



Extended Instructional Guide

Hooray! You've discovered Doodle for Google. This annual contest encourages students to think about this year's theme, then imagine and create a Google Doodle – a piece of art that incorporates the letters G-o-o-g-l-e – based on what the prompt inspires for them. This year's theme is **"I show kindness by..."**

Doodle for Google Overview

Who can participate?	Any student currently enrolled in grades K-12 at a school based in the U.S. This includes home schools as well as schools in Washington DC, Puerto Rico, Guam and the U.S. Virgin Islands. Children of military personnel abroad can also enter, and they will be judged with applications from their home state.
What's a Doodle?	Doodles are the fun, surprising, and sometimes spontaneous changes that are made to the Google logo to celebrate holidays, anniversaries, and the lives of famous artists, historical figures, and scientists. You can check out the most current Doodle at google.com , or view a library of Doodles at google.com/doodles .
What can students use to make a Doodle?	<p>Students may create a Doodle using any media they want, including paint, pencils, crayons, markers, chalk, pastels, charcoal, cray-pas, 2D collage, or computer-generated images, as long as the finished product is 2D and scannable.</p> <p>Students will also write a description of their Doodle. (We call it an "artist's statement".) This will tell us a bit more about what they have drawn and how they have incorporated the theme in their drawing. This 50-word description will go on the entry form.</p>
When is the contest?	The contest is open for entries from January 6th, 2020, 8:00 AM Pacific Time (PT) until March 13, 2020, 8:00pm Pacific Time (PT).
What are the contest rules?	<p>Like any contest with prizes, there are a few rules and restrictions. They are:</p> <ul style="list-style-type: none">• Doodles must not contain any content, material, or element that is not within the spirit of the contest, or that displays any third-party advertising, slogan, logo, trademark, representation of characters indicating a sponsorship or endorsement by a third party, or commercial entity.• Doodles that are not original works and Doodles that contain other logos will be disqualified.

-
- Only one Doodle can be submitted per student. If a student submits more than one Doodle, only the first one received will be considered and all others will be disqualified.

Read all of the contest rules for more information: ([g.co/doodleforgoogle/rules](https://www.google.com/doodles/contest-rules))

How do students submit their entries?

Students need a signature from their parent or guardian on their entry form to enter the contest. Make sure all other information on the entry form is filled out as well, including the artist's statement.

If the Doodle was created directly on the entry form, you can upload the completed form to our site as a .jpg or .png ([g.co/doodleforgoogle/enter](https://www.google.com/doodles/contest-entry)), or mail it to:

Google LLC
Doodle for Google
Spear Tower
1 Market Street Ste 400
San Francisco, CA 94105-9868.

If the Doodle was not created directly on the entry form, take a hi-res digital photo (no larger than 12 megapixels) or scan of the Doodle in good lighting and attach it to the front of the entry form using clear tape or glue before uploading or mailing the completed form as stated above.

How is the contest judged?

Each Doodle is judged based on:

Artistic merit:

- Artistic skill exhibited in the Doodle

Creativity:

- How creatively the contest theme is represented
- Use of the letters in the Google logo
- Unique approach to the Doodle

Theme communication:

- How well the contest theme is expressed in the artwork and the artist's statement

Doodles will be grouped and judged in five grade groups:

- Grades K-3
- Grades 4-5
- Grades 6-7
- Grades 8-9
- Grades 10-12

There will be:

- 54 State and Territory winners (10+ winners in each of the five grade groups)
 - The Guest Judges and Google Doodlers will select the best Doodle from each of the 50 states, Washington, D.C., Puerto Rico, Guam, and the US Virgin Islands as the State and Territory Winners. These 54 State and Territory Winners will be displayed in an online gallery on the Doodle for Google website.

- Five National Finalists (1 finalist for each grade group)
 - For a period of 5 days, the U.S. public will vote for their favorite Doodle from the 54 State and Territory Winners. These votes will help determine the National Finalists.

- One National Winner:
 - A panel of Google executives will choose one of the five National Finalists and announce the National Winner in the first week of June.



Lets teach your students with Doodles!

