



The Cindy Wider Method

Teacher Course Guide

Year: Foundation/Prep K

Term 1: Comparing Angles

Course Code: CWM-Year-FPK-Term1-TCG

Introduction

Welcome to the Cindy Wider Method drawing course. This exciting and fun course is especially designed for teachers and parents to teach your children to draw, even if you can't draw yourself. You can relax, knowing that with the help of this ***Teacher Course Guide, Powerpoint presentation and Student Printable booklets***, you are in good hands to begin sharing this information with others. Over time, through presenting this course you might just find that you are suddenly drawing very well too (if you weren't already able to before.)

Major Purpose of Term 1

The major purpose of this first term 'Comparing angles' is to help your students learn to recognise when a line is either vertical, horizontal or on an angle then draw that line. This is the first of four major comparison skills that are needed for drawing a likeness to a subject.

In this first term of the course we begin with an introduction to drawing lines, then basic shapes - first individually then combined in various different ways to help your students begin to draw recognisable objects. This will give your students valuable opportunities to study and practice their comparison of angles skill. This practice and skill-development will prepare them for their final project in term 1 when they create their own original drawings using shape as the foundation. These exercises have been carefully designed as a valuable launching pad and early introduction, for all future drawing skills to be built upon.

Recommended Art Supplies

Gather the following art supplies for the entire term 1 course:

- 1 HB graphite pencil, Eraser and Pencil sharpener
- Pack of inexpensive coloured pencils, or marker pens.
- 1 clear plastic sleeve **(for printed image from the course lesson 5)**
- Playdough and 1 pop stick per child **(For lesson 5)**

Lesson 1: General Overview

During this lesson you will be teaching the following:

1. Pre-instruction drawing on the 'About Me' page **(student print out) 25 mins**
2. Meet Cindy Wider and view her drawings **(power point) 5 mins**
3. Game: Aeroplane Wings **10 mins**
4. Free drawing time (save these drawings and glue into their art books as further pre-instruction drawings.)

Pre-instruction drawings: Create the 'About Me' drawings

Before your students begin their drawing course, ask them to just have a fun time creating some pre-instruction drawings by filling in the sheet titled 'About Me. There is no pressure at all, this is just a record of their ability right now.

Meet Cindy Wider – course author, artist and illustrator

Cindy Wider is the author and illustrator of an exciting art course that you will be studying this year. She loves drawing so much that she wants to share her skills with you. She has special methods to help you learn to draw better! She believes that everyone can learn to draw. This is some of her original drawings in coloured pencil. The strawberry, flower and apple are realistic drawings. These other drawings are made up completely from her imagination. She is writing books about these characters.

Game: Aeroplane wings learning about angles in the air

This game is to help your students learn about three types of line; horizontal, vertical and angles. This is the foundation of all drawing. They will need to stand up to

participate in this game. There are several ways you can play it. You can either be the leader as your class follows around behind you (make sure you turn your head back so they can hear you.) Or you can stand in front of the class – simply putting your arms on various angles and asking your students to put their arms on that same angle too.

Keep the rules to either horizontal, vertical or (occasionally horizontal and vertical to create a right angle) or just one big angle with both arms. Both arms should be involved in making the line.

Horizontal position:

1. Ask your students who knows what a horizontal line is.
2. Show them what horizontal is by spreading your arms out like this (see Fig. 1) and ask them to do the same with their arms. Keep elbows locked into place for a really lovely straight line. This is like aeroplane wings.

Vertical position:

1. Ask your students who knows what a vertical line is.
2. Show them what vertical is by positioning your arms up and down like this (see Fig. 2) and ask them to do the same with their arms. You can explain that you know this is not really like an aeroplane's wings, it's more like a rocket! It's an important position to learn.

Right angle position:

1. Ask your students who knows what a right angle is.
2. Show them a right angle by positioning your arms like this (see Fig. 3) and ask them to do the same with their arms.

