

DEEP SPACE SPARKLE

ART THROUGH
THE *ages*



Jousting Knights

DRAWING & HISTORY CONNECTION

Jousting Knights

WHAT YOU'LL NEED:

- 12" x 18" white construction/sulphite paper
- Pencil & eraser
- Sharpie marker
- Watercolor paints or markers (preferable)
- Brushes (medium)
- Colored craft paper
- White school glue
- Colorful feathers
- Silver metallic paint (optional)



Although studying Medieval Times generally is reserved for middle school, younger kids really enjoy the colorful and symbolic traditions of Knights.

Medieval Knights were mounted warriors who went to battle and fought for their Lords.

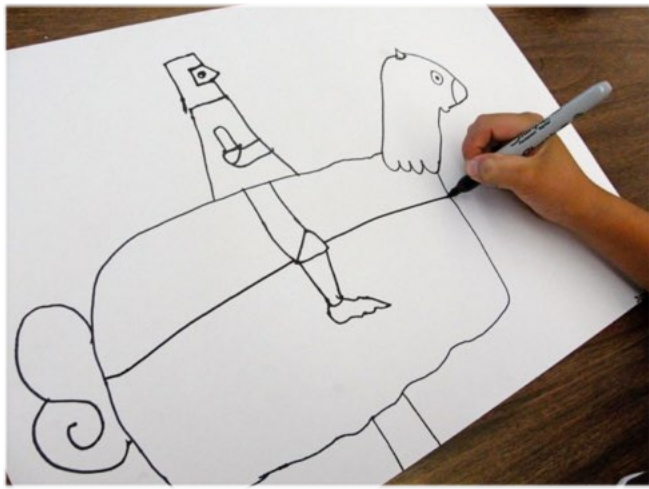
Knights came from wealthy families and it was considered a high honor to be a knight. To become a Knight, training began as

young as 7-years old. A boy would become a PAGE, a Page would become a SQUIRE and a Squire would become a KNIGHT.

Knights in the 12th and 13th century wore shiny armor when they went to battle. At first they rode with chainmail but this evolved to plates of metal for better protection.



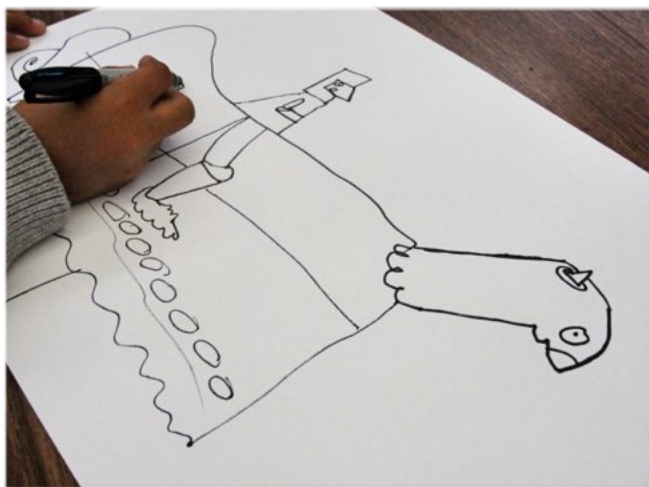
Drawing the Horse . . .



The drawing for the Knight and Horse starts with the horse's head.

It's important to draw the head in just the right spot. Too high and there will be little room for the Knight: too low and the horse will be small.

I like to tell the children to place the horse's eye in the middle of the paper close to one edge. They only need to gauge how much room to leave for the head which most 8 and 9 year olds can do.



By drawing this simple head first, everything else falls into place.

From there, the drawing takes on a very simple shape: a rectangle to represent the jousting blanket. If the child wants, they can draw horse's legs. My students used a cardboard strip as a STICK because we were using the project as part of a collaborative mural.



Drawing the Knight...



After the students draw the horse's head, the body/blanket and a tail, they are ready for the Knight.

From my experience with this project, the biggest problem is drawing the Knight is drawing the Knight to scale or making him big enough. Many students start drawing the head and end up placing the head too low on the paper and the result is a squished body.

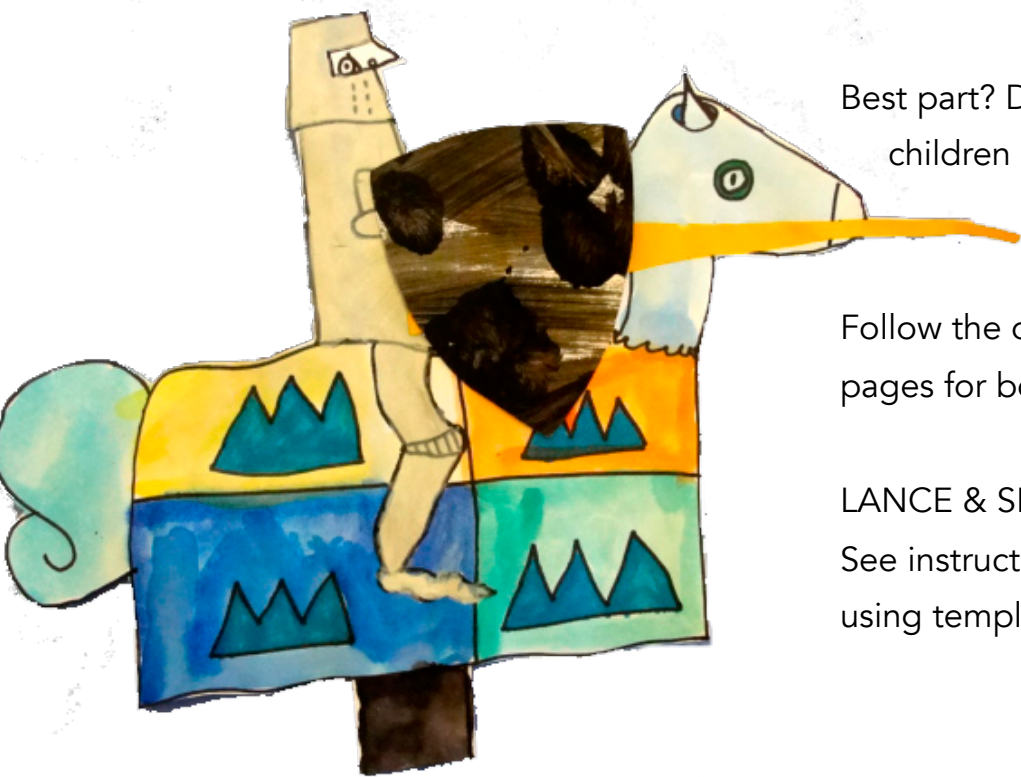
To remedy this, I start with the body. It is just a trapezoid shape. Then draw another slightly wider trapezoid shape for the helmet and finally the legs.

