



Research Project 5E Lesson - Triangles and Circles and Squares! Oh My!

Shapes in Character Design

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Grade Level	9th – 12th Grade	Time Frame	90-120 Minutes
Subject	Visual Arts	Duration	1-2 Periods
Course	Any Secondary Course, Visual Arts		

Essential Question

How does shape inform character design?

Summary

In this lesson, students will design characters from shapes. After starting their designs, they will view videos from two professional artists on completing this exercise and iteration in character design. Once students have refined their characters, they will trade with other students who will offer suggestions. Finally, students will create a finished character and reflect on the lesson using Chat Stations.

Snapshot

Engage

Students draw 3 shapes and color each with one solid color.

Explore

Students write a Preflection, turn their shapes into characters and watch a short video.

Explain

Students watch a video from a character artist and find its Point of Most Significance. Afterward they will "Pass the Problem" to another student who will help them with their designs.

Extend

Students will use feedback from the previous step and further develop their character through the use of accessories.

Evaluate

Students will finish their Preflection writing and then navigate Chat Stations help them evaluate their experience.

Standards

Oklahoma Academic Standards (Fine Arts: Visual Art (High School: Proficient (I)))

VA.CP.1 : Learn and use vocabulary and concepts related to visual arts.

I.VA.CP.1.1 : Use the elements of art (e.g., line, color, form, shape, texture, value, and space) and principles of design (e.g., rhythm, balance, contrast, movement, center of interest, and repetition) to develop multiple approaches to create art.

VA.P.1 : Utilize a variety of ideas and subject matter in creation of original works of visual art.

I.VA.P.1.1 : Document process of developing ideas from early stages to fully elaborated ideas and originality.

Attachments

- [Chat Station Posters - Triangles, Circles, Squares! Oh My!.docx](#)
- [Chat Stations Questions - Triangles and Circles and Squares! Oh My!.docx](#)
- [Research Project 5E Slides - Triangles and Circles and Squares! Oh my!.pptx](#)
- [Triangles and Circles and Squares LEARN Slides.pptx](#)

Materials

- Pencils
- A medium with which to color (such as markers, pastels, etc.)
- Blank drawing paper
- Projector
- Speakers

5 minutes

Engage

Display **slide 3** and provide each student with a piece of copy paper as well as art supplies such as markers, pens, pencils or pastels. Tell students to draw three different, contrasting shapes and fill each one with a solid, contrasting color. Start the timer on slide 3 and provide five minutes for students to complete the task.

Teacher's Note: Complexity Level

Complexity Level: The grade and/or skill level of your class can determine the complexity of the exercise. For example, if you have an introductory class you might limit students to basic shapes like triangles, circles, squares, etc. If you have a more advanced class, you can have students create more complex, Rorschach-type shapes.

20 minutes

Explore

Move through **slides 4-5** and review the essential question and lesson objective with students. Move to **slide 6** and have students take out a piece of notebook paper. Using the [Preflection](#) strategy, tell students to write a response to the essential question, how does shape inform character design? Ask for volunteers to share their thoughts about the question. When they have finished, collect their papers for later use during the lesson.

Teacher's Note: Possible Student Responses

Student responses might include statements such as "It helps define the character." or "It creates a solid foundation upon which to build." More basic responses might include answers such as, "It helps inspire." or direct responses to shapes such as, "Circular is soft, and square is mean."

Move to **slide 7** and instruct students to return to their drawings and now turn each of the drawn shapes into a different character. Suggest that they try to use the shapes in inventive ways. Are they faces? Bodies? Are they human-like? Creatures? Students are free to alter the proportions of the shape or the shade of the color, but each change should be drawn next to the previous version so one can see how the character evolves. Tell students they have five minutes to turn their shapes into characters and begin the timer on slide 7.

After five minutes, display **slide 8** and show a short video that provides an example of turning shapes into different characters.

Embedded video

<https://youtube.com/watch?v=FQd3h9tTMvk>

Display **slide 9**. Start the timer and tell students they have ten minutes to finish turning their shapes into characters.