Educators = mentors. And mentors play a huge role in Doodle for Google. But you don't have to go it alone. We've created this instructional guide to help you inspire your students and get them scribbling, scrawling, and sketching their visions. You can also use view a video version of these lessons with your class here: (g.co/doodleforgoogle/classroom)

Here's how the instructional guide works:

This guide contains a contest overview (that's page 1), an introduction to how to use the instructional guide (you're reading that right now), and lessons with bucketfuls of suggested steps you can use to bring this contest into your classroom and help students create their own Doodles.

We designed this guide to support integrating Doodle for Google into your classroom, but you know your students best. Modify each lesson as you see fit: you can follow the lessons word for word, select parts you'd like to use, or set it aside entirely and do your own thing!

We developed three lessons using the **National Arts Anchor Standards** to help you teach students to be Doodlers while covering important art concepts. Each individual lesson can be completed in about an hour, and contains:

- An overview of the lesson for you to read through,
- The National Arts Anchor Standards the lesson aligns to,
- Detailed instructions for teaching students how to complete their Doodle, and
- Tips for extending or condensing each lesson.

Each of the lessons covers important National Arts Anchor Standards, so you can see exactly how doodling helps students apply important art skills. Standards are noted in each lesson's overview and at a more detailed level within each step in a lesson.

Lessons and National Arts Anchor Standards at a Glance

Lesson 1

Plan and Create

(45-60 minutes)

Students brainstorm ideas and methods for creating Doodles, then create their Doodles.

Aligns with the **Creating** Anchor Standards 1-3:

1. Generate and conceptualize artistic ideas and work.
 2. Organize and develop artistic ideas and work.
 3. Refine and complete artistic work.
-

Lesson 2

Interpret and Analyze

(45-60 minutes)

Students describe their Doodles, then reflect individually and share in groups.

Aligns with the **Performing/Presenting/Producing** and **Responding** Anchor Standards 4-9:

1. Select, analyze and interpret artistic work for presentation.
 2. Develop and refine artistic techniques and work for presentation.
 3. Convey meaning through the presentation of artistic work.
 4. Perceive and analyze artistic work.
 5. Interpret intent and meaning in artistic work.
 6. Apply criteria to evaluate artistic work.
-

Lesson 3

Connect and Celebrate

(45-60 minutes)

Students connect the project to broader concepts and celebrate their work.

Aligns with the **Connecting** Anchor Standards 10-11:

1. Synthesize and relate knowledge and personal experiences to make art.
 2. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
-

Before you start

Familiarize yourself with the contest rules, submission instructions, and entry form.

- Contest rules ([g.co/doodleforgoogle/rules](https://www.google.com/doodleforgoogle/rules))
- How to submit to Doodle for Google (instructions and entry form [g.co/doodleforgoogle/about](https://www.google.com/doodleforgoogle/about))
 - Make sure to print or digitally share this with your students. They'll need it for the first class!

Lesson 1: Plan & Create

Before Instruction

Lesson Overview In this lesson, **introduce the Doodle for Google contest and Doodle project, teach steps for brainstorming**, and have students **develop and create their Doodles**.

Brainstorming ideas is an important step in the doodling process. It can help students fully explore their ideas before putting them on paper. Brainstorming exercises not only help students come up with out-of-this-world Doodle ideas, they also teach important themes and concepts about the creative process.

Sometimes it's difficult for students to begin brainstorming their Doodle. This plan includes a few starter exercises to get their creative juices flowing.

After brainstorming, students will start creating their Doodles. This might take more than one class period, or it can be assigned as homework. Check the tips at the end of this lesson for thoughts on how you can stretch these steps into multiple class periods. (Or condense it to fit in just one!)

This lesson should take you approximately 45-60 minutes to complete.