Best part? Don't have to draw hands as the children can cut a LANCE to place over the hands.

Follow the drawing steps on the following pages for both the horse and the Knight.

LANCE & SHIELD

See instructions for drawing a shield and using templates in the following sections.

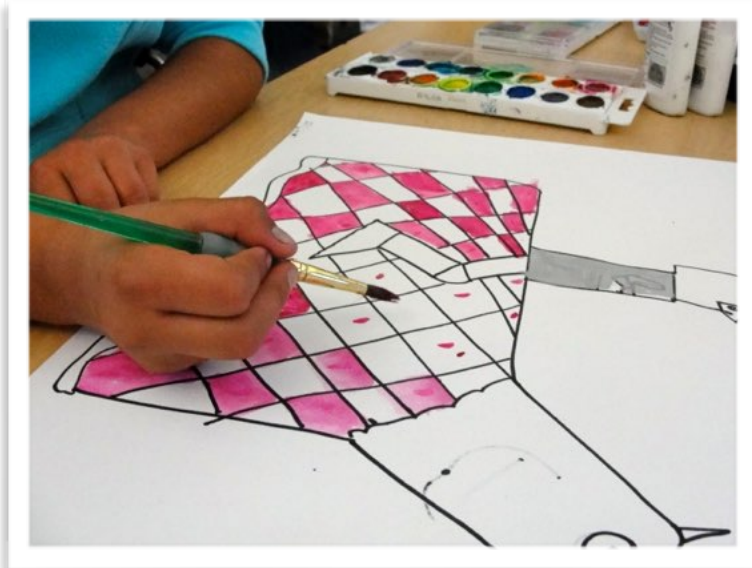


Coloring the Jousting Knight . . .



I used watercolor paints for this project but quite honestly, it would have been easier for the kids to use colored markers or colored pencils instead.

The watercolor paints are fine, but they tend to cover up many of the details, plus some of the details are too small to paint effectively.



For the armor, I had some silver tempera paint which was perfect for this project.

I could see that some kids were struggling with the paint, so I placed markers on the table and gave them the option to complete the drawing with their favorite medium.



See this picture on the left? The girl was painting a checkerboard and was getting confused as to what squares to paint and what to leave unpainted. I suggested that she add a colored dot to each square before she painted so she would not lose track. Worked really well.

Making the Shields & Lance



Photocopy the SHIELD templates onto card stock and cut out.

The kids can draw their own, but it was fun to have a SHIELDS & LANCES table set up in the back of the room.

I place small squares of colored solid and craft paper in boxes (make sure to precut these papers to the approximate size of the shields because otherwise there will be a lot of waste).



The kids traced the shields and decorated them to their liking. I started using a lance template but it was so long and pointy that it was more of a problem than it was worth. Kids just cut their own.



