

Living Lessons Transcription: Form Drawing One: With Mellie: Lesson Two

Summary of Living Lessons: Form Drawing One with Mellie – Lesson Two

Overview

This document outlines the second lesson of a form drawing class for first graders, led by Miss Lahneman. The lesson focuses on movement, verse recitation, and drawing techniques, emphasizing both straight and curved lines.

Lesson Structure

Introduction

- The lesson begins with a warm greeting to the students and a reminder of the previous day's activities.
- Students are encouraged to stand and participate in a verse that incorporates movement, mimicking tall trees and tiny pine cones.

Verse and Movement

- The verse recited is:
 - "Tall trees in the forest, fir cones on the ground."
 - "Stars in the heavens, good deeds abound."
- Students engage in physical movements to embody the verse,

enhancing their learning experience.

Drawing Activities

- The lesson includes various drawing exercises:
 - Students practice drawing curves and straight lines using their arms and fingers.
 - They are encouraged to visualize and create both large and small curves, akin to natural forms like slugs and moons.

Chalkboard Work

- Students transition to the chalkboard to practice drawing straight lines and crescent curves.
- Emphasis is placed on creating mirror images and maintaining space between lines.

Art Creation

- Students are guided to use gold and silver paint to create trails and curved lines on paper.
- They are instructed to draw with stick crayons, focusing on straight and curved lines.

Nature Exploration

- As a continuation of the lesson, students are tasked with finding objects in nature that exhibit curved lines, such as shells and stones.
- This activity encourages observation and connection with the environment.

Conclusion

- The lesson wraps up with a review of the verse and a reminder for students to bring in their found objects for the next class.
- Miss Lahneman expresses her excitement for the next lesson and thanks the students for their participation.

Key Takeaways

- The lesson integrates physical movement with artistic expression, fostering a holistic learning environment.
- Students are encouraged to explore their surroundings and engage creatively with the concepts of straight and curved lines.
- The use of storytelling and nature observation enhances the educational experience, making learning interactive and enjoyable.

1

00:00:01.980 --> 00:00:03.670
Good day, first grade.

2

00:00:04.260 --> 00:00:06.710
I'm very much looking forward to

3

00:00:06.720 --> 00:00:10.830
our second day of form drawing
with Earth Schooling.

4

00:00:11.300 --> 00:00:13.730
Just a reminder, I am Miss Lahneman.

5

00:00:15.120 --> 00:00:18.750
Let's start with our verse and our

6

00:00:18.760 --> 00:00:24.130
movement, so please stand up and
straight as a tree.

7

00:00:24.640 --> 00:00:27.770
First we'll say it together, and
we're just going to use our hands

8

00:00:27.780 --> 00:00:31.830
for the movement, so we can really
learn the words.

9

00:00:33.180 --> 00:00:37.110
Tall trees in the forest, fir
cones on the ground.

10

00:00:37.840 --> 00:00:42.290
Tall trees in the forest, fir

cones on the ground.

11

00:00:43.060 --> 00:00:47.790

Stars in the heavens, good deeds abound.

12

00:00:48.660 --> 00:00:50.710

Great, now let's do it really big,

13

00:00:50.880 --> 00:00:56.270

so you get to be as tall as a tall tree, and as tiny as a little pine

14

00:00:56.280 --> 00:00:57.070

cone on the ground.

15

00:00:57.080 --> 00:00:59.510

So you can go all the way down to

16

00:00:59.520 --> 00:01:02.170

the ground if you'd like, but I want to make sure you can see me.

17

00:01:02.540 --> 00:01:03.450

Here we go.

18

00:01:05.100 --> 00:01:07.390

Tall trees in the forest, fir

19

00:01:07.400 --> 00:01:08.630

cones on the ground.

20

00:01:09.360 --> 00:01:11.970

Tall trees in the forest, fir

21

00:01:11.980 --> 00:01:13.250

cones on the ground.

