia. What kinds of things do they think artists must consider when designing for a piece of memorabilia? You can use Google Image Search or other search engines to search for memorabilia to help develop ideas.

Lesson 2

Time
(minutes)

Starter activity

- Recap on the 'Doodle 4 Google' competition and remind the class that this year's competition entries are to be on the theme of 'My Hero'. Show examples from www.google.co.uk/doodle4google on an IWB if you have access to the internet.
- Discuss how the Google logo has been incorporated into previous winners' ideas and use the IWB to zoom in on the detail. For example. You may zoom in on single letters or on a single illustration. Zoom out again to discuss how the details work in relation to the whole concept.
- Look at the work of the original Google Doodler and consider his top ten tips for 'Doodle 4 Google'.

10

Group activity – Thinking about lettering

- Show pupils some film posters from films about heroes and compare the lettering used for the films' titles. For example, you may consider any film posters used in lesson 1, as well as posters for films such as Indiana Jones and Superman. You can search for images at www.google.co.uk/images or use other search engines.
- Discuss with pupils how the colours, size, shapes and styles of the lettering on the film posters reflect what the films are about.
- Consider the types, sizes and positions of images in comparison to the lettering to create an overall effect.
- (As an alternative, you may choose to use book covers from your school library instead of film posters.)

10

Individual activity – Doodle

- Encourage the students to consider different ways of portraying the lettering of the word 'Google' with colour, size, shape and style to suggest a theme of 'My Hero'.
- Suggest that students also consider alternative media to create different impressions. Ask students to think carefully about what differences the media make and to be able to justify their chosen media. Include opportunities to use art software packages.
- Encourage the students to experiment with how they might incorporate images relating to their personal heroes into their design for the Google logo. Encourage them to consider types, sizes and positions of images.
- Ask the students to trial different concepts for the 'Doodle 4 Google' competition.
- For more able students, suggest thinking about another hero, very different to their personal hero, perhaps a different gender, different era, different age and known for different heroics. Ask the students to consider how these differences may impact on their thinking about designs.

30

Plenary – Supporting statement

- Invite some of the students to share their ideas with the rest of the class.
- Look again on the IWB at some previous winners of Doodle 4 Google and consider their supporting statements.
- Students should prepare a supporting statement (of no more than 50 words) that focuses on their personal interpretation of heroism.

10

Extension / Homework

- The students should create their final doodle and a supporting statement for the competition entry, describing how their doodle reflects their individual ideas about what makes a hero, and how to honour heroism through art.
- Ask pupils to think about how heroes that are represented through art impact on community, for example to inspire others.

Curriculum links

England – Key Stage 3

Art and Design

1.1 1.2 1.4b 1.4c 2.1 a-e 2.2a 2.2c 2.2d 2.2f 4b

ICT

1.1a-c 1.2 1.3a 1.5b 2.2a 2.3a 2.4a-c

Northern Ireland – Key Stage 3

Art and Design

- Develop as individuals by examining the meanings of artworks to foster personal and social insights.
- Work directly with materials, techniques and equipment as well as engaging with the products of culture.
- Explore the work of artists, and through this sort of study develop skills which help when making choices where there is no 'right' answer.

ICT

- ICT is a cross curricular theme
- Objective 2 – Application of ICT; develop skills to select IT tools appropriate to tasks
- Objective 3 – Enhancing quality of learning; developing, modifying and communicating ideas

Wales – Key Stage 3

Art and Design

Understanding 1.1 1.3, Making 2.2 2.3, Investigating 3.1 3.2 3.3

ICT

Communicating and Handling Information: 1.1 1.2 1.3

Scotland – S1 – S3, Levels E – F

Art and Design

- Investigate visually and record – use a variety of ways of recording (e.g. drawing)
- Using visual elements – show understanding of the visual elements, and use these in making images
- Creating and designing – demonstrate understanding of the use of visual elements in a wide range of activities (e.g. in drawing)
- Communicating – use a range of visual methods to express feelings and ideas, attempting perspective, realistic colour and tone

ICT

- Create a document using and manipulating a wide range of graphic material
- Apply web searches to real-life situations, download files and refine searches