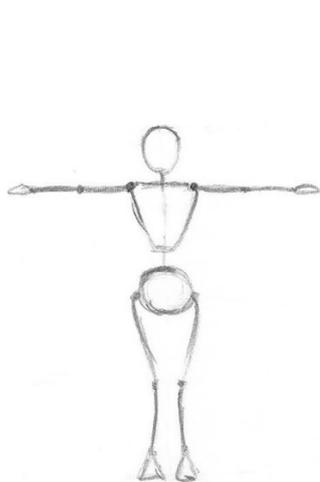


Fig. 1. Horizontal position



Fig. 2. Vertical position

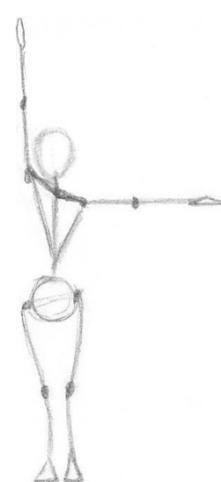


Fig. 3. Right Angle position

Angle positions:

1. Show them a line on an angle by positioning your arms on an angle (see Figs. 4 and 5) and ask them to do the same with their arms.
2. Take a bit more time with diagonal angles. Position your arms on a variety of angles and bring to your student's attention what the angle is compared to a horizontal. For example, you might say 'this is a little bit of an angle compared to horizontal' or 'this angle is almost vertical.'

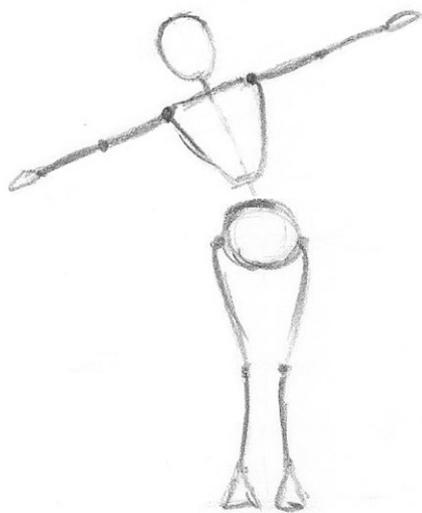


Fig. 1. Angle position

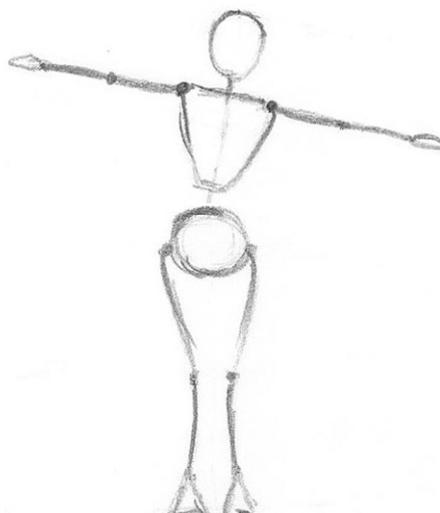


Fig. 2. Angle position

Have a great time: Let your students be aeroplanes

Let your students play aeroplanes while you ask them questions like: 'When is the aeroplane's wings on an angle?' Then answer, 'when it's turning around...let's all turn around while our wings are on an angle.'

When you change to vertical you can say 'now we are turning into a rocket, let's blast off! We are straight up and down, this is vertical.' Then back to planes again for the horizontal and angle lines.

Allow the children to walk around the classroom being aeroplanes following a leader. Perhaps go on a journey; tilting to dodge giant mountains, or to circle around before coming in to land. They need really straight arms to come into land (horizontal). Allow them to crouch down lower and lower as they come into land with straight arms. You can explore this and experiment. Then maybe they all lay down flat on the ground on their backs. Their planes have landed. They are laying horizontal. Flat to the ground.

Group Discussion: How do we use angles in drawing?

During this stage of your game it's time to summarize the lessons learned through playing the Aeroplane wings game and the relevance to drawing. You can explain the following to your students;

🗨 Explain the following to your students:

