

# MONA

Museum of Northwest Art

**Age:** Kindergarten through Second Grade  
**Subjects:** Art, Literature, English, Writing,  
& Language Arts

## Wild Things Drawings Inspired by Maurice Sendak

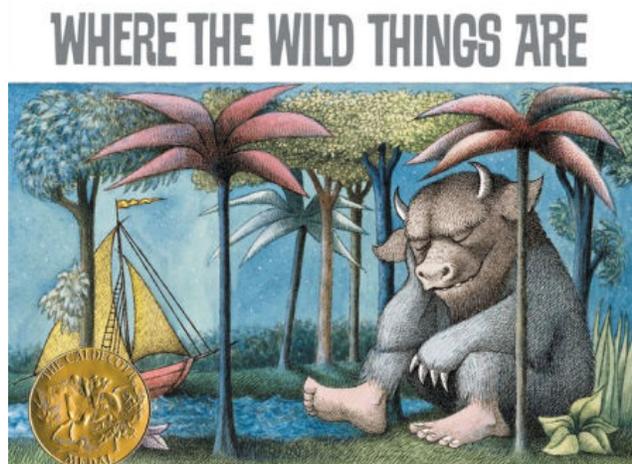
A HANDS-ON ART ACTIVITY DESIGNED  
BY MONA EDUCATORS



Example by Lynn Prewitt

### Description

Students will gain an understanding of visualization, and the role art and illustrations play in children's books. Additionally, students will learn to create a plan or guideline for their project and complete a series of planned steps that will lead to a finished artwork inspired by Maurice Sendak's book *Where the Wild Things Are*.



STORY AND PICTURES BY MAURICE SENDAK

Image Source: [barnesandnoble.com](http://barnesandnoble.com)

### Materials

- Copy of *Where the Wild Things Are* by Maurice Sendak **or** this [read-aloud video](#)
- Drawing pencils
- Colored pencils
- Black marker
- White paper
- Erasers

## Preparation

To prepare for the lesson, integrate discussion of visualization during class read-alouds leading up to the activity. The strategy will help students to practice visualizing, using their imagination and drawing characters during exercises like sharing and retelling. Then read the book, *Where The Wild Things Are* by Maurice Sendak. During discussion of the text, use the following guiding questions:

- "Do you think it would be hard to visualize Max and the wild things if there were no pictures to show you what Max's world looked like?"
- "Would you like this book if it didn't have pictures?"
- "How does artwork in books help us understand the story?"

Before beginning the art-making activity, decide on a class guideline for creating their own "wild things." For example, each one must have three elements: a head, tail and type of texture (scales, fur, etc). This type of guideline will help students plan ahead and make decisions about their wild thing before they begin drawing.



## Instructions

**To begin:** Pass out paper, pencils and erasers. Break drawings down into steps following the decided guidelines.

**Step 1:** Demonstrate to students how to draw a head and let them draw their own version on their paper.

**Step 2:** Demonstrate how to draw a body and tail and give time for students to add their own.

**Step 3:** Show students how to draw different legs and arms and give them plenty of time to add details like wings, hooves, chicken feet.

**Step 4:** Encourage students to add feathers, scales or fur to their wild thing.

**Step 5:** Have students trace their pencil drawings with black marker and then color in with colored pencil. Have students create a name for their wild thing, as well as write their own name on their artwork.



## Learning and State Standards

Fulfills [Washington State Arts Learning Standards](#):

- **Kindergarten: VA:Cr1.1K** (Engage in exploration and imaginative play with material), **VA:Cr3.1K** (Explain the process of making art while creating)
- **1st Grade: VA:Cr1.2.1** (Use observation and investigation in preparation for making a work of art)
- **2nd Grade: VA:Cr1.2.2** (Make art of design with various materials and tools to explore personal interests, questions, and curiosity)

# DID YOU KNOW?



Maurice Sendak

Image credit: Joyce Dopkeen/NYT

The author and illustrator of *Where the Wild Things Are*, Maurice Sendak, has a special connection to the Pacific Northwest. Sendak helped to create the iconic set designs and artworks for the Pacific Northwest Ballet's *Nutcracker*, performed every holiday season in Seattle, Washington. Although the sets created by Sendak are no longer in use, the author's illustrative style is instantly recognizable. Look closely, you may even see a wild thing!



Image credits: Angela Sterling @ Pacific Northwest Ballet



*Image credits: Angela Sterling @ Pacific Northwest Ballet*



*Image credits: Angela Sterling @ Pacific Northwest Ballet*



*Image credits: Angela Sterling @ Pacific Northwest Ballet*



*Image credits: Angela Sterling @ Pacific Northwest Ballet*