22

00:01:14.320 --> 00:01:18.570

Stars in the heaven, good deeds abound.

23

00:01:20.600 --> 00:01:21.110

Excellent.

24

00:01:21.540 --> 00:01:23.050

Let's do it one more time, but

25

00:01:23.060 --> 00:01:25.390

very quickly, like we're the quickest little mouse.

26

00:01:25.400 --> 00:01:27.990

Tall trees in the forest, fir cones on the ground.

27

00:01:30.460 --> 00:01:33.410

Stars in the heaven, good deeds abound.

28

00:01:34.740 --> 00:01:35.270

Great.

29

00:01:38.000 --> 00:01:44.150

Yesterday, I sent you on a scavenger hunt to find objects

30

00:01:44.160 --> 00:01:48.270

that had straight lines, and I wanted to show you some things

31
00:01:48.280 --> 00:01:49.130
that I found.

32
00:01:51.040 --> 00:01:55.470
I found a really tall and long

33
00:01:55.480 --> 00:01:56.270
straight stick.

34
00:01:56.840 --> 00:01:58.310
This could be standing up, could

35
00:01:58.320 --> 00:02:02.350
be lying on the ground, or I could
lean it towards, onto a fence or
something.

36
00:02:03.120 --> 00:02:04.310
This is very straight.

37
00:02:04.400 --> 00:02:07.490
I can't turn it, I can't bend it

38
00:02:07.500 --> 00:02:08.910
into a curved line.

39
00:02:11.240 --> 00:02:13.030
I also found a very straight

40
00:02:13.040 --> 00:02:28.110
pencil, and a straight piece of
grass, a straight knitting needle,

41

00:02:28.880 --> 00:02:31.150
and a straight paintbrush.

42
00:02:32.300 --> 00:02:34.290
So now you can see how a sword, St.

43
00:02:34.380 --> 00:02:37.270
Michael's sword, is quite straight.

44
00:02:38.260 --> 00:02:40.310
And many of the tools that we use

45
00:02:40.320 --> 00:02:43.130
in first grade are straight.

46
00:02:44.620 --> 00:02:46.670
I'm curious what you found.

47
00:02:47.480 --> 00:02:52.650
We also heard yesterday the story
of the little boy and the little

48
00:02:52.660 --> 00:02:57.750
girl who went on a journey away
from their homes in the deep sea

49
00:02:57.760 --> 00:02:58.670
to an island.

50
00:02:59.600 --> 00:03:01.850
And on that island was the unicorn

51
00:03:01.860 --> 00:03:07.150
who gave them a task to find five

objects that were straight.

52
00:03:08.020 --> 00:03:12.890
And just before the sun set and
the moon rose, they succeeded in

53
00:03:12.900 --> 00:03:13.690
their task.

54
00:03:13.700 --> 00:03:17.110
And so they nestled up with the

55
00:03:17.120 --> 00:03:22.010
beautiful soft unicorn, and just
as the sun had set and all the

56
00:03:22.020 --> 00:03:26.230
stars had come into the night sky,
and the moon was high above the

57
00:03:26.240 --> 00:03:31.250
trees in a beautiful crescent
curve, they drifted off to sleep.

58
00:03:32.860 --> 00:03:38.050
Well, the next morning, they
stretched and they rubbed their

59
00:03:38.060 --> 00:03:43.250
eyes and they looked, and just on
the horizon where the water met

60
00:03:43.260 --> 00:03:49.390
the sky, the golden sun, big,
beautiful, and round, was rising.

61
00:03:50.720 --> 00:03:54.930
And the unicorn was awake, of
course, sitting quite modestly,

62
00:03:55.160 --> 00:04:00.770
and the unicorn said, You have
succeeded in your first task, and

63
00:04:00.780 --> 00:04:02.470
now I will give you your second one.