1. We were just learning all about lines that are; horizontal or vertical and lines on an angle.
2. A lot of the time when we are drawing things we use lines. When we draw our lines we need to know if they are vertical, horizontal or on an angle. That way we can draw our pictures more like we want them to look.
3. To be able to do this, we must compare the angles we want to draw - to a vertical and horizontal line.
4. When we were playing our aeroplane wings game, the ground was the horizontal line we compared to. The vertical line we compared to was imaginary - it was straight up and down. We knew when the aeroplane wings were on an angle and not straight up and down because we were comparing the angle to straight up and down. Even though we didn't think about it. That was just natural. This is what helps us to keep balanced so that we don't fall over as we walk around during our daily life.
5. When you are drawing (from the drawings in this course) you will see a large black rectangle around the drawings. You can use the sides and top and bottom of the rectangle to compare your angles to. Imagine the bottom of the rectangle as the ground (horizontal) and the sides of the rectangle are just like you standing up tall (vertical.)
6. In the next lesson we are going to start drawing lines that are vertical, horizontal and on an angle. The better we can draw lines that are vertical, horizontal and on an angle, the better you can draw the things you really want to draw. At first you might be quite wobbly and that's okay. The more your practice, the better you will get at it. It's going to be so much fun learning to draw!

Lesson 2: General Overview

During this lesson you will be teaching the following:

1. Refresh line comparisons by showing your arms like in aeroplane wings game quickly ask your students (What type of line is this? Show horizontal arms, vertical arm then angle tilting both to the left then to the right – students just call this ‘angle’.)
2. Exercise: Help Sid Sunflower find his flower pot and stand up tall **(student print out) (power point) 40 mins**
3. Students can practice drawing lines freehand if they have extra time. Ask them to use only horizontal vertical and angles to ***create drawings of their choice.***

Exercise 1: Help Sid Sunflower Stand Up Tall

Introduction:

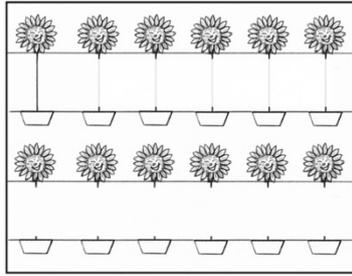
The purpose of this exercise is for your students to learn how to recognise the beginning and ending of a line. To know at all times where the line is travelling to and from is a very important skill that will help your students to draw better neater lines.

They will learn to rapidly ‘pull’ their line. It helps to hold a finger on the place where they are drawing their line to.

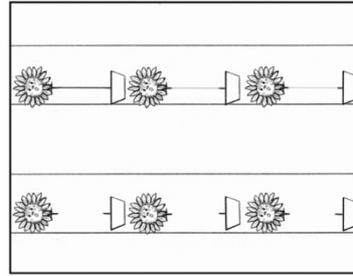
This exercise is also about learning to ***recognise lines in vertical, horizontal and angled positions.*** The better they can draw verticals, horizontals and angles, the better they can draw shapes later on. Shapes are the foundation of drawing all things to come in this course.

Show the power point images provided for this lesson, as you discuss the process with your students. ***Point out the beginning and ending of each line.*** Remind them to place their finger on the pot and start with the head.

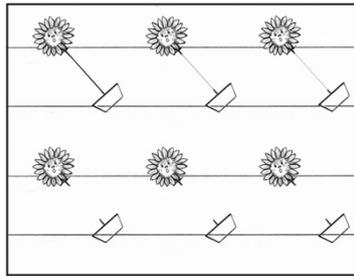
The story about Sid the Sunflower is important as it helps them to understand how they can create an effect just by using line. They can stand Sid up just by drawing their line vertical.



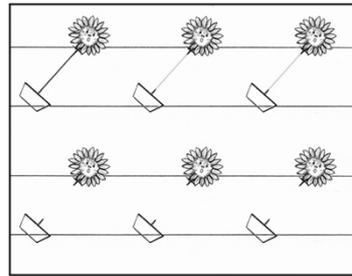
A. Vertical line practice



B. Horizontal line practice



C. Angle backward line practice

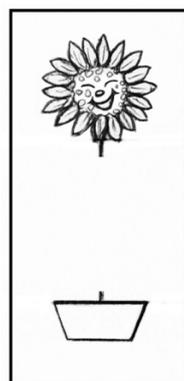


D. Angle forward line practice

🗨 Explain the following to your students:

