

Doodle 4 Google

14–16 year olds

Art and Design/ICT



Curriculum level: Age 14–16; Key Stage 4; Scotland S4–S5
Lesson length: 2 x 1 hour

Aims

- To investigate how the concept of heroism, both from a personal perspective and in a wider sense, along with underpinning historical, social and cultural influences, is portrayed through art.
- To develop and explore ideas and refine work as it progresses to create a maximum impact Doodle 4 Google on the theme of 'My Hero'.

Learning objectives

Art

- To explore and create based on interpretation and critique of others' art works.
- To develop ideas and intentions by working from observation, experience and imagination.
- To understand contexts in which artists work and recognise their influence.
- To use sketchbooks to refine work as it progresses.
- To consider the use of a variety of methods and approaches, including art software packages.
- To draw to express perception and invention, presenting ideas in appropriate forms.

ICT

- To exploit ICT for research and investigation and to organise information to inform an art theme.
- To use ICT to evaluate and review, reflecting critically and using feedback.

Learning outcomes

- All pupils will be able to create a 'Doodle 4 Google' design based on the theme of 'My Hero'.
- Most pupils will respond creatively to a range of ideas and images relating to a theme, and seek inspiration from them.
- Some pupils will be able to analyse the historical, social and cultural contexts portrayed through the subject of an artwork, and also may consider the influence of the contexts in which the artist worked.

Materials and equipment required

- Examples of newspaper headlines including the word 'hero'
- Interactive Whiteboard (IWB) and internet access (optional)
- Paper and pen for listing and note-taking, or appropriate word processing package
- Large sheet of paper and coloured pens, or appropriate art software package, for compiling a mood board
- Sketchbooks and colours 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 – What makes a hero?

Time
(minutes)

5

Starter activity – Heroes in the headlines

- Inform students about the 'Doodle 4 Google' competition and explain that Google changes its logo to celebrate different events. Explain that this year's theme for the competition is 'My Hero'.
- Read some newspaper headlines about heroes. For example: Hero Granny fights armed crooks; Plane crash pilot dies a hero; Simon Cowell is a hero to X Factor winner; Hero parrot squawks for help
- (You may use Google news, or other news websites. Show the headlines on an IWB.)
- Ask the students to discuss with the person next to them whether those in the headlines are indeed heroes, and if so why.
- Do they think there are different types of heroes?
- Ask the students to jot down five words that describe what the word 'hero' means to them.

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Small group activity – Hero types

- Working in small groups ask the students to think of heroes in some of the following categories: War hero, Romantic hero, Human rights hero, Explorer hero, Business hero, Sports hero, Science hero, Art hero.
- Discuss whether it is possible to have more than one personal hero.
- Did they think of any heroes that didn't fit the categories? What other categories of hero could there be?
- Encourage pupils to categorise their heroes further into: Young heroes, Famous heroes, Current heroes, Personal heroes, National heroes, Old heroes, Unsung heroes, Historical heroes, Community heroes, Global heroes

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Visualisation activity – Picture a hero and what do you see?

- As a class, compare the visualisations of two very different heroes. For example, ask half the class to close their eyes and visualise Barack Obama and the other half to close their eyes and visualise Anne Frank.
- With eyes closed, ask the class to consider where their hero is, what they are doing, and how they are dressed.
- Ask students to open their eyes and jot down some key words or sketches that capture their visualisation.
- For more able students, encourage thinking about how their visualisation and their words and sketches reflects the time in which their hero lives or lived (historical context), the place they live or lived (cultural context), and their social standing (social context).

