

Doodle 4 Google

5–7 year olds

Art and Design/ICT



Curriculum level: Age 5–7; Key Stage 1; Scotland P1–P3
Lesson length: 2 x 1 hour

Aims

- To introduce the ‘Doodle 4 Google’ competition by thinking about inspiring people whom the pupils would call ‘My Hero’.
- To develop the ability to represent ideas through drawing on a given theme.
- To develop their ideas using appropriate media, including ICT.

Learning objectives

- To understand what is meant by ‘My Hero’ by exploring the qualities of inspirational people, including those who are famous and those who are known personally to the pupils.
- To develop their ability to represent ideas through drawing a ‘Doodle 4 Google’.
- To investigate the possibilities of a range of materials and processes, including the use of ICT.
- To review what they and others have done, and say what they think and feel about it.

Learning outcomes

- All pupils will know what they mean by ‘My Hero’ and have expressed an idea through drawing a Doodle.
- Most pupils will also know about the qualities they admire in a hero and will be able to create a Doodle on the Google logo based on the theme of ‘My Hero’.
- Some pupils will also be able to evaluate and refine their Doodle.

Materials and equipment required

- Large sheets of paper
- Image or object to represent your hero to show pupils
- A range of drawing materials: crayons, chalks, pencils, felt tips etc
- A template of the Google logo from www.google.co.uk/doodle4google
- Examples of Google Doodles for special events from www.google.co.uk/doodle4google
- Art/draw software computer if appropriate.

Curriculum links

For detailed UK 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.

www.google.co.uk/doodle4google

Lesson 1

Time
(minutes)

Starter activity - 'Here's my hero'

- Tell the pupils about one of your heroes, and if possible, show an image or object that represents them. Explain why they are an inspiration to you and give examples, such as 'he was very brave to speak out and say what he believed in' or 'she is always fair, and listens to what everyone has to say'.
- Ask the pupils:
 - What does it mean to be a hero?
 - How do you know that someone is a hero?
 - Can anybody be a hero?
 - What makes them special?
- Explain that people can be heroes for different reasons. They don't have to be famous.
- Have some pictures ready of heroes from different walks of life to show the pupils. Talk about why we think these people/characters are heroes, for example:
 - Fictional characters: who is the hero in the story of Red Riding Hood, The Three Billy Goats Gruff or Robin Hood?
 - Real life heroes: Mother Teresa, Tanni-Grey Thompson, Nelson Mandela.
 - Personal heroes e.g. my Gran, my cousin, or someone local in a particular job like an ambulance driver or a fireman.
 - Examples from TV and film, for example popular superheroes. Who are their favourites and why?

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Paired activities - 'I'd like to know...'

- Ask the pupils to pair up and talk to each other about their heroes. Who do they admire and why? For example, 'I admire my cousin because she sings in a band and travels all over the country'. Then ask the pair to report back to the rest of the class by introducing their partners' heroes. Is there anything else the class would like to know about the hero? Encourage them to ask questions.
- Can they role-play a simple scene which shows their hero in action? For example, Tanni-Grey Thompson crossing the finishing line or their Gran nursing someone in hospital.

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Individual activities - 'Meet my hero'

- Pupils draw a picture of their hero. Help them to write a question that they'd like to ask them. Can they show their hero 'in action' so that the viewer can understand why they are a hero. For example, a fireman saving someone from a burning building or their favourite footballer scoring a goal?
- Invite them to write a key word about their hero on the computer in large font. For example, brave, kind, strong, etc.
- Work with a small group of pupils on preparing a short multimedia presentation about heroes. Use presentation software to insert scanned drawings and photos of different heroes. Write simple captions.

25

Plenary

Invite the pupils to share their pictures and to say why the people they have chosen are heroes. How many of the pictures show famous people? How many are family members? What kind of inspirational qualities have the pupils chosen? Tell the pupils that next time they will be extending their ideas for the Doodle 4 Google competition.

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Extension/Homework

- Ask the pupils to look at the story and picture books in the class and to find a picture of a hero. Can they say why this character is a hero and draw their own picture of the hero in action? These pictures could be displayed on the wall or in a class book, 'Our storybook heroes'.
- Encourage the pupils to talk to people at home about their heroes. Can they find a picture or an object which represents them and write a sentence about or caption for their family's hero?

Lesson 2

Time
(minutes)

Introduction – What's a Doodle 4 Google?

