



Elements: Color & Line

Principles: Contrast & Symmetry

Materials:

- ☐ 9" x 12" white construction paper
- ☐ Black sharpies
- ☐ Oil pastels (or colored pencils)
- ☐ Pencil

Instructions:

1. When possible bring in a nutcracker to share with the students and show them in theory how it can crack nuts. Then share that the students will be drawing nutcrackers today, but not using traditional colors, instead using colors that "pop" from high **contrast**.

2. Show the **sample** of the art the students will be making. The art shown above is a 9" x 12" paper that is folded in half to make a card, though the art can also be made using the entire paper.
3. With the card or full paper in vertical orientation, have students lightly **draw lines** with a pencil approximately 1 inch (card) or 2 inches (full) **from top of paper to bottom.**
4. **Divide this line into thirds with two horizontal lines**, one inside the two vertical lines at the top and one along the entire paper at the bottom, making the bottom of the hat (top line) and the shoulder line of the coat (longer bottom line).
5. **Add a rectangular box at the center on the shoulder line** (shoulder line becomes the center of teeth) and add lines to the box to form **teeth**. Some students may resist wanting to make the nutcracker teeth, encourage them by explaining that this is the main feature of the nutcracker (and how they crack nuts).
6. Continuing with pencil, have students **add face details, along with hair/mustache/beard and hat details**, focusing on keeping them big so they can be traced with sharpie. Emphasize that the nutcracker's features should be **symmetrical**, with both sides mirroring one another.
7. Finish off pencil sketch with coat details if desired (or leave plain) then begin to **outline nutcracker** with sharpie.
8. After outlining, have students **use an eraser to clean up pencil lines** that are showing. Before coloring remind them that the parts of the nutcracker that will remain white are the teeth, whites of the eyes, and anything else they wish to remain white.
9. **Color with oil pastels** (the two cards on the right) OR colored pencils (the two cards on the left). Colored pencil does take longer due to the smaller tip. Remind students that **contrast** is achieved in this art by the juxtaposition of warm and cool colors side by side.
10. Once finished with the art, have students put names on the back and clean up.