64
00:04:02.480 --> 00:04:05.990
You must now go and find five

65
00:04:06.000 --> 00:04:10.570
objects that have a curved line,
just as you saw the moon last

66
00:04:10.580 --> 00:04:15.030
night with a beautiful crescent
curve, and you see the round curve

67
00:04:15.040 --> 00:04:16.230
of the sun.

68
00:04:17.280 --> 00:04:19.370
You must go and find five objects.

69
00:04:21.040 --> 00:04:24.570
Well, the little girl remembered
the little tiny pine cone that was

70
00:04:24.580 --> 00:04:27.890

not a straight line, and so she
said, Let's go, and they ran up

71

00:04:27.900 --> 00:04:31.050
the hill and they found a pine
cone, and they began to search

72

00:04:31.060 --> 00:04:36.670
around the island, and they went
down to where the sandy shore met

73

00:04:36.680 --> 00:04:41.610
the water, and they collected
pebbles and stones, and the little

74

00:04:41.620 --> 00:04:43.030
boy said, Look, look at this shell.

75

00:04:43.120 --> 00:04:43.270
It has

76

00:04:43.280 --> 00:04:48.270
a beautiful curve, not a straight
line on it, and so they gathered

77

00:04:48.280 --> 00:04:52.790
their objects again and laid them
before the unicorn, and the

78

00:04:52.800 --> 00:04:58.070
unicorn, in a grand gesture, said,
You once again have succeeded in

79

00:04:58.080 --> 00:04:58.810
your task.

80

00:05:00.140 --> 00:05:03.170
Snap, snap, snout, my tail is all

81

00:05:03.180 --> 00:05:03.850
told out.

82

00:05:04.600 --> 00:05:07.810
So now, first grade, our task is

83

00:05:07.820 --> 00:05:14.790
to look around and find objects or
anything that has a curved line.

84

00:05:14.800 --> 00:05:16.890
So a curved line.

85

00:05:17.080 --> 00:05:19.930
We can make a curved line and

86

00:05:19.940 --> 00:05:21.730
become a tiny pine cone.

87

00:05:22.100 --> 00:05:23.830
We can make it with our arms.

88

00:05:24.080 --> 00:05:27.870
We can make a crescent moon, and
we can also make a straight line.

89

00:05:28.800 --> 00:05:35.730
So, hi, my earrings, they have
curves, and my shirt has curves,

90
00:05:35.900 --> 00:05:41.430
and my watch is a curve.

91
00:05:42.500 --> 00:05:46.250
So I want you to point where you

92
00:05:46.260 --> 00:05:53.170
are, whether it's in your home,
and find something that has a

93
00:05:53.180 --> 00:05:53.770
curved line.

94
00:05:56.800 --> 00:05:58.770
My scissors have a straight line,

95
00:05:58.840 --> 00:06:01.570
but they also have a curve.

96
00:06:05.220 --> 00:06:05.650
Excellent.

97
00:06:08.010 --> 00:06:12.640
This is our second form drawing.

98
00:06:12.650 --> 00:06:14.940
So we have our straight as an

99
00:06:14.950 --> 00:06:20.120
arrow line, and then we're going
to draw this beautiful round

100
00:06:20.130 --> 00:06:25.320

curve, like a crescent moon that
you might see in the night sky.

101
00:06:30.160 --> 00:06:33.730
But first, let's do it with our arms.

102
00:06:34.380 --> 00:06:37.930
So, standing tall, the hand that

103
00:06:37.940 --> 00:06:40.990
you write with, we're going to
first draw the middle line, just

104
00:06:41.000 --> 00:06:42.010
like we did yesterday.

105
00:06:42.780 --> 00:06:46.450
Slowly, slowly, the slug leaves

106
00:06:46.460 --> 00:06:47.730
its silver trail.

107
00:06:49.420 --> 00:06:52.790
And then, up in the sky, we're

108
00:06:52.800 --> 00:06:56.510
going to draw a curve.

109
00:06:58.310 --> 00:06:58.980
Curving around.

