Supplies

- 12” x 18” white sulphite paper
- Black oil pastel
- Chalk pastels (peach, pink, black and white)
- Black liquid tempera paint
- School glue, scissors
- Wiggly eyes
- Scraps of colored paper
- Colored pencils

Painting Splat is simple...so quick in fact that the order in which you present this project is a bit backwards.
Start by reading the book. It’s delightful and entertaining. Point out Splat; focusing on his body shape, his expressive tail, his eyes, his emotions. Then demonstrate how to paint Splat (instructions to follow). While the paint dries, bring out the colored pencils and the pre-made templates to make the books. Have fun with the collage pieces...add pencils, a schoolbag, a cap or sunglasses, etc. The options are endless. Then for the next class, the students will complete the entire picture; adding Splat’s eyes, smudging in his belly and face with chalk pastel and gluing on his school supplies.
Set a small container of black tempera paint on every table. Water it down a bit so it has an even consistency. Using a medium brush, paint a rectangle (lengthwise) in the middle of the paper. Of course, you can shape the rectangle so that it has slightly rounded corners. This is Splat’s body and head. Next, add two triangles at the top corners of the rectangle for his ears. Add a shapely tail, two arms and two legs…but keep them stick-like. Poor splat is rather twiggy. Add three small balls to Splat’s feet so they look pad-like.

Put wet painting on drying rack for the next class. It’s always an option to think of alternative locations for Splat such as Splat at the Beach or Splat in the Big City. I stayed true to the book and kept Splat at school. Trace and cut small books from colored pieces of paper. I have a huge paper scrap box, so I used that.

Have the children write their names on the backs of every little piece just in case they get shuffled around.

Cut out pencils, school bags or anything else you want. Some children added hats or glasses to Splat. This is the fun part, so encourage creativity!
Detailing Splat...

Put a small container of chalk pastels on each table. Include light pink, white, red, peach and black. Starting with the white, smudge a circle near the top of the rectangle for the face. Give it a good smudge with your finger and add more chalk if necessary to create a nice little white face.

Using the black chalk, add a curved letter “W” for the mouth. With the red, add a small triangle for the nose. Children can opt for white, peach or even a light pink for the belly. Add a half-circle at the bottom of the rectangle and blend.

Next, add pink pads to Splat’s paws. Set two drops of glue above the nose and apply two wiggle eyes. Push them together so they look just like Splat!

Using the black chalk, trace a thin line around the edges of Splat. Using your finger, smudge and sweep the chalk outside the body to create fine wisps for fur.

Note: I tried this technique using the wet paint and the back of the brush but felt the chalk was easier and less frustrating for the artists.
Splat the Cat
NATIONAL CORE ARTS STANDARDS—FIRST GRADE

CREATING

- Generate and conceptualize artistic ideas and work — Collaboratively use imaginative play with materials—use observations to prepare for artwork
- Organize and develop artistic ideas and work — Explore materials to create artwork—demonstrate safe & proper procedures—identify and classify through drawing
- Refine and complete artistic work—use art vocabulary to describe choices in art-making

PRESENTING/PRODUCING

- Analyze, interpret and select artistic work for presentation— explain why some objects, artifacts and artwork are valued over others
- Develop and refine artistic work for presentation — ask and answer questions of where, when, why and how artwork should be prepared for presentation/preservation.
- Convey meaning through the presentation of artistic work — identify the roles and responsibilities of people who work in museums and art settings

RESPONDING

- Perceive and analyze artistic work- select art that illustrates daily life experiences to others—compare images that represent the same object.
- Interpret intent and meaning in artistic work — interpret art by categorizing subject matter and identifying the characteristics of form
- Apply criteria to evaluate artistic work— classify artwork based on different reasons for preferences

CONNECTING

- Synthesize and relate knowledge and personal experiences to make art- identify times, places and reasons by which students make art outside school
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding —identify times, places and reasons by which students make art outside school
CREATING

- Generate and conceptualize artistic ideas and work — Brainstorm multiple approaches to art and design—use of various materials to make art
- Organize and develop artistic ideas and work — Explore materials to explore personal interests in art-making—demonstrate safe use/cleaning—repurpose objects into something new
- Refine and complete artistic work—discuss/reflect with peers about choices when creating artwork

PRESENTING/PRODUCING

- Analyze, interpret and select artistic work for presentation— categorize artwork based on a theme or concept for an exhibition
- Develop and refine artistic work for presentation — distinguish between different materials or artistic techniques for preparing artwork for presentation
- Convey meaning through the presentation of artistic work — analyze how art exhibited inside and outside school contributes to communities

RESPONDING

- Perceive and analyze artistic work- describe aesthetic characteristics of the natural world— categorize images based on expression
- Interpret intent and meaning in artistic work — interpret art by identifying the mood suggested and describing relevant subject matter and identifying the characteristics of form
- Apply criteria to evaluate artistic work— use learned art vocabulary to express preferences about artwork

CONNECTING

- Synthesize and relate knowledge and personal experiences to make art- create works of art about events in home, school or community life
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding —create works of art about events in home, school or community life
WHAT IS THE NAME OF YOUR ARTWORK?

________________________________________________________________________

HOW DID YOU CREATE YOUR ARTWORK?
(What tools, supplies and techniques did you use?)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

WHAT DOES THIS PIECE OF ART MEAN TO YOU?
(You can use “I” statements and talk about your inspiration and what creating this piece of art means to you)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Today I will learn about LINE and SHAPE, so that I CAN paint a cat inspired by the book, *Splat the Cat* by Rob Scotton. I’ll know I have it when I have used GEOMETRIC shapes for the body and ears and created an EXPRESSIVE tail.

Today I will learn about COLLAGE, so that I CAN safely CUT and GLUE objects that tell Splat’s location.

Today I will learn about TEXTURE, so that I CAN use CHALK PASTELS to add details to Splat by SMUDGING the pigment over the dried paint.

**COMMON CORE STANDARDS FOR SPLAT THE CAT**

**CCSS.ELA-Literacy.RL.2.7**  
*Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.*

You can have students discuss what information they have learned from the artwork presented in *Splat the Cat*. Guiding them with questions about the text can help them not only to understand what the story is about, but also what the artwork could mean to the viewer.

**CCSS.ELA-Literacy.SL.2.2**  
*Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.*

After reading *Splat the Cat* to introduce the character they will be painting, ask students questions about the artwork, the story, etc. to formatively assess their understanding of the text.

**CCSS.ELA-Literacy.W.2.1**  
*Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.*

Students address this standard when completing the artist statement worksheet of this packet (page 8). They are writing their opinion about the artwork they made based on how it was created and how they were inspired.

**CCSS.Math.Content.2.G.A.1**  
*Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.*

After students have painted Splat, you could have them identify shapes they created using straight and angled lines such as triangles, quadrilaterals, etc. to build on their math concepts.
Main Ideas from Splat the Cat:

STUDENT NAME:__________________________________________

☐ Did the student paint a cat that resembles the character from *Splat the Cat*?

☐ Did the student cut and glue objects to the background that tell Splat's location?

☐ Did the student smudge chalk pastel to add details to Splat?