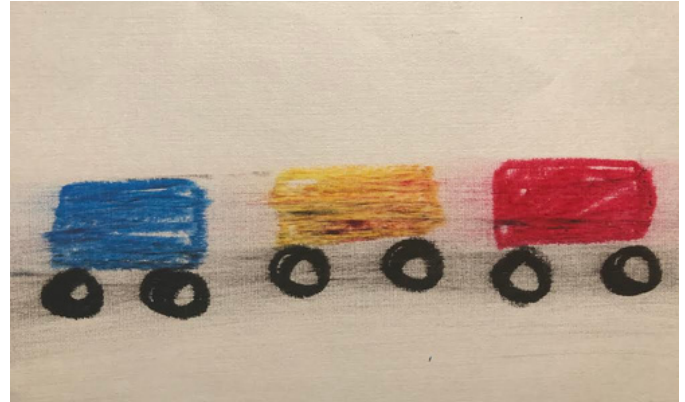


Fast Train Drawings Inspired by Natalie Dupille

A HANDS-ON ART ACTIVITY
DESIGNED BY KIRSTIE JONES



Student example
Source: Museum of Northwest Art

Description

In this activity, students will begin to understand the techniques artists use to show movement. Inspired by Seattle artist Natalie Dupille and Donald Crews' *Freight Train*, students will create oil pastel drawings of moving trains.

Materials

- *Freight Train* by Donald Crews **or** [this video](#)
- White drawing paper
- Oil pastels
- Kleenex or paper towels

Vocabulary

- | | |
|---------------|-----------------------|
| ✓ Rectangle | ✓ Still |
| ✓ Triangle | ✓ Slow |
| ✓ Oval | ✓ Fast |
| ✓ Color words | ✓ Speed |
| ✓ Across | ✓ Square |
| ✓ Circle | ✓ Types of train cars |