110
00:07:00.490 --> 00:07:00.960
Excellent.

111
00:07:01.270 --> 00:07:03.420
And then, on the other side, you

112
00:07:03.430 --> 00:07:06.920
can go all the way up into the
heavens and draw a big one.

113
00:07:08.230 --> 00:07:10.760
You could draw a smaller one.

114
00:07:11.390 --> 00:07:13.620
You could draw even a little teeny

115
00:07:13.630 --> 00:07:14.780
tiny one.

116
00:07:15.370 --> 00:07:16.200
So let's do that again.

117
00:07:16.310 --> 00:07:19.160
We're going to do a really big
one, and then we'll do a really

118
00:07:19.170 --> 00:07:19.720
small one.

119
00:07:20.150 --> 00:07:21.260
So reach up, you're going to get

120
00:07:21.270 --> 00:07:25.740
on your tippy toes, and draw a
very straight line, almost like

121

00:07:25.750 --> 00:07:27.160
you're cutting through a piece of wood.

122
00:07:27.990 --> 00:07:29.800
And then, with both hands on this

123
00:07:29.810 --> 00:07:33.300
side, you can do a big curve.

124
00:07:33.730 --> 00:07:35.180
It's almost like a hug.

125
00:07:35.970 --> 00:07:36.840
Curving around.

126
00:07:36.850 --> 00:07:39.160
And then let's do a very tiny one,

127
00:07:39.270 --> 00:07:41.220
with just our pointer finger.

128
00:07:41.570 --> 00:07:42.340
You can wake up your little

129
00:07:42.350 --> 00:07:45.040
pointer finger and go straight down.

130
00:07:45.750 --> 00:07:48.600
And with your two fingers, tiny curve.

131
00:07:49.810 --> 00:07:52.540
We don't even need paper to draw
sometimes.

132
00:07:53.390 --> 00:07:54.760
I want us to do one more thing,

133
00:07:55.770 --> 00:08:00.300
and that is, you can do it with
your foot on the ground.

134
00:08:01.190 --> 00:08:05.220
So, standing strong on one leg,
you can put your foot all the way

135
00:08:05.230 --> 00:08:10.320
out, and draw a finger towards
you, a straight line, and then a

136
00:08:10.330 --> 00:08:12.160
curved line on the side.

137
00:08:12.630 --> 00:08:13.580
And you can move your other leg,

138
00:08:13.710 --> 00:08:16.500
shake it out, and do another
curved line.

139
00:08:17.730 --> 00:08:18.120
Excellent.

140
00:08:19.710 --> 00:08:22.020
So now we're going to work on the
chalkboard.

141
00:08:26.350 --> 00:08:29.340
And I'm going to find the middle

of my board.

142
00:08:29.710 --> 00:08:31.640
I'm going to leave a little space there.

143
00:08:31.650 --> 00:08:33.760
And with the color that you

144
00:08:33.770 --> 00:08:40.530
choose, straight.

145
00:08:40.700 --> 00:08:42.170
And I imagine that since you

146
00:08:42.180 --> 00:08:45.730
practiced in our first lesson,
that your straight lines have

147
00:08:45.740 --> 00:08:46.530
gotten better.

148
00:08:50.790 --> 00:08:54.440
And now, I'm going to lift my

149
00:08:54.450 --> 00:09:03.440
finger first, just to make sure we
make the crescent moon curve.

150
00:09:12.990 --> 00:09:14.980
And I'm leaving
a little space, so they're not

151
00:09:14.990 --> 00:09:16.880
touching the straight line

.

152
00:09:16.890 --> 00:09:18.660
They're keeping a little space.

153
00:09:18.670 --> 00:09:19.640
And I'm going to do the same on

154
00:09:19.650 --> 00:09:23.280
this side, and I'm going to use my finger.

155
00:09:23.290 --> 00:09:26.260
I'm going to try to make it a

156
00:09:26.270 --> 00:09:39.080
mirror image of that side.