Teacher's Note: End of Day One Instruction

Stop class at this point to give the first survey. Display **slide 10** and play the video for students which explains the survey students are going to take. Move to **slide 11** and have students take the survey on their personal devices using the provided link or QR code.

25 minutes

Explain

Display **slide 12** and have students watch the video.

Embedded video

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

After showing the video, move to **slide 13** and ask students to think about the [POMS: Point of Most Significance](#) from the video, tell students to share their thoughts with a partner and then ask for volunteers to share their thoughts.

Display **slide 14** and instruct students to do a variation of the [Pass the Problem](#) strategy. Instruct students to make a new iteration of one of their characters, then have them exchange their artwork with another student. Each student will now draw a version of the character before them based upon the latest iteration with adding a few lines of design feedback underneath. Instruct them to consider changing elements like texture, line thickness, shade, etc. Should they choose, they can also change the primary color used for the characters if they think there is a better option.

Have students exchange their papers back and refine their character in another iteration using the new feedback from their peers. Each student needs to make one more iteration using that feedback. They don't have to keep it in their final product, but it might give the student another perspective.

10 minutes

Extend

Display **slide 15**. Tell students to add an accessory to each character in a different color (they can also change the color of their characters to better suit the accessory). The accessory should tell something else about the character. Remind students about the video on iteration and how each small change to the face greatly informed the final tone and expression of the character. How could a piece of clothing, jewelry, or held item do the same? Display **slides 16** and **17** to provide examples for students of what the process of modifying their characters could look like.

15 minutes

(Optional) 2nd Extend - ICAP

Teacher's Note: Setting Up [Mentimeter](#)

Make a copy of this [Mentimeter presentation](#) to your account. Copy the link of your new presentation to the slides for this lesson before using it.

After clicking on the link, select "Copy to your Account." To get the new link, click "Share" and then paste it into the slides.

Embedded video

<https://youtube.com/watch?v=25e-7Cuh-z0>

Have students navigate to the Mentimeter using your link and code. As they watch the video, have them write down ideas that they find interesting.

20 minutes

Evaluate

Teacher's Note: Lesson Preparation

Prior to the lesson, hang up the attached **Chat Stations Posters** around the room.

Display **slide 18**. Distribute students' Preflections responses from earlier in the lesson and have the students answer the essential question again now that they have practiced making characters from shapes. Ask for students to share their thoughts.

Move to **slide 19**. Pass out the attached **Chat Stations Questions** handout to each student. Have students pair with their previous partner and have them combine with another pair to make groups of four.

Tell students to visit each of the [Chat Stations](#) as a group and answer the question on each poster.

- What did you learn from this experience?
- Did starting from such basic components hinder or hurt your creativity? Why or why not?
- Did this change your perception of any popular character from a media franchise with which you are familiar?

Teacher's Note: End of Day Two Instruction

Move to **slide 20** and play the video for students that details the survey they are going to take, then display **slide 21** and have students take the survey on personal devices using the provided link or QR code.

Resources

- K20 Center. (n.d). Chat Stations. Strategies. <https://learn.k20center.ou.edu/strategy/944>
- K20 Center. (n.d.) Pass the Problem. Strategies. <https://learn.k20center.ou.edu/strategy/151>
- K20 Center. (n.d.) POMS: Point of Most Significance. Strategies. <https://learn.k20center.ou.edu/strategy/101>
- K20 Center. (n.d.). Preflections. Strategies. <https://learn.k20center.ou.edu/strategy/191>
- YouTube. (2021, August 5). *Drawing shapes into faces!* YouTube. Retrieved June 7, 2022, from <https://www.youtube.com/watch?v=FQd3h9tTMvk>
- YouTube. (2021, June 6). *Iteration: An essential character design tool!* YouTube. Retrieved June 7, 2022, from <https://www.youtube.com/watch?v=KCF0-PBtHAA>