1. Meet Sid the Sunflower. He loves to stand up nice and tall in his brand new flower pot. In this drawing (A) you can see a line drawn for his stem. The line is straight up and down. That makes him look nice and tall standing upright.
2. Can you remember what we call lines when they are standing straight up and down? **Answer: Vertical**
3. Let's all draw vertical lines to celebrate Sid's brand new pot! How exciting!
4. Whenever we draw lines ***we must remember one thing; always know where to begin and where to end our line.*** Let's begin at Sid's sunflower face and draw down to the pot. Put your finger on the pot to help you remember where you are drawing your line to.
5. First of all look to see where the pot is. Our line must join up with the short line that's all ready for you in the pot. Pull your line from Sid's face to his pot.
6. In this first row you can see grey lines. These are practice lines for you to draw over the top with.
7. In this row below you can draw the vertical lines all by yourself and help Sid to feel snug in his pot! **(allow students to draw verticals before resuming the power point for the next image.)**

8. Oh no! In this image (B) sadly the wind has blown Sid over and he has lost his flower pot. He needs your help to find his pot and stand up tall again. What has happened to him? Poor Sid. Can you remember what we call a line when it's laying down like this? **Answer: Horizontal**
9. You must help Sid find his pot. First of all you can have a practice by drawing over the pale grey lines you can see here in the top row.
10. In the second row you must draw your own horizontal lines to help Sid find his flower pot. I know you can do this for Sid! Do your best to draw lines even if they wobble it's perfectly okay. You will get better with practice.
11. **Remember:** Place your finger on Sid's pot so you remember where you are drawing to.
12. Oh my goodness, this is getting tricky now! (see C) you can see that poor Sid's stem isn't straight up and down and it isn't laying down flat either. So it's not a vertical position and he's not in a horizontal position. He's somewhere in between.
13. Can anyone tell me what we call a line when it looks like this? It's not horizontal, it's not vertical....it's on an..... **Answer: Angle**
14. We need to draw these lines on an angle to help move Sid and to find his plant pot again. Have a go at the practice lines then draw in the angles to help Sid.
15. Oh dear we tried to stand Sid up tall but we accidently pushed him over too far. We went past his favourite standing up tall position (vertical) and started tipping him this time to the other side! Oh dear it's very hard to stand him up tall. Now we have to help him find his pot again. After that I am sure that we can help him stand up tall. Let's draw these angles so that we can help him find his plant pot again.
16. Yay! Finally Sid is standing tall again. Draw in the right type of line for him to stand up tall. What name is this line? **(teacher answer: Vertical.)**



Lesson 3: General Overview

During this lesson you will be teaching the following:

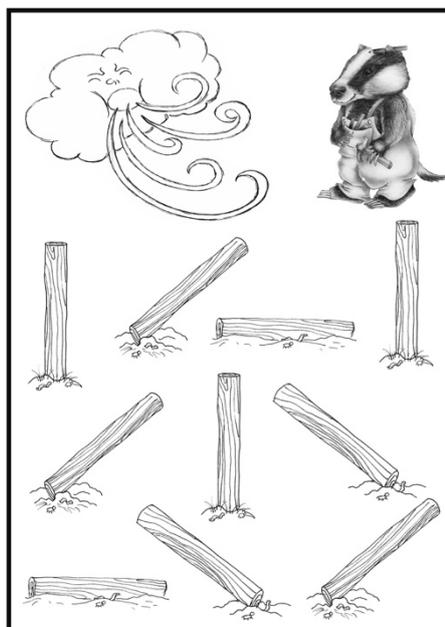
1. Refresh line comparisons by showing your arms like in aeroplane wings game.
2. Exercise 1: Help Mr Andy Snufflewood fix his fence **(student print out) (power point) 15 mins**
3. Exercise 2: Stand up the Candles on little Danny's cake **(student print out) (power point) 25 mins**
4. Colour in the images if students have finished the exercises

Exercise 1: Help Mr Andy Snufflewood fix his fence

Introduction:

In this exercise your students will begin to learn to see the difference between shapes that are standing vertical, horizontal and on angle when drawn in a picture.

Show the power point image above, as you discuss the first 3 points, then your students will colour in the posts that have fallen over.