1



Draw the eye, side ways letter U and an upside down letter V for the ears

2



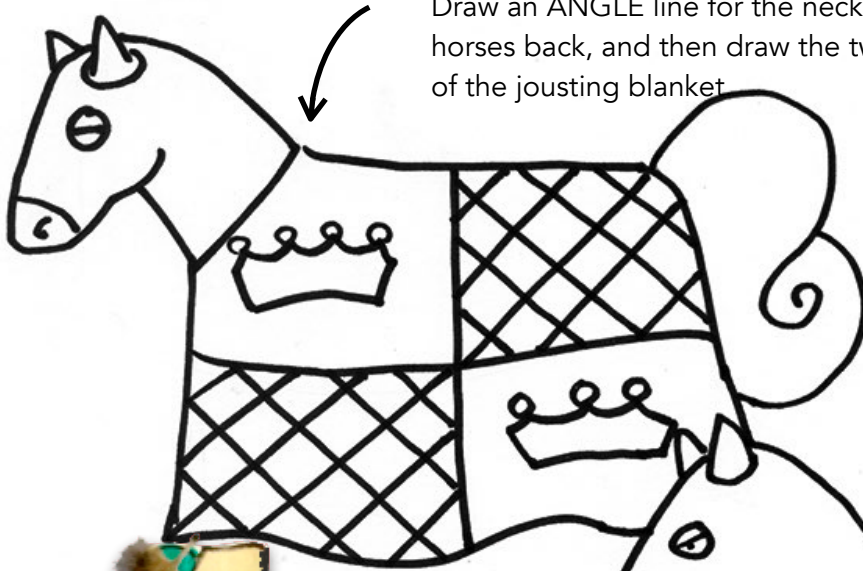
Draw the horses's jawbone and neck

3

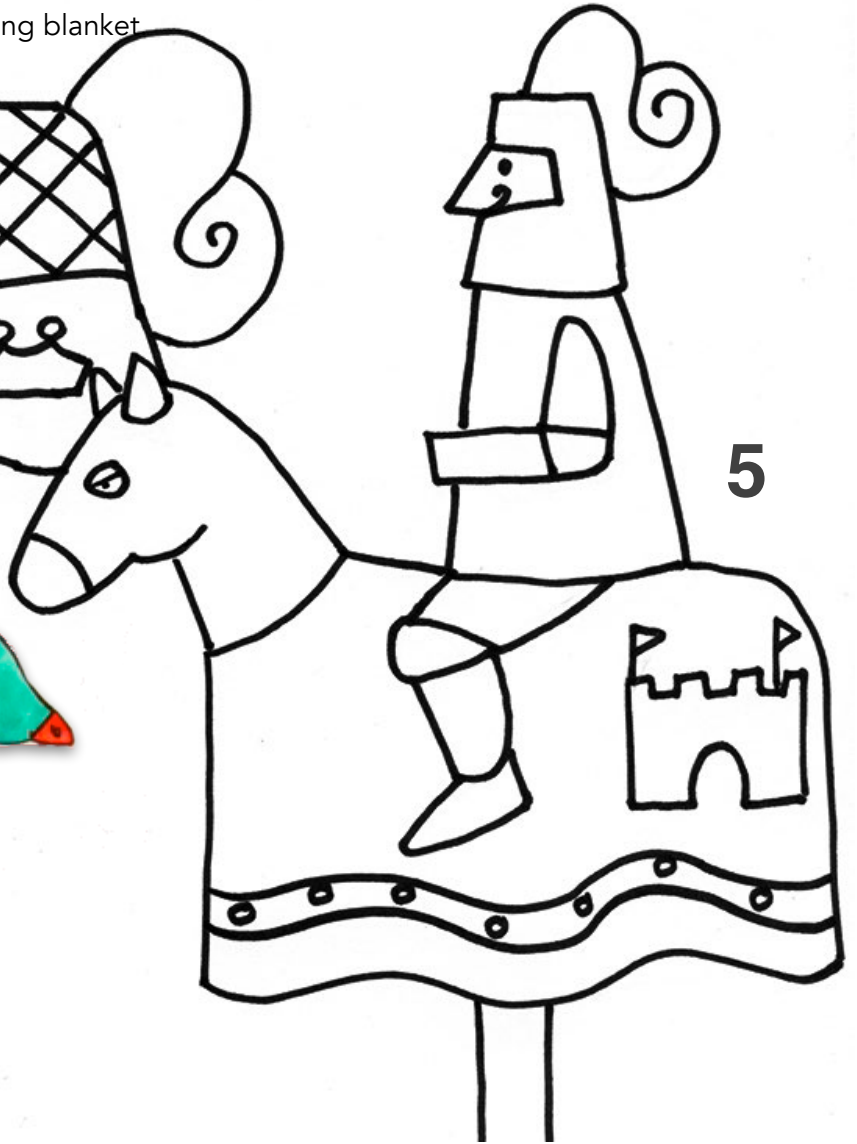


Finish the details of the head before moving on...

Draw an ANGLE line for the neck. Draw a line for the horses back, and then draw the two sides and bottom of the jousting blanket