- Go to the Doodle 4 Google website www.google.co.uk/doodle4google and show the pupils a few examples of Google Doodles for special events and the entries from past winners. Can the pupils tell which events or themes have been represented?
- Can they identify all the letters and read the word 'Google'?
- Talk about the ways the images have been used in and around the letters. Can the pupils tell if the designs have been drawn in crayon, chalk or paint? Perhaps they have been designed on a computer? Why do they think the artist chose this media? Are they all in colour?
- Remind the pupils that they will be doodling with all their ideas about 'My Hero' for the competition.
- Look at some of the pupils' hero pictures from the previous lesson and talk about how they can be represented. Think about their life stories and key images which can be used. For example, the paralympian Tanni-Grey Thompson could be represented by a wheelchair, race track, and gold medals.
- Give the pupils an idea about how to do this by working on one hero together. For example, 'Granddad' was a volunteer on a lifeboat. Choose a few items to represent his life; a lifeboat, a life jacket and a rough sea. Experiment with including these images into the Google logo.

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Group activity – I can doodle too

- This activity will help the pupils to understand the idea of linking their picture to the word 'Google'. Allocate each group one letter from the word, including both upper and lower case 'g'.
- Ask the pupils to look back at their hero drawings from the previous lesson and to now doodle with one of the letters to try to turn it into their hero.
- Which characters work well and why?
- Encourage the pupils to try out their ideas a few times. They can draft and redraft their work as many times as they like. Talk to them about their different versions. Which ideas do they really like and why? Which bits do they want to change?

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Class activity – Doodle, doodle, Google

- Give the pupils a template of the Google logo on which they can base their Doodle.
- Talk about the best colours to use. Do they want to use the same colours that are in the Google logo?
- Encourage them to explore using different media, including ICT applications, during the drafting and redrafting process. For example, what does a good idea drawn in felt tips look like when it is re-drafted using chalk?
- What else can they include in their picture to show how their chosen person is a hero?
- Encourage them to try out different ideas until they are satisfied that their picture really shows 'My Hero'.
- Remember the Doodles can be carried out using art computer software if this is available or by choosing traditional drawing materials.
- Help them to write a supporting statement about why this person is their hero.

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Plenary

- Ask the pupils to share their Doodles with the rest of the class and to read their supporting statements or to tell the class about their hero.
- What clues are in the picture to show how the artist feels about their hero?

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Extension/Homework

- The pupils can try again on another version if they would like.
- Remind them to give their Doodles a title and to write a couple of sentences about why this person is their hero.

Curriculum links

The lessons provide teachers with the opportunity to visit the following curriculum areas, but they will not all necessarily be covered in detail.

England – Key Stage 1

Art and Design
(1a, 1b, 2a, 2b, 2c, 3a, 3b, 4a, 4b, 5a, 5b)

- Exploring and developing ideas: record from first-hand observation, experience and imagination, and explore ideas. Investigate the possibilities of a range of materials and processes.
- Investigating and making: try out tools and techniques and apply these to materials and processes, including drawing.
- Review what they and others have done and say what they think and feel about it.
- Evaluating and developing: identify what they might change in their current work or develop in their future work.
- Knowledge and understanding: of visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space.

ICT

(1a, 1b, 1c, 2b, 3a, 4a, 5b)

- Finding things out: gather information from a variety of sources. Enter and store information in a variety of forms. Retrieve information that has been stored.
- Developing ideas and making things happen: how to select from and add to information they have retrieved for particular purposes.
- Exchanging ideas and sharing information: how to share their ideas by presenting information in a variety of forms.
- Review: what they have done to help them develop their ideas.

Northern Ireland – Key Stage 1

Art and Design

- Look and talk about resource material to stimulate their own ideas.
- Explore visual elements of colour, tone, line, shape etc.
- Talk about their own and other's work.
- Experiment with a range of media, materials, tools and processes.

ICT

ICT is integrated throughout the curriculum. Pupils use ICT to handle and communicate information and solve problems.

They process, present and exchange their ideas and translate their thinking into creative outcomes that show an awareness of audience and purpose. They collaborate within and beyond the classroom, to share and exchange their work and to exhibit and showcase their learning.

Wales – Key Stage 1

Art and Design
1.1, 2.1, 3.1, 3.2

- Explore and experiment with a variety of techniques and materials.
- Mix, shape, arrange and combine materials to create their own images and objects that communicate and express their ideas, feelings and memories creatively.
- Develop and use their understanding of colour, line, tone, texture, pattern, shape and form.
- Reflect on their own and others work.

ICT

Pupils develop skills, knowledge and understanding through experiences which involve them in (i) finding and developing information and ideas (ii) creating and presenting information and ideas.

Scotland – P1 – P3, Levels A – B

Art and Design

- Using media – select from a given range of media and use in a free and spontaneous way, but with evidence of organisation and control.
- Communicating – use symbols to express ideas. Paint/draw a personal picture, beginning to represent space and distance and to use colour to express emotions.
- Observing, reflecting, describing and responding – with support, describe a picture and in talking make a personal response to some aspect of it.

ICT

- Using technology: use a mouse to point and click; print, save and retrieve with support.
- Creating and presenting: create a picture using simple software; add text to a picture.
- Searching and researching: recognise that information is available electronically.