🗨 Explain the following to your students:

1. There's been a big storm and lots of Mr Andy Snufflewood's fence posts have blown over. Some are still standing up tall. Why do they look like they are standing tall **(Answer: they are drawn vertical – same as the side of the outer rectangle)**
2. How many posts can you see all together? **(Answer: 10)**
3. How many have blown over? **(Answer: 7)**
4. My goodness he is going to be busy because he has to fix **all the posts** that have fallen right over as well as the ones that have almost fallen over too.
5. Choose one coloured pencil and colour all the posts that Mr Snufflewood needs to fix. Watch out, it's tricky because he **doesn't** need to fix any posts that are standing up tall (vertical.) But he **does** need to fix the ones that are on angles and laying flat (horizontal.)
6. When you have done that, count your colour posts and write down how many posts he has to fix in the little box in the bottom right side of the picture. **(Teacher answer; 7)**

Exercise 2: Help little Danny Cuddlycat straighten up the candles

Introduction:

In this exercise your students will continue to learn to compare angles as they notice the difference between shapes that are standing vertical, horizontal and on an angle when drawn in a picture. Show the power point as you discuss this exercise.



Part A



Part B

🗨 Explain the following to your students:

1. Whoops! Little Danny Cuddlycat has accidentally knocked the candles over on his birthday cake. Oh no! **(Teacher show image Part A on the power point)**
2. Can you see how many candles are on the cake all together? **(Answer: 6)**
3. How many candles are standing straight up tall? **(Answer: 3)**
4. Why do they look like they are standing straight up tall? What type of line is that? **(Answer: Vertical)**
5. How many candles are falling over or have fallen over completely? **(Answer: 3)**
6. You can help Danny by showing him all the candles that need straightening. You can colour the candles that are **not** standing up tall (vertical.)
7. Once you have coloured the candles that need fixing, you can help Danny by drawing them all into the cake again for him, this time make them standing up all nice and tall so that they are not falling over.
8. Make six candles standing up vertical.
9. You can just draw lines if you like and remember ***you have to know where your line begins and ends. Begin your lines on the top of the cake and pull your line upwards.***
10. Count just 6 candles only.
11. You can draw them as tall as you like but try to make them all vertical.
12. Colour in your cake and candles afterwards.

Lesson 4: General Overview

During this lesson you will be teaching the following:

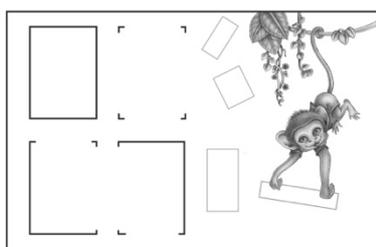
1. Refresh line comparisons by showing your arms like in aeroplane wings game.
2. Exercise 1: Help Maximillian the Cheeky Monkey draw shapes **(student print out) (power point) 20 mins**
3. Exercise 2: Create a drawing of a treehouse using only rectangle, square and triangle shapes (optional) **20 mins**

Exercise 1: Help Maximillian the Cheeky Monkey draw shapes

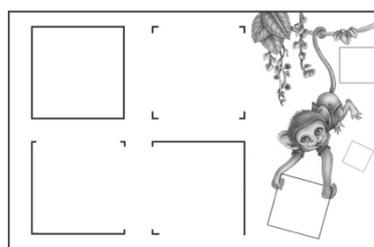
Introduction:

In this exercise your students will continue to learn to compare angles as they notice the differences in the rectangle, square and triangle. Their goal is to learn to draw horizontal, vertical and angles.

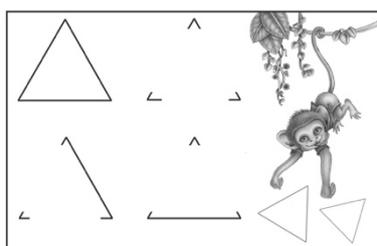
Try to really focus on the corners. They need to join their lines as corners and to do that they should always remember **one thing; where to begin and end their line**. Often their hand will be covering the end of the line so they should look at where the line will end, then place their hand ready to draw and remove their hand, look again and then draw the line. Emphasise this 'One Thing.'