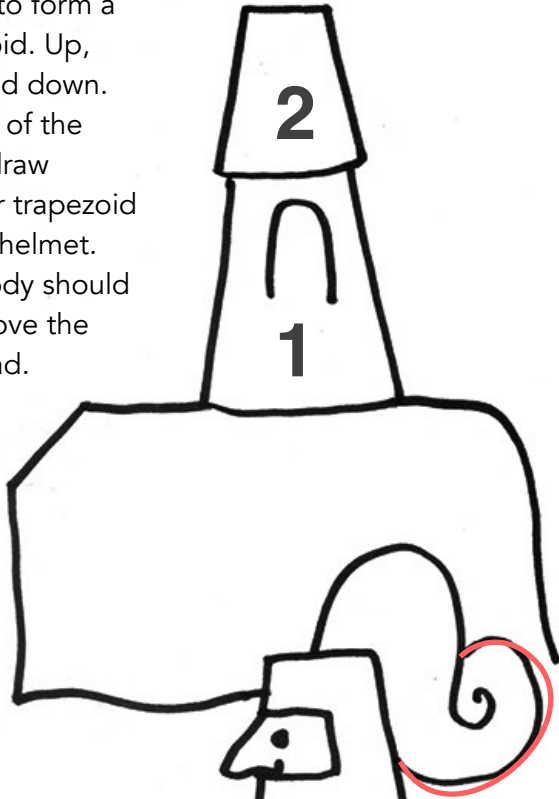


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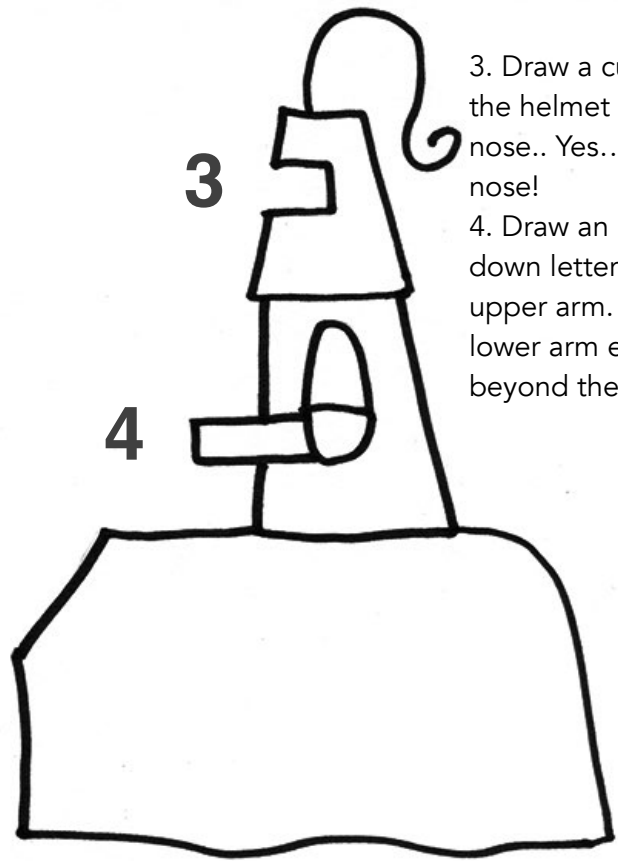


HOW TO DRAW A HORSE

1. Starting on the horse's back, draw 3 lines to form a trapezoid. Up, over and down.
 2. On top of the body, draw another trapezoid for the helmet.
- Tip: the body should extend above the horse's head.

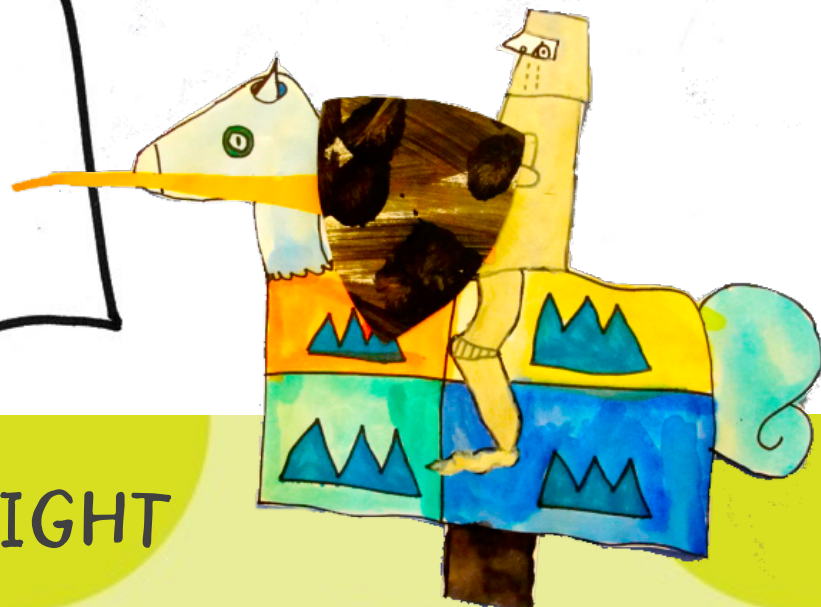
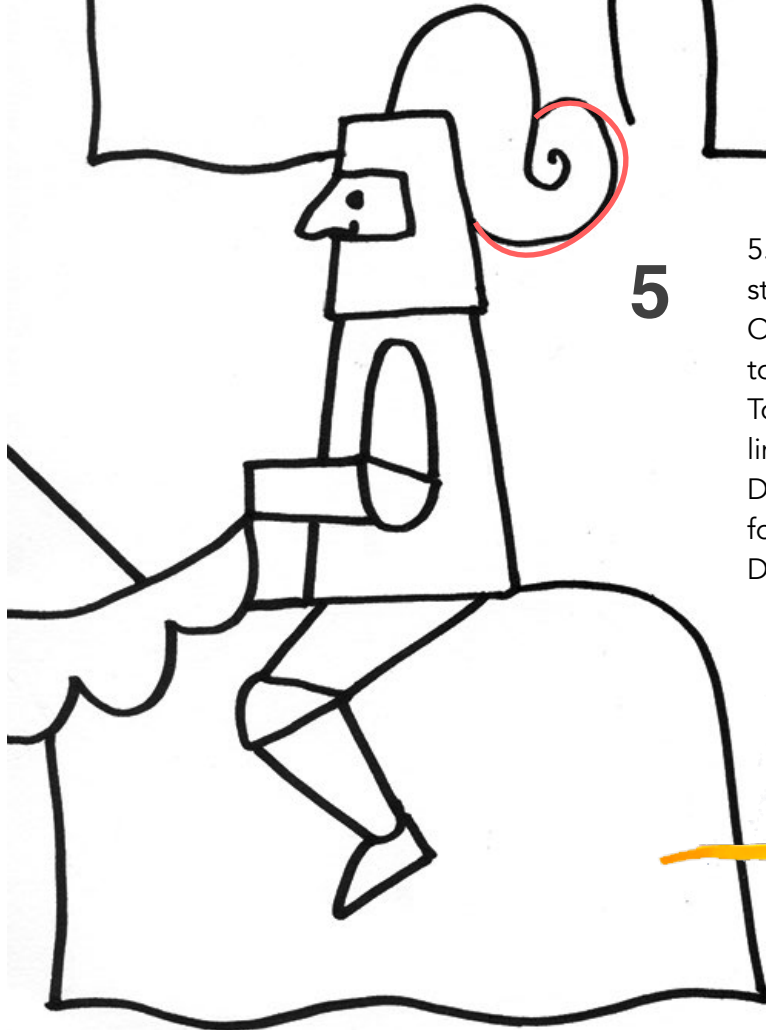


3. Draw a cut out in the helmet for the nose.. Yes...just a nose!
4. Draw an upside down letter U for the upper arm. Draw the lower arm extending beyond the body.