Standards

Lesson 1 aligns with **Creating** National Arts Anchor Standards (1-3):

- **Arts Anchor Standard 1:** Generate and conceptualize artistic ideas and work.
 - **Arts Anchor Standard 2:** Organize and develop artistic ideas and work.
 - **Arts Anchor Standard 3:** Refine and complete artistic work.
-

In Class

Instruction & Steps

Introduce Google Doodle and the Doodle for Google contest (10 minutes)

1. Check the Google Doodle on google.com. Show it to your students. There's usually one every day; if there isn't, check the Google Doodle archives here: google.com/doodles.
 - a. **Ask:** "What do you think this Doodle is about? What clues did you use to

- figure it out? What is the most interesting part of the Doodle?’
- i. Note: When you click on a Doodle on google.com or in the archives, you can learn more about what it celebrates and why it was created.
 - b. Seeing a Doodle will help students understand what they’re creating: an illustrated take on the letters in the Google logo that tells a story or celebrates an idea. It will also show how others have incorporated illustrations, images, or objects in the Google logo.
2. Tell students they will be creating their own Doodle for the Doodle for Google contest.
- a. The Doodle should be a response to this year’s theme. Briefly share the theme, which is: **“I show kindness by...”**
 - b. Explain that students will use an entry form that you’ll share with them to create their Doodle. Tell them that it has the letters G-o-o-g-l-e already written out. They can use those letters to guide them while they draw, paint, etc. They can also use a blank sheet of paper or a computer to recreate the Google letters.
 - c. Students can use whatever materials they like to create their Doodle, but their images must not contain any content, material, or element that:
 - i. Shows any slogan, logo, trademark, characters, or other commercial entity from any other brands or companies.
 - ii. Is against the law.
 - iii. Is derogatory, offensive, threatening, defamatory, disparaging, libellous, inappropriate, indecent, sexual, profane, torturous, slanderous, discriminatory in any way, or that promotes hatred or harm against any group or person.
 - iv. Is unrelated to the theme and spirit of the contest.
 - d. Students might have questions, especially about the contest element of the project. You can find more information on the Doodle for Google site (g.co/doodleforgoogle/about), but here are a few helpful answers:
 - i. **What can I win?** Prizes include college scholarships, a technology package for your school, Google hardware, a trip to Google headquarters in California, a school assembly, and fun Googley swag!
 - ii. **Who can win?** There are a few different levels of winners: 54 state and territory winners (one from each state or territory), five national finalists (chosen from the round of 54 winners), and one national winner (chosen from the pool of five finalists).
 - iii. **Who are the judges?** The contest has different guest judges every year, including celebrities, educators from around the country, and Google’s own team.
 - e. Share the contest timeline with students so that they know how long they have to work on their Doodles. All entries are due by **March 13, 2020, 8:00**

PM (PST).

- i. If you plan to submit Doodles on behalf of your students, we recommend making your deadline a few weeks before the contest's final due date.
-

Brainstorm Ideas (15 minutes)

1. Share and discuss the annual theme.
 - a. The Doodles that students are creating for the contest should respond to the theme **"I show kindness by..."**
 - b. **Ask:** "What comes to mind when you hear the theme **'I show kindness by...'**?" or "What does this theme make you think about?"
 - i. For example, if the theme was "When I grow up," students might brainstorm a job they would like to have (firefighter, teacher, veterinarian, etc.), or traits they hope their life will contain (love, happiness, family, etc.).

✓ **Arts Anchor Standard 1:** Generate and conceptualize artistic ideas and work.

2. Let students start to generate ideas for their Doodles using the brainstorming activity below. (Or another activity of your own!)
 - a. **Free Write:** Make sure each student has a piece of paper and something to write with. Tell students to spend five minutes writing any words that come to mind when they think about the theme. This will help students come up with many different ideas that relate to the theme.
 - i. Encourage students to think about different types of words: feelings, objects, colors, materials, people, places, etc.
 - ii. Have students come up with at least 10 words or ideas. Adjust this as needed based on the age of your students. Then, when the time is up, have them pick their favorites to expand upon.
-

Prepare to Doodle (10 minutes)

1. Discuss the different materials students can use to create their Doodles (for example, paint, pencils, crayons, markers, chalk, pastels, charcoal, cray-pas, 2D collage, and more). Students can also use a computer to create their images.
2. Share the entry form with them. You can print it out and pass it around, or share it digitally.
 - a. **Note: The entry form is simply a helpful starting point.** Students can trace

the logo outline on the entry form, or start from scratch by using any materials they wish. Students are free to design their Doodles however they want as long as they use the letters G-o-o-g-l-e.