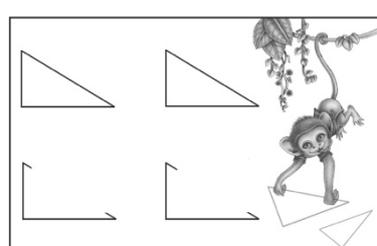
A. Squares



B. Rectangles



C. Triangles



D. Triangles



Tree ready for Maximillian's tree house

 **Explain the following to your students:**

1. Maximillian the Cheeky monkey wants to put up an extension on his treehouse but he doesn't know how to draw the shapes for some new windows, doors and a roof so that he can cut them out with his saw afterwards. Can you help him to draw these shapes?
2. Did you know that squares have 4 equal length sides? These become lines when we draw a square. Maximillian didn't know that. In this activity you need to use your amazing skills of drawing lines to complete the shapes for him. In this square there are two lines that are vertical and two that are horizontal.
3. You can see some guide lines to get you started. These markings show you where to begin and end your lines (show image A.)
4. You will draw much better if you remember just this 'One Thing' to always remember to look where your line begins and where it ends. Put your finger on the place where your line will end. Look at your finger often so you know where you are pulling your line to.
5. Now it's time to help Maximilian to draw his new doorways (show image B.) Did you know that rectangles are made up of two pairs of lines? One pair of lines are longer than the other pair.
6. Both pairs of lines are parallel to one another. Do you know what that means? It means they stay the same distance apart. They never come together.
7. Sometimes squares and rectangles will be tipped over on an angle but the corners always stay at a right angle to one another in both of these shapes.
8. Does anybody know what a right angle is? It's when two lines that connect together stay vertical and horizontal compared to one another, sort of holding each other up like this **(show a right angle with your hands – both palms touching – tilt them in different directions to show the right angle and how it remains the same even when the shape angles to the left or right.)**
9. These shapes are going to be drawn vertical and horizontal. There are little guides to help you know where to begin and where to end your lines.
10. To help Maximillian design his roof he needs to draw some triangles. This triangle has one horizontal line and two angles in it (image C.) Both of the angles are the same length and both are tipping inwards towards the middle. You have been given little markings to help you add the angles.

Lesson 5: General Overview

During this lesson you will be teaching the following:

1. **IMPORTANT:** Make sure that you print out these images and place them into a plastic sleeve or the playdough will stick to it. Alternatively laminate the images.
2. Exercise 1: Playdough Sausages, Ovals and Circles **(student print out) (power point) 10 mins**
3. Exercise 2: Create Lady The Beetle with playdough using circles, sausages and half-circles **(student print out) (power point) 30 mins**

Art Materials:

For this exercise your students can either do the same as in the previous exercise **using marker pens** to travel around the drawing, one colour for each shape or **consider using playdough** instead.



- Home-made playdough (at least a child-size handful per student) or half a tub of 448g (16oz) Hasbro 'Play-Doh' per child.
- 1 pop stick each child to cut the playdough into half-circles (or plastic knife)
- Clear plastic sleeve (for each child, to place the printed image into-important or the playdough will stick to the page.)

Exercise 1: Squashy Playdough Sausages, Ovals and Circles

Introduction:

In this activity your students will be learning more about shapes as they begin to see how circles can be created from a rounded ball of playdough by squashing it flat. They will also be rolling the playdough into sausages then squashing those to create oval shapes or curved and straight lines by placing the playdough over the image (in a clear plastic sleeve.) You can either demonstrate this activity yourself first.

🗨 Explain the following to your students:

1. In this activity you will first of all practice making sausages.
2. Then you will make sausages into ovals.
3. After that you will practice making a lovely rounded ball into a circle.
4. Let's have a practice. Make your sausage fit into the pattern on your sheet in front of you. Don't make it too fat or too skinny or it won't fit.
5. Now let's make ovals. Take new playdough and roll it into a sausage then flatten it to fit into the oval shapes.
6. Now it's time to make circles. You need a lovely round ball first. Make sure you have a neat round ball BEFORE you squish it into a circle.
7. Make sure you create circles the right size. You will learn to take the right amount of playdough so that you don't have too much or too little.

Exercise 2: Playdough Picture of Lady The Beetle

Introduction:

In this exercise your students will learn where to position shapes and take notice of how a solid ball (sphere) changes when it becomes flat – it turns into a circle. They will also discover half-circles when they cut their flat circles in half using a pop stick (or if you don't have one they can use a pencil held flat on the table).