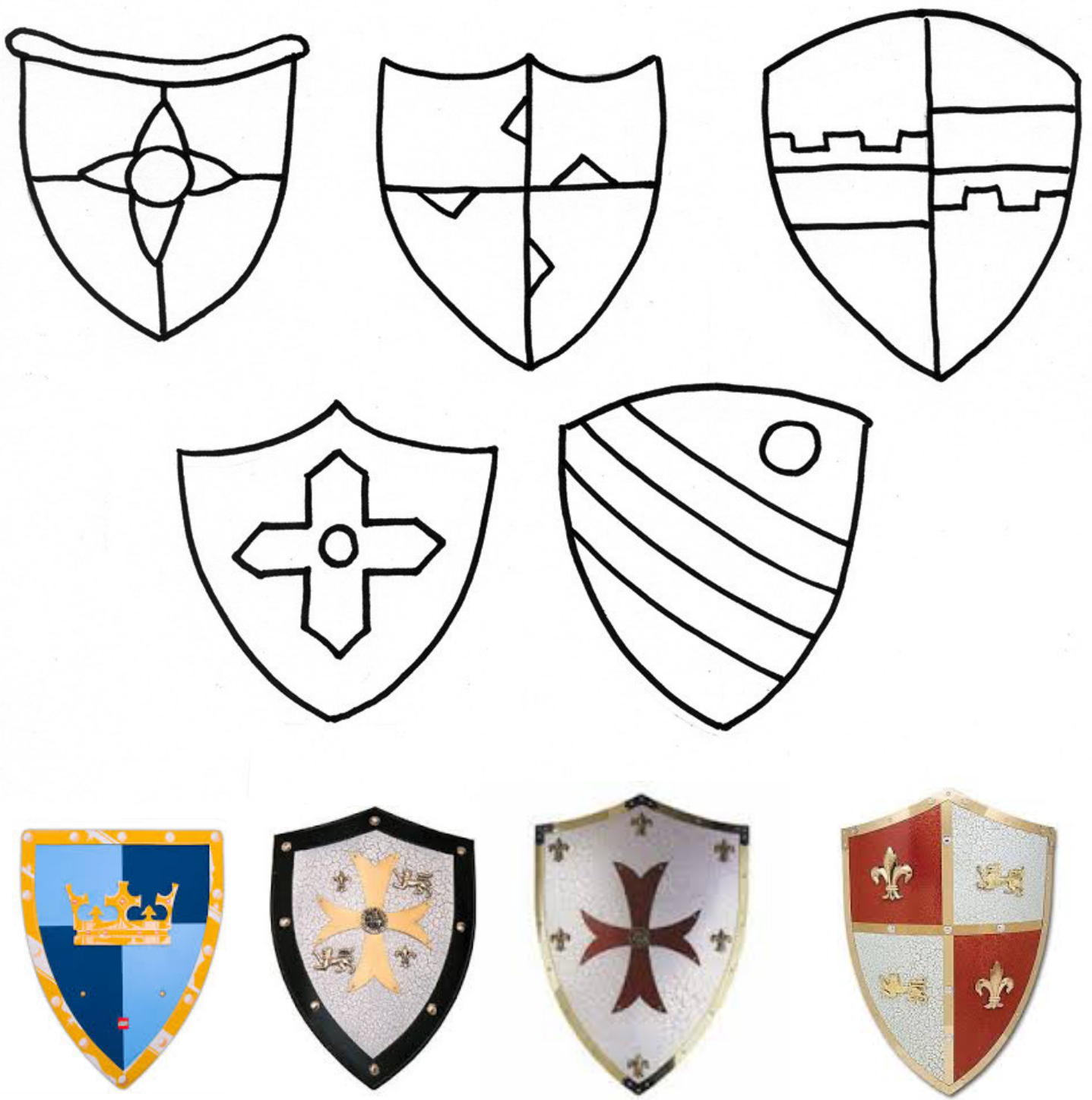


5

5. Draw the feather for the helmet: Draw a letter S starting at the top middle of the helmet. On the outside of the letter S, draw a curved line towards the helmet. To draw the LEG, draw one short and one longer line angled towards the front of the horse's body. Draw a pie shape for the knee, and two more lines for the calf. Draw a FOOT.