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Research activity – Heroes in context

- Invite the students to choose two different heroes from their categorisation lists. Then ask them to use Google Image Search or other search engines to find images of these heroes and make some notes on the ways that each of them is depicted to reflect heroic characteristics and their contexts.
- Suggest that they compare images of their chosen heroes by opening multiple windows, so they can see them side by side. Now consider how they are depicted differently and the same.
- Encourage the students to make brief notes on why they think the artist (be it an illustrator, painter, or photographer) chose to depict their heroes in this way. How does it reflect the historical, cultural and social times in which the hero and the artist lived?
- Ask them to use their categorisations and analyses to create a hero mood board, perhaps using an art software package. Make sure students understand the concept of a mood board as a collage of images and text that are related by an idea, and together create a mood that represents that idea.
- For less able students, you may wish to provide a partly completed, or an example mood board to support their understanding.

Lesson 1 (Continued)

Time
(minutes)

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Plenary

- Ask the students to share their mood board with the person next to them.
- Remind students about the 'Doodle 4 Google' competition and that this year's theme for the competition is 'My Hero'.
- Tell the group that in the next lesson they will be looking more closely at how they might use their work on heroes to enter the 'Doodle 4 Google' competition.

Extension/Homework

- Encourage the students to research some local heroes. They may search Google for their local newspaper to look for news stories, or visit their local museum, or do a survey to ask people to name and describe a local hero.
- Invite them to create their own superhero for a particular moment in history and particular culture.
- Ask the students to return to their mood boards and develop them in the light of their further thinking about heroes.

Lesson 2

Time
(minutes)

Starter activity

- Recap on the 'Doodle 4 Google' competition and remind the students 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 one. Alternatively, you could set this as homework in the previous lesson.
- Discuss how the Google logo has been incorporated into previous winners' ideas.
- Look at the work of the original Google Doodler and consider his top ten tips for Doodle 4 Google as a class.

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Group activity - Heroes celebrated by museums

- Museums often celebrate people's heroes. For example, the Dali Universe Museum, the Beatrix Potter Museum, or the Holst Birthplace Museum. Use an IWB to show the students these and some other logos from museum websites.
- Discuss how some museum logos have been designed to incorporate ideas about the heroes that they celebrate.
- Consider:
 - How the lettering and images in the logos are complementary in style
 - How the layout of lettering and images work
 - What clues there are to the historical, social and cultural context in which the hero lived
 - What kinds of messages the logos convey
- Invite the students to suggest what else may have been incorporated into these logos, including colours, images and styles to further emphasise heroism.

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Individual activity – Doodle 4 Google

- The students should spend some time considering their mood board and annotating it with ideas for the 'Doodle 4 Google' competition.
- Invite them to take a few of their mood board ideas and develop them further using their sketchbooks. Ask students to consider how each of their ideas may work for different media, and write a brief justification for the one that they think will work best.
- The students could write notes analysing where their sketchbook illustrations may work well and not so well for a 'Doodle 4 Google' on the theme of 'My Hero'. Ask students to talk through their decisions about what they think has worked with the person next to them in order to gauge alternative perspectives.

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Plenary – Supporting statement

- Inform students that their doodle should have a short supporting statement, of no more than 50 words, to accompany their logo. This must sum up their understanding of 'My Hero'.
- Ask students to look again at all the work they have done on heroes and circle the words that are important to them when thinking about 'My Hero'. These words should be used to inspire their final doodle, and to create their final supporting statement.

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Extension / Homework

- Encourage the students to take their analyses of their sketchbook illustrations and all their circled words to create a maximum impact 'My Hero' theme for the Google logo. Suggest that they may use an art software package to design their doodle.
- Prepare a supporting statement that focuses on:
 - Their concept for a 'My Hero' doodle
 - An understanding of how their interpretation of heroism through their doodle may reflect the historical, social, cultural times in which they, as the artist, live.

Curriculum links

England

Art and Design

QCA GCSE assessment objectives: A01, A02, A03, A04

Northern Ireland

Art and Design

CCEA GCSE assessment objectives: A01, A02, A03, A04

Wales

WJEC GCSE assessment objectives: A01, A02, A03,
A04

Scotland

Art and Design

View SQA guidelines for programmes of study