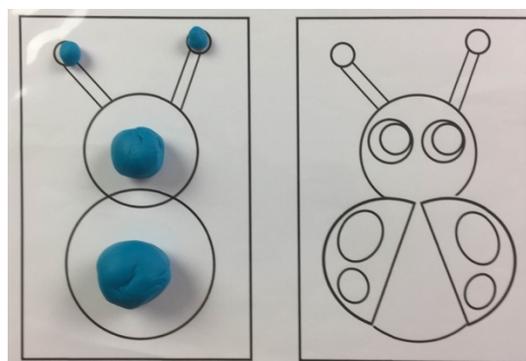
🗨 Explain the following to your students:

1. Take a look at this drawing of Lady The Beetle (Part A.)
2. Can you see all the shapes in her?
3. What shapes do you see?
4. Now you will be creating a playdough picture of Lady the Beetle.
5. First of all you will halve your ball of playdough by pulling it into two even sizes.
6. Take one of those halves, then halve it again just pulling it with your hands.
7. Now make two playdough balls (one bigger one for the body. Then one smaller one for the head.)

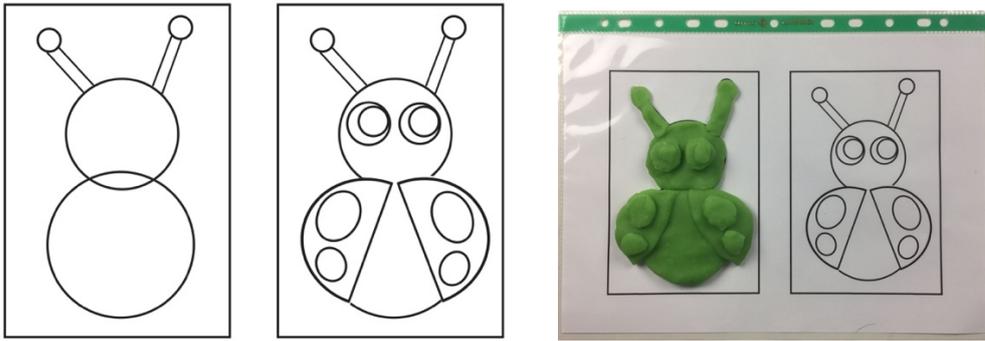
8. Use the bigger one, rolled neatly into a ball, then flatten it and make a circle for the body.
9. then flatten them to fit neatly into these 2 large circles for the head and body. You will need more playdough for the bottom circle than you need for the top one.
10. There are 2 very small circles for the tip of these little lines here. You can make these as tiny balls then flatten them too.
11. Then you can make some playdough sausages for the lines you see here (lines that join the small balls to the head.)
12. Once you have covered the first layer (Part A) it's time to add the details; her eyes, wings and spots. Notice the wings are two half circles. Create a circle the same size as the tummy first then cut it in half. Her spots on the wings are ovals. Once you have completed Lady The Beetle, you can have some free time creating your own creatures with playdough using ovals and circles with sausage shapes too.



Playdough Practice Shapes: Sausages, Ovals and Circles



Proportion of playdough – only a small amount is needed for this activity



Part A. Lady The Beetle Part B. Lady The Beetle Playdough image Lady The Beetle

Lessons 6, 7 and 8: General Overview

During the next three lessons you will be teaching the following:

1. **Group discussion** – what makes you happy **10 mins**
2. **Graded Project Part A: Making** – Students will begin to create a drawing titled 'My Happy World' **(student print out) (power point) 40 mins**
3. **Graded Project Part B: Knowing** – Students will describe what they have drawn and why they chose their subjects in their artwork titled 'My Happy World' **(student print out) (power point) 40 mins**

Teacher to prepare:

- Printed rectangle provided at the end of this guide
- Student Printouts (to be used as reference and inspiration)
- Books with **photographs** of various subjects such as the beach, zoo, farm, city, circus or food, flowers, animals and objects (for reference)
- Graphite pencil and eraser
- Marker pens (to outline) and coloured pencil to fill inside the outline

Group discussion – What makes you happy

In this discussion your students will begin to **consider** what makes them feel happy and to think of ideas and subjects that help them to express their happiness. Consider interviewing each child individually and either writing or recording these ideas on video. The questions are provided in the student printout booklet, however children may find it hard to write sentences at this young age.