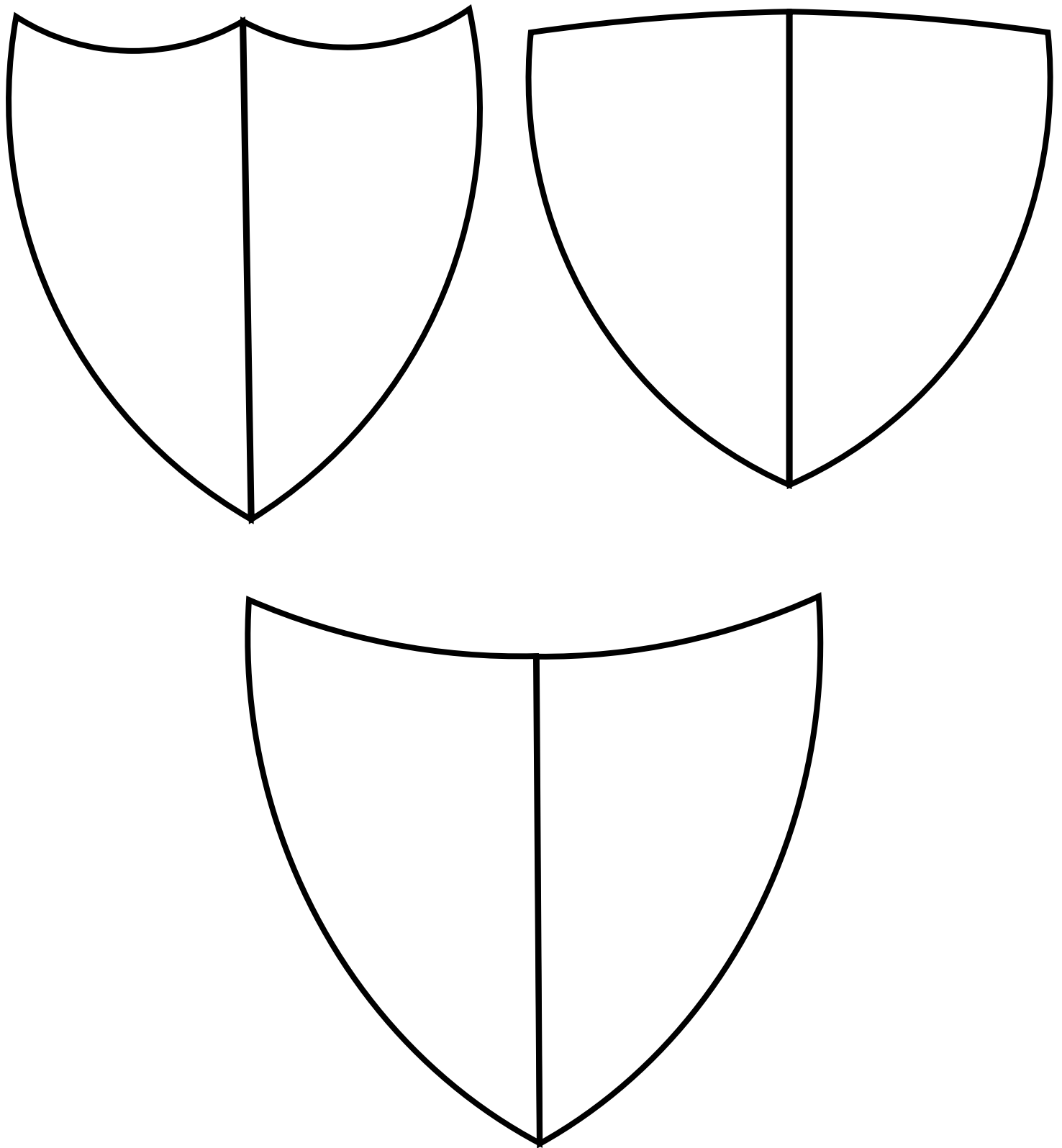


HOW TO DRAW A KNIGHT

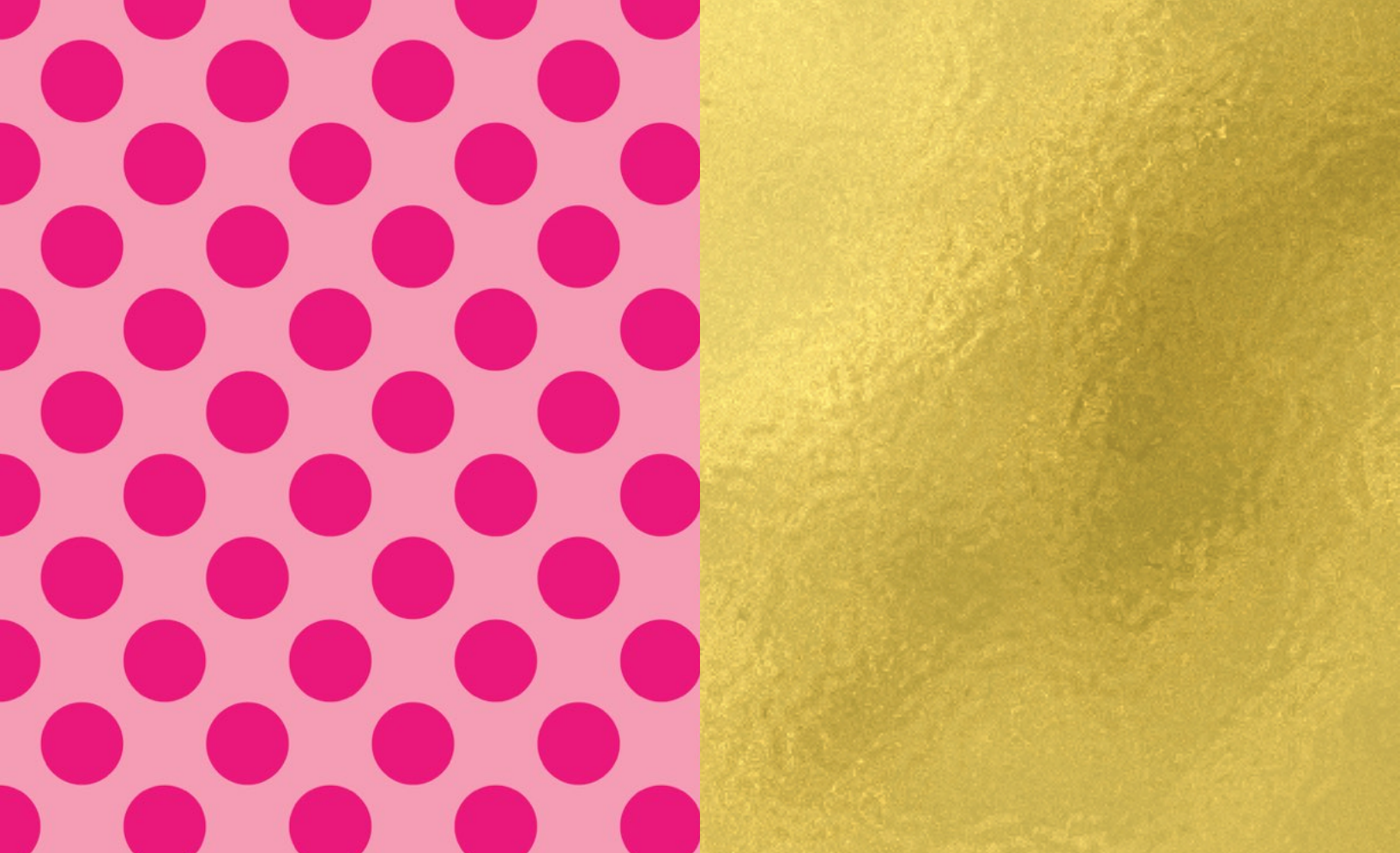
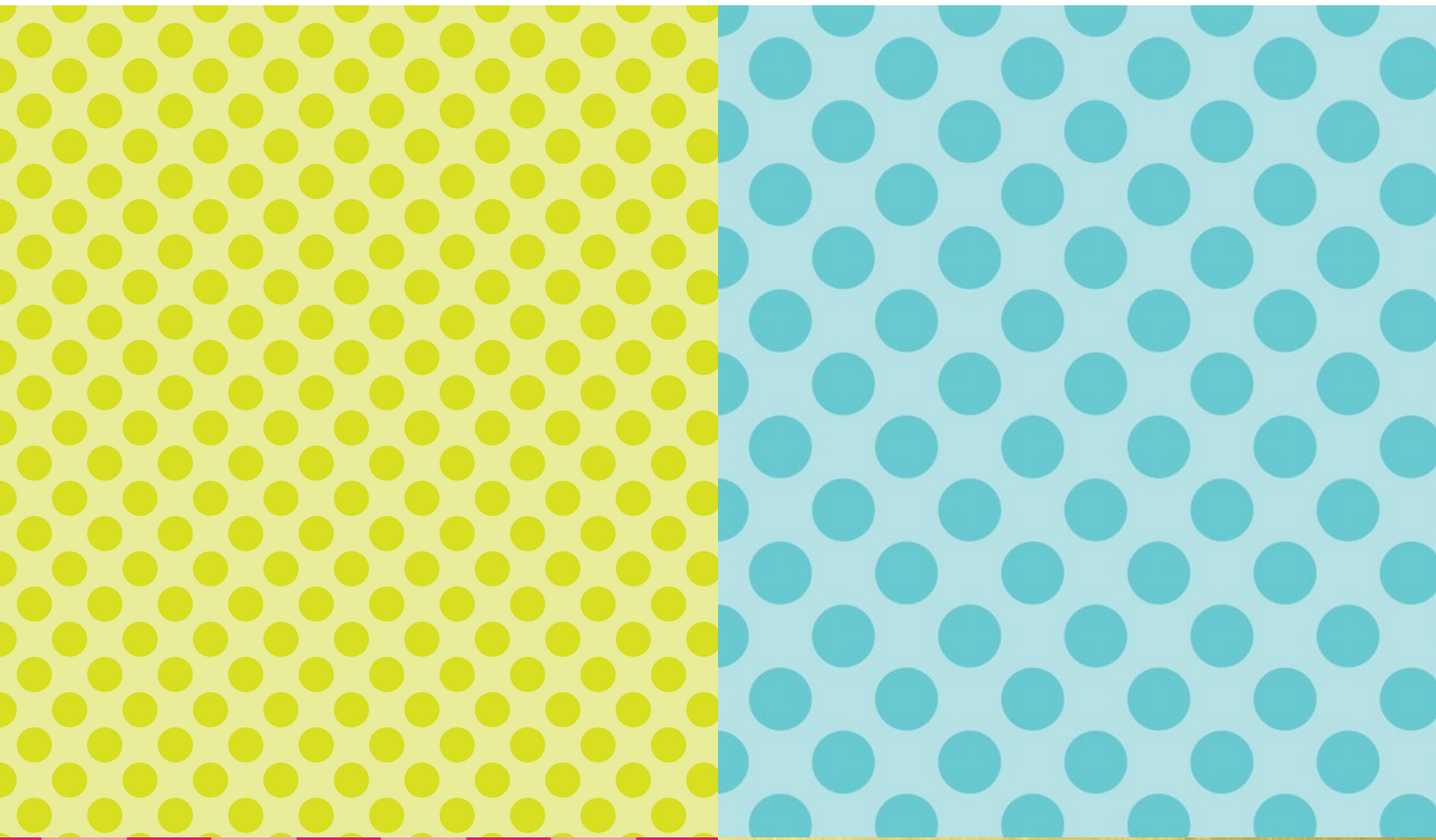


For fun, check out this website: [Medieval Chronicles](http://www.medievalchronicles.com). Its a great source of images for children to use. Just check out the page first.