3. Have students review their brainstorming ideas and choose one or two to practice with.
 - a. If they have a good idea for a Doodle that inspires them, let them run with it!
 - b. If students are having trouble moving from their brainstorm activity to creating a Doodle, encourage them to pick one or two words, colors, or materials that they liked from their brainstorm. Then, they can actively brainstorm by sketching, scribbling, painting, etc., those words, colors, or materials on paper.

- ✓ **Arts Anchor Standard 1:** Generate and conceptualize artistic ideas and work.
- ✓ **Arts Anchor Standard 2:** Organize and develop artistic ideas and work.

4. Equipped with an idea to execute, it's time for students to start developing their Doodle. Here are a few ways to transition from ideas to paper (or a digital canvas!). Use all or a combination of these to assist your students in moving forward.
 - a. **Give the students an example they can use to practice doodling by assigning each letter to an object:** Share an example with students. So if the prompt was "When I grow up, I hope..." students might say, "I hope to be a teacher." You could then have them think of different objects that relate to being a teacher (desk, books, sports equipment) and recreate those objects as letters.
 - i. This takes some imagination! A musical note could make a cool "g" to represent a music teacher. All 6 letters in "Google" could be used to show a group of teachers in action. Think about the shapes of all the different objects, and how they could be used to look like letters.
 - ii. Have the whole class make their own sketches of each letter, or of the word as a whole as they develop ideas for "When I grow up, I hope to be a teacher."
 - b. **Model how to make a Doodle together as a class first, using the template:** At the front of the classroom, share a blank template and, as a class, create a draft of a Doodle idea.
 - i. For example, using the same teacher idea, call on students to tell you what each letter could represent. Sketch the different objects as letters in the logo while students watch. You could also call students up to sketch the objects, but note that this exercise should be a quick

sketch, nothing elaborate.

- ii. This helps show students how they can approach creating their Doodles. They'll have a better grasp of how to sketch or draft what they want to create.
- c. **Have students try using different materials as they get started:** With an idea in mind, the right materials can make all the difference. Have students try out their ideas with a few different materials until they achieve the desired look and feel. They can also try using multiple materials (paint and collage, for example) to discover an original look.
 - i. For example, a student might start sketching an idea with markers before realizing that they'd like a finer point for some of their ideas. Then, they can switch entirely to colored pencils, or use them in addition to the markers.

✓ **Arts Anchor Standard 2:** Organize and develop artistic ideas and work.

Doodle Away! (15-20 minutes)

1. Now that students have generated and organized their ideas, they should start developing and refining their Doodles.
 - a. Using a fresh template, blank piece of paper, or computer, have students begin their submission drafts with the materials/colors they chose.

✓ **Arts Anchor Standard 3:** Refine and complete artistic work.

2. Walk around the class and talk with students about their Doodles. Make suggestions about ways to enhance their work, clean it up, or tie it to the theme.
 - a. Ensure that they are not including any inappropriate or otherwise copyrighted characters and objects. (Note: for K-4 students, you may need to explain that a copyrighted character is one that someone else has drawn/created and can be found "in the real world" – a familiar character that has already been invented.)
 - b. Note that their work will be judged on:
 - i. Artistic merit, based on artistic skill.
 - ii. Creativity, based on the contest theme, the use of the letters in the Google logo, and the unique approach to the Doodle.
 - iii. Theme communication, based on how well the contest theme is expressed in the artwork and in the written statement.

✓ **Arts Anchor Standard 3:** Refine and complete artistic work.

3. Remind students that it's OK to start over and try a new idea. If they don't like the way their idea is materializing, encourage them to try creating that idea with different materials, or to try out other ideas that they brainstormed and liked.
 - a. They shouldn't start over again and again, but there is a lot of value in trying something, seeing that it doesn't work, and starting fresh with an idea they are more excited about.
 - b. For students who are having some trouble, the template is a great resource. Have them start by tracing, then coloring, then adding elements until they feel confident in their Doodle progress.
 - c. Mistakes and changes are a crucial part of the creative process. Reiterating this helps to recategorize what they might think of as "failure" into an important step in developing artistic work.
-

Wrap Up (5 minutes)

1. Depending on your students' progress with their Doodles, decide if you want them to finish as homework or use another class period for them to finalize their Doodles.
 - a. As a helpful guideline, ensure that students at least have a plan for executing their Doodle art by the end of the first class period.
 - b. You can also set more firm benchmarks, like having at least half of the letters complete, or having a full pencil sketch finished that students can work on as homework or in future class periods.
 2. Send students home with their entry form to get a parent or guardian signature. Without it, they can't enter the contest.
 - a. Give them a deadline to bring back their signed entry form.
 3. Pose an end-of-class reflection question:
 - a. **Ask:** "Which part of your Doodle are you most proud of?"
-

Tips

Extending the lesson

- Use one full class period to practice good, organized brainstorming habits.
- Dedicate multiple class periods to developing and refining the Doodle.

Condensing the lesson

- Brainstorm during class and let students complete their Doodles outside of class.

Lesson 2: Interpret & Analyze

Before Instruction

Overview

In this lesson, students will **interpret their own work**, and then **analyze the work of their classmates**.

First, they will write an artist's statement, which is a short description of their Doodle that explains what they drew and how it represents the Doodle for Google theme. This self-reflection will help students grasp and convey the meaning of what they created.

Then, students will share their artistic work with others. You can assign students pairs or groups, ask students to present to the entire class, or organize a gallery walk around the classroom.

Students can use the descriptions they wrote to introduce their Doodle, or have their classmates interpret the meanings of one another's Doodles without providing an initial explanation. This teaches students how to analyze and evaluate art.

This lesson should take you approximately 45-60 minutes to complete.

Standards

Lesson 2 aligns with **Performing/Presenting/Producing** and **Responding** National Arts Anchor Standards (4-9):

- **Arts Anchor Standard 4:** Select, analyze and interpret artistic work for presentation.
 - **Arts Anchor Standard 5:** Develop and refine artistic techniques and work for presentation.
 - **Arts Anchor Standard 6:** Convey meaning through the presentation of artistic work.
 - **Arts Anchor Standard 7:** Perceive and analyze artistic work.
 - **Arts Anchor Standard 8:** Interpret intent and meaning in artistic work.
 - **Arts Anchor Standard 9:** Apply criteria to evaluate artistic work.
-

In Class

Instruction & Steps

Introduce Analyzing and Interpreting Art (5 minutes)

1. Explain to students that art is often analyzed and evaluated by other artists, critics, and people who view it. They do this to try and understand the artist's intent.
 2. Tell them that they will be writing the intent behind their own work, and then sharing that and their work with others.
 - a. This artist's statement will be used by the contest judges to learn more about what they have drawn and how it represents the contest theme.
 - b. Students should think about why they chose to depict the theme the way that they did.
 - i. They can reflect on what they incorporated into their work, why they chose those things, or why the theme this year resonated with them.
 - c. **Ask:** "How does your work represent this year's Doodle for Google contest theme?", "What does the theme mean to you?"
-

Write Artist's Statements (10-15 minutes)

1. Have students think individually about the artistic work they created for the contest.
 - a. Students can start by writing or typing their statement on a separate piece of paper. They can then edit their statement before including it on the entry form.
 - b. They can use prompts like: "I created this Doodle because...", "This Doodle reflects the theme by...", and "The theme inspired me to create..."
 - i. Demonstrate the importance of a good artist's statement. Saying "I created this Doodle because I did _____," will not be judged well. Instead, say, "I created this Doodle to show how I can help people as a teacher."
 - c. The descriptive artist statement should be 50 words or less.

- ✓ **Arts Anchor Standard 4:** Select, analyze and interpret artistic work for presentation.
- ✓ **Arts Anchor Standard 5:** Develop and refine artistic techniques and work for presentation.
- ✓ **Arts Anchor Standard 6:** Convey meaning through the presentation of artistic work.

Share and Reflect (20-30 minutes)

1. Have students present their work to their classmates.
 - a. Discuss the differences between analysis and critique.
 - i. Students are not looking for things to improve or change in another student's piece.
 - ii. Remind them that they are trying to understand the artist's point of view. In what ways can they see the theme reflected in the work that was created? What might the meaning or intent of an artistic action be?
 - b. Tell students that it's important to be respectful of one another's work. Everyone worked hard on their piece, and everyone's perspective is important.
 - c. There are a few ways you can facilitate this reflection portion, depending on your class size and teaching style:
 - i. **Pair students with partners.** Have them trade Doodles. Each student should analyze their partner's work to find their intent. Start by having them reflect on their partner's work silently for a moment or two. They can write their reflections down, if you'd like. Then encourage them to discuss their thoughts with one another. Have Partner A discuss their reflections on Partner B's work for 1-2 minutes, then have Partner B respond by sharing their artist's statement. Repeat with Partner B discussing their reflections on Partner A's work before Partner A shares their artist's statement.
 - ii. **Break out into small groups of 3-5 students.** Have each student display their Doodle for about 3 minutes. During that 5 minutes, the other group members should share their analysis: What do they think the Doodle is? Why do they think that? What do they think the message of the Doodle is? Then, the student who created the Doodle should share their artist's statement.
 - iii. **Hold a full-class presentation.** Each student presents their Doodle to the whole class. You could use the Socratic method to ask students to share what they think about different pieces. Aim for 2-3 minutes per student, including presentation and commentary. Students can share their artist's statement, then hear from classmates about what they think the Doodle is, why they think that, and what they think the message of the Doodle is.
 - iv. **Set up a gallery walk in the classroom.** Have students walk around and look at each Doodle. They can write one piece of analysis (What is the meaning of the piece? What is most striking about it?) about each on a slip of paper, or a poster next to the Doodle. Each student will be able to review all of the analysis and feedback from their

classmates later.

- d. Encourage students viewing the artwork to find intent and meaning in each piece. Here are a few prompts you can share with them:
 - i. “What do you think of when you look at this Doodle?”
 - ii. “How does this Doodle make you feel?”
 - iii. “Do you relate to this Doodle?”
 - iv. “Can you see how this Doodle relates to the theme?”
 - v. “What is the most interesting or striking thing about this Doodle?”
- e. The student presenting their work can ask these questions of their classmate(s) to hear their thoughts.

- ✓ **Arts Anchor Standard 7:** Perceive and analyze artistic work.
- ✓ **Arts Anchor Standard 8:** Interpret intent and meaning in artistic work.
- ✓ **Arts Anchor Standard 9:** Apply criteria to evaluate artistic work.

2. Have students finalize their artist’s statements.
 - a. Prompt students to revisit their artist’s statements. Have them revise and edit it by themselves or with a partner.
 - b. Encourage students to revise their writing if their classmates provided additional insight that they had not yet considered.
 - c. Make sure students include the final drafts of their artist’s statement on their entry forms. Students may write directly on the form or attach a typed or handwritten copy to the form using glue or clear tape.

Wrap Up (5 minutes)

1. Pose an end-of-class reflection question:
 - a. **Ask:** “What do you learn by analyzing the meaning of another artist’s work and their reasons for creating the work?”
2. Submit student work to the contest by following these guidelines:
(<https://doodles.google.com/d4g/rules/>)
 - a. If you are thinking of celebrating student artwork by sharing it with other communities (see Lesson 3), **make sure that you have scanned or saved copies of each students’ work before you submit!**

Tips

Extending the lesson

- Expand on the creation process with a video blog (VLOG) or a five-paragraph essay. Have students take more time to explain the reasons behind their selections. What inspired their interpretation of the Doodle theme? What artistic approaches did they take? Why?
- Dedicate a full class period (or multiple class periods!) to peer analysis and evaluation.
- In addition to analysis, ask students to give feedback to their classmates that can be used to improve their work and have students create a second draft of their Doodles.

Condensing the lesson

- Have students write their artist's statements outside of class by assigning them as homework.
- Pair students together to share analysis, rather than choosing a larger group option.

Lesson 3: Connect & Celebrate

Before Instruction

Lesson 3:
Connect &
Celebrate

NOTE: The following lesson is best suited for students in middle and high school. Teachers of younger students may choose to skip this section.

In this lesson, students **connect their artistic process and creations to bigger concepts and communities beyond the classroom.**

This helps cement the experience: not only will students have created an out-of-the-box piece of art for Doodle for Google, they will understand how the development and analysis of their work can help them relate it to other things they are learning about in other subjects as well as in their own lives.

Help put the experience in perspective by having a quick discussion. Explain that winning a contest isn't the whole point of creating their Doodles. There are many other ways that students can share, showcase, and celebrate their work in their own community. As you teach this lesson, have students consider the different ways these artistic works can be celebrated and shared.

This lesson should take you approximately 45-60 minutes to complete.

Standards

Lesson 3 aligns with the **Connecting** National Arts Anchor Standards (10-11):

- **Arts Anchor Standard 10:** Synthesize and relate knowledge and personal experiences to make art.
- **Arts Anchor Standard 11:** Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

In Class

Instruction & Steps

Introduce Connecting and Celebrating Work (5 minutes)

1. Tell students that they will be wrapping up the Doodle for Google contest project by connecting their artistic process and creations to bigger concepts and communities beyond the classroom.
-

Put the Exercise in Context (25-35 minutes)

1. Encourage students to think about the project from a broader perspective, relating it to the history, societies, and cultures they are learning about in other classes.
 - a. This is a great time to infuse content from your current curriculum, as well as other subjects students are studying.
2. Here are a few thought-starters to bring into your instruction:
 - a. Are you studying the work of other artists or art styles in your class? Ask students how those artists may have interpreted and responded to the theme or how the students might have changed their creative process if they used a different style.
 - b. Are your students focusing on a specific novel, mathematician, scientist, or time period in other classes? Ask them how the characters, figures, or people from history may have responded to the theme.
 - c. Encourage students who are comfortable doing so to share how this year's theme and the artistic process relate to their personal experiences.
3. You can facilitate this as a class-wide discussion, create small discussion groups, or ask students to write their reflection.

- ✓ **Arts Anchor Standard 10:** Synthesize and relate knowledge and personal experiences to make art.
- ✓ **Arts Anchor Standard 11:** Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Celebrate Artistic Work! (15-20 minutes)

1. Based on the broader connections students make, prompt them to think about how they could use their art to communicate with the community.
 - a. **Ask:** "Who would you want to share your work with? Why?"
2. Brainstorm different ways that student work could be showcased.
 - a. This might be in the student newspaper, displayed around the classroom, hung up in the hallway, featured in a local arts magazine, displayed at a community center, library, local art gallery, or even as an in-school gallery walk!
 - b. You could facilitate this brainstorm:
 - i. **As a class:** Write ideas on a board or on large pieces of paper as a class. Ask students to think about who might like to see their Doodles, or how they could be used creatively. (For example, as desk decorations next to desk name tags.) Then, vote on which

ones students might like to try.

- ii. **In groups and pairs:** Have students think in smaller groups about where they'd like to share their Doodles and which people they think would most enjoy them. Which types of institutions might be interested in art that reflects this year's theme? Ask each group or pair to develop 3-5 ideas and create a short presentation about them.
 - c. As students think of different ideas, encourage them to also take into consideration how much something might cost (for example, renting out a gallery space) and what steps would be necessary to make it happen. This will give them some perspective on planning events.
-

Wrap Up (5 minutes)

1. Pose an end-of-project debrief and reflection:
 - a. **Ask:** "How can you connect what you learned in this lesson to other parts of your life and celebrate your efforts with others?"
-

Tips

Extending the lesson

- Dedicate a full class period to relating the experience to other subjects and topics that students are studying in different classes as well as their own experiences, and a separate class period to brainstorming ways to connect and share the work within the community.
- Continue to plan and develop an opportunity for students to share their work with the broader community. This could incorporate event-planning skills as well as artistic methods to create posters, advertisements, and more for the event.
 - Here are a few specific ideas you could use:
 - **Use Doodles around school.** Use the Doodle as a student name tag for a cubby, desk, locker, or other area.
 - **Create more Doodles for other places in school.** Have students use the skills they developed in these lessons to create Doodles for other things. For example, instead of numbering computers in a computer lab, use student Doodles instead! Turn each Doodle into a computer label.
 - **Plan a community showcase.** Set up a gallery walk at school, create an event with local community organizations like the library, or share the Doodles at a local farmer's market or festival.

Condensing the lesson

- Focus only on one of the two topics: either relating artistic ideas to societal, cultural, and historical context or incorporating the community activation.