🗨 Explain the following to your students:

1. In this lesson and the next two lessons, you are going to **create** a drawing from your imagination as your final term project. The title of your project is 'My Happy World'.
2. Before we begin we are going to **consider** ideas for our drawing.
3. Can you remember a time when you felt really happy?
4. What happened at the time?
5. Where were you?
6. Can you remember how old you were?
7. Do you have a favourite colour that makes you feel happy?
8. What about a favourite food?
9. Do you have a best friend who makes you happy?
10. Do you have a pet who makes you feel happy?
11. What would you love to do that you think will make you feel happy?
12. Do you ever dream of what you might do when you grow up that will make you feel really happy?

Project: My Happy World



Image: 1

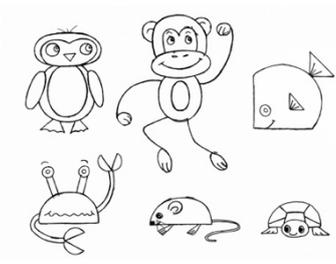


Image: 2

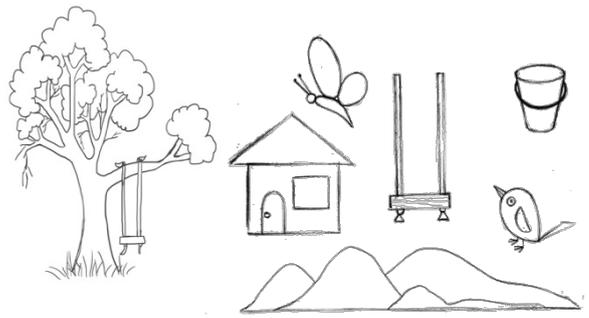


Image: 3

Graded Project Part A: Making

This is a graded art piece, that is to be completed over three lessons, your students have the opportunity to reflect on where they find happiness then use drawing as a medium to express those feelings.

They can use any of the drawings provided in their student printout as a starting point then add to their drawings to create their own imaginary worlds. They must use as many of the shapes that they have learned about, as they possibly can. They can invent new imaginary shapes as well (using a combination of line and curves.)

Explain the following to your students:

1. First of all begin your drawing with a **horizontal** line above halfway like you see here. **(show image: 1)**
2. Everything above the line is for drawing things that are in the sky and everything below the line is for things on the land or under the water.
3. When you draw, try to use as many shapes as you can.
4. You can make up some of your own shapes but also use as many of the shapes you have learned about as you can. The more shapes you use the better.
5. Let's remind ourselves of the four basic shapes. Can anyone see a circle in the room? A square? A rectangle? A triangle? **(Teachers allow students to discover these in their environment.)**
6. Here are some example pictures to get you started on your ideas. Begin by drawing from one or more of the pictures you have been given.
7. Try to draw with shapes. Can you see some shapes in these drawings **(show images: 2 and 3)** teachers please point out some of the shapes in the objects you see here.]
8. **Teacher:** A child may also research their chosen animal or theme on the internet if that is available. For example if they wish to draw a circus, they may like to find an image of clown.

Graded Project Part B: Knowing

After your student has completed their artwork, ask him/her to discuss it with you, a fellow classmate or as a group.

Explain the following to your students:

1. Now we are going to share our artworks with each other.
2. Its important that we never make fun of, or laugh at someone else's work unless you are laughing together. Eveyone has feelings about their artworks and our feelings can be hurt if someone says something not nice to us. We all try hard to create a lovely artwork and it becomes special to us. We must respect that.
3. We can always find something nice to say about someone's art.
4. Start by saying something nice that you like about your friends artwork. Maybe it's a colour they have chosen, or the way they stroked their pencil neatly. What can you see about this artwork that you like? (teacher: show a student artwork.)

Teacher consider one to one discussions with your student to ask questions such as:

1. Can you tell me about this part of your drawing? (point to a shape or subject.)
Its important that we don't assume what something might be.
2. Why did you choose to draw that as a subject that makes you feel happy?
3. Is there something different that you would like to do with your artwork than you have done already? What would you like to change about it if you had more time? Anything at all?
4. What do you think would have helped you to improve your drawing?
5. Are you pleased with your drawing?
6. What do you like the most about your drawing?

