

Alphabet Soup



Lesson developed by artist, Victoria Fu
Artwork created by Celine Marks, age 6

Objective

Students will review the letters of the alphabet through an abstract drawing that incorporates all letters of the alphabet.

Age Kindergarten and up

Time 45-50 mins

Focus Language, Visual Arts (Color, Shape, Line, Space)

Material

- Paper
- Crayons

Core Standards

- Common Core Standards: Reading - Recognize and name all upper- and lowercase letters of the alphabet
- Visual Arts Standards: Creative Expression - Use lines, shapes/forms, and colors to make patterns

(See below for a full list of standards.)

Opening (5 mins)

Practice the ABCs with students.

- *Turn to your neighbor and sing the ABCs together. Ready, set, go!*

Instruction and Guided Practice (10 mins)

Introduce the activity and show the picture example from the resource page to the class.

- *Look at this example of a completed drawing. The letters of the alphabet are written all over the page. But each letter is a different size and is written in a different direction. Also, you'll notice that the letters are drawn in different colors. You'll also see that the lines of the letters create new shapes. Today, we will do this project and make our own alphabet soup!*
- Model drawing a few letters in different colors, sizes and directions for the students.

Step 1: *Take your piece of paper and one crayon and begin by drawing the letter A. It can be as big or as small as you want. It can be capitalized or little. It can go in any direction.*

Step 2: *Next draw the letter B. Make it a different color and a different size than A.*

Step 3: *Next draw the letter C. Make it a different color and draw it in a different direction than the other letters.*

Step 4: *Keep drawing each letter in the alphabet but make sure to make them different from one another. Draw each letter in a different color. Make them different sizes, write them upside down, or sideways, make some capital letters and some lower case letters. Overlap the letters, the more the better!*

Reference the example from the resource page as needed.

Work Time (30 mins)

Circulate the room and support students.

Once students finish drawing all the letters of the alphabet, they should color in the letters and the shapes surrounding them. The entire page will be colored in.

Closing (5 mins)

In pairs, have students search for letters within their partner's artwork.

- *Exchange paper with your partner.*
- *What is the first letter you see on their page? Point at it and show your partner what you found.*
- *Can you find the letter "H" on their drawing?*
- *How about the letter "Q"?*

Extension

2nd-5th Grade: Students can choose one letter in their partner's artwork and have them write a list of all of the words they can think of that begin with this letter. For example, if the student chooses A, they will write as many words that begin with the letter A as possible (apple, August, animal).

Art is an essential tool for early childhood development. Studies have shown that art education helps to increase comprehension of STEM and literacy concepts as well as offering students an outlet to process trauma, develop self-discipline and self-management, and interpersonal relationship skills. Active engagement in the arts can yield positive benefits in social and emotional growth. The art lessons developed by Crayon Collection are meant to support this growth.

Standards

Common Core Standards

Language

1A. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters

Reading

1D. Recognize and name all upper- and lowercase letters of the alphabet

Visual Arts Standards

Artistic Perception

- Develop perceptual skills and visual arts vocabulary
 - 1.1 - Recognize and describe simple patterns found in the environment and works of art

Creative Expression

- Skills, Processes, Materials, and Tools
 - 2.1 - Use lines, shapes/forms, and colors to make patterns
- Communication and Expression Through Original Works of Art
 - 2.6 - Use geometric shapes/forms (circle, triangle, square) in a work of art

Aesthetic Value

- Derive Meaning
 - 4.1 - Discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture).
 - 4.2 - Describe what is seen (including both literal and expressive content) in selected works of art.

About the Artist

Victoria Fu (b. Santa Monica, California, USA) is a visual artist who received her MFA from CalArts, MA in Art History/Museum Studies from University of Southern California, and BA from Stanford University. She attended the Whitney Independent Study Program and was in residence at Skowhegan School of Painting & Sculpture in 2006. Her art installations have been exhibited in recent solos at Honor Fraser Gallery, Los Angeles, CA; The Contemporary, Baltimore, MD; Simon Preston Gallery, New York, NY; and University Art Gallery at UC Irvine, CA. Recent group venues include the 2014 Whitney Biennial at the Whitney Museum of American Art, New York, NY; Museum of Contemporary Art San Diego, La Jolla, CA; 52nd New York Film Festival, New York, NY; IX Nicaragua Biennial, Managua, Nicaragua; among others. Fu is a 2013-14 Art Matters Foundation Grantee and 2015 Guggenheim Fellow. Fu lives and works in Los Angeles, and is Assistant Professor of Art at the University of San Diego. She is represented by Simon Preston Gallery and Honor Fraser.

Additional Resources

Use this picture to show an example of the project. Notice that the letters are all different sizes and written in different directions, creating unique shapes. Ask students to color in the shapes using different colored crayons.