157
00:09:39.090 --> 00:09:41.740
So now I have my straight and my

158
00:09:41.750 --> 00:09:43.860
two curved lines.

159
00:09:49.440 --> 00:09:49.810
Excellent.

160
00:09:49.820 --> 00:09:52.690
And now we can put it in our form
drawing book.

161
00:09:52.700 --> 00:09:56.950
So you're going to turn your page
so that it will actually be on the

162
00:09:56.960 --> 00:10:01.290
back of your straight line drawing.

163
00:10:01.300 --> 00:10:03.250
This is the one that you did in

164
00:10:03.260 --> 00:10:05.250
your first class.

165
00:10:05.260 --> 00:10:07.350
And then you can just turn your

166
00:10:07.360 --> 00:10:31.740
paper over, and now your binding
is on the bottom.

167
00:10:31.970 --> 00:10:32.180
Great.

168
00:10:32.190 --> 00:10:34.200
Now we have our paper.

169
00:10:34.210 --> 00:10:41.200
And we're going to first dip our
finger into a little gold paint.

170
00:10:41.210 --> 00:10:46.680
We'll leave a golden trail.

171
00:10:46.690 --> 00:10:48.140
And next we can dip it into a

172
00:10:48.150 --> 00:10:50.160

little silver paint.

173

00:10:50.170 --> 00:10:52.600

And we're going to do the curved

174

00:10:52.610 --> 00:10:57.730

line on this side.

175

00:10:57.740 --> 00:11:03.020

Curved line on this side.

176

00:11:03.030 --> 00:11:07.680

And now with our stick crayon,
we're going to leave a little

177

00:11:07.690 --> 00:11:13.940

space at the top, finding the middle.

178

00:11:13.950 --> 00:11:14.800

Going straight

179

00:11:14.810 --> 00:11:22.790

as an arrow down.

180

00:11:22.800 --> 00:11:24.530

I'm going to draw my curved line

181

00:11:24.540 --> 00:11:28.750

one more time with my finger just
to see where I'm going.

182

00:11:28.760 --> 00:11:30.030

Both sides.

183

00:11:30.980 --> 00:11:31.130

Okay.

184

00:11:31.140 --> 00:11:34.530

I'm going to leave a little space here.

185

00:11:34.540 --> 00:11:41.730

And around.

186

00:11:41.740 --> 00:11:49.110

Use the same space here.

187

00:11:49.120 --> 00:12:06.400

Other curve.

188

00:12:06.410 --> 00:12:07.840

First grade.

189

00:12:07.850 --> 00:12:10.680

Today I would like you to do the

190

00:12:10.690 --> 00:12:14.940

same that I asked you to do in our
first class, and that is to go

191

00:12:14.950 --> 00:12:20.340

outside and to find some objects
that have curved lines.

192

00:12:20.350 --> 00:12:25.180

So for example, a stone has a nice
curved line.

193

00:12:25.190 --> 00:12:28.100

I have a shell here.

194

00:12:28.110 --> 00:12:32.940

You can see it has curves.

195

00:12:32.950 --> 00:12:35.900

You could bring them in and have them on your table, like a little

196

00:12:35.910 --> 00:12:39.840

nature table, and show your family.

197

00:12:39.850 --> 00:12:42.940

And I look forward to our next lesson.

198

00:12:42.950 --> 00:12:47.240

So let's do our verse one more time.

199

00:12:47.250 --> 00:12:49.360

Tall trees in the forest, fur

200

00:12:49.370 --> 00:12:50.920

cones on the ground.

201

00:12:50.930 --> 00:12:53.280

Tall trees in the forest, fur

202

00:12:53.290 --> 00:12:55.460

cones on the ground.

203

00:12:55.470 --> 00:13:00.260

Stars in the heavens, good deeds abound.

204

00:13:00.270 --> 00:13:00.260

Goodbye and thank you, first grade.