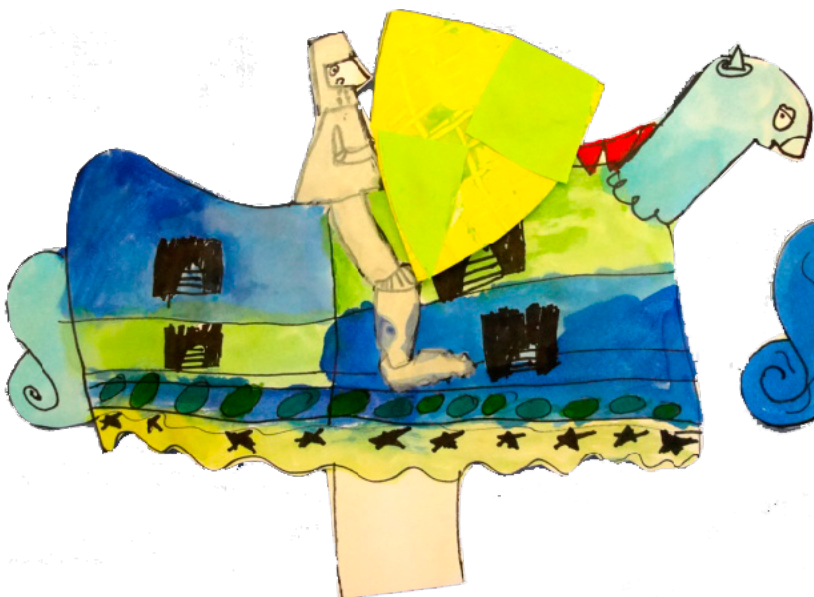
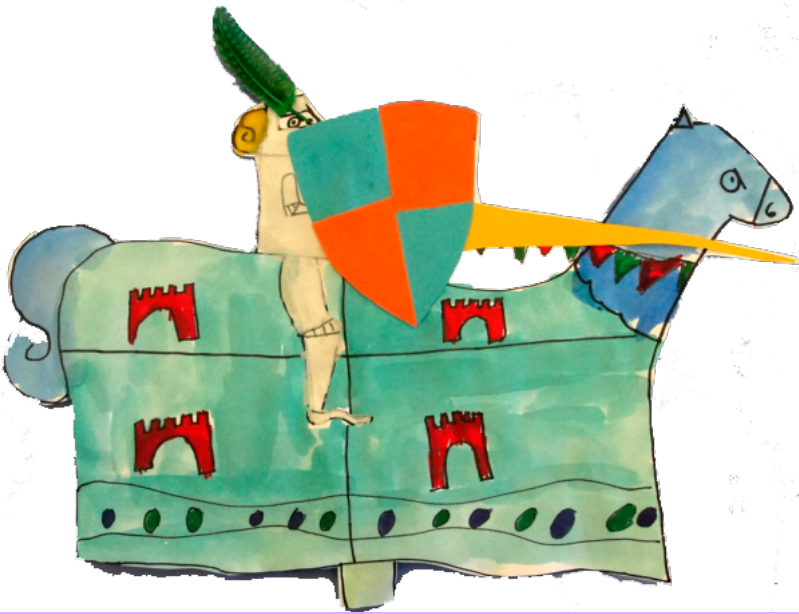
HOW TO DRAW SHIELDS



HOW TO DRAW SHIELDS







NATIONAL CORE ARTS STANDARDS-THIRD GRADE

CREATING

- Generate and conceptualize artistic ideas and work** — Elaborate on imaginative ideas— Apply knowledge of available resources to develop personal ideas in artwork
- Organize and develop artistic ideas and work** — Create personal artwork with a variety of media—Demonstrate understanding proficient use of materials—Construct everyday life representations
- Refine and complete artistic work**—Elaborate visually by adding detail during art-making that enhances meaning

PRESENTING/PRODUCING

- Analyze, interpret and select artistic work for presentation**— Investigate and discuss possibilities and limitations of spaces for exhibiting artwork
- Develop and refine artistic work for presentation** — Identify exhibit space and prepare works of art including artists' statement for presentation
- Convey meaning through the presentation of artistic work** — Identify and explain how and where different cultures record and illustrate stories and history of life through art

RESPONDING

- Perceive and analyze artistic work-** Speculate about processes an artist uses to create— determine messages communicated by images
- Interpret intent and meaning in artistic work** — Interpret art by analyzing use of media to create subject matter, characteristics of form and mood
- Apply criteria to evaluate artistic work**— Evaluate an artwork based on a given criteria

CONNECTING

- Synthesize and relate knowledge and personal experiences to make art-** Develop a work of art based on observations of surroundings
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding** —Recognize that responses to art change depending on knowledge of the time and place in which it was made

I CAN STATEMENTS FOR KNIGHTS

- Today I will learn about MEDIEVAL TIMES, so that I CAN use LINE and SHAPE to draw a stylized horse and jousting knight composition.
- Today I will learn about PATTERN, so that I CAN use repeated LINES, SHAPES or COLORS in my designs.
- Today I will learn about COLLAGE, so that I CAN draw, cut, and paste a SHIELD and LANCE to my knight from scrap or colored craft paper.

COMMON CORE STANDARDS FOR KNIGHTS

CCSS.ELA-Literacy.W.3.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

After students finish their art, you can have them fill out the artist statement worksheet (located in Teacher Aids). This information leads them to reflect on the process of art making while forming an opinion about their own work based on the processes used, materials used, inspirations, etc.

CCSS.ELA-Literacy.L.3.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

You can communicate to students that using conventions of standard English grammar when writing their answers to the artist statement worksheet should be emphasized. This is a wonderful way to help students see cross curricular connections between subjects!

CCSS.Math.Content.3.G.A.2

Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.

As students fold their shields, you can have a discussion about the middle of the shield representing a line of symmetry, which divides the shape in half.

ASSESSMENT CHECKLIST

MAIN IDEAS FROM:

JOUSTING KNIGHT

STUDENT NAME: _____

Did the student draw a jousting knight and horse inspired by Medieval Times?

Did the student create patterns?

Did the student cut and paste a shield and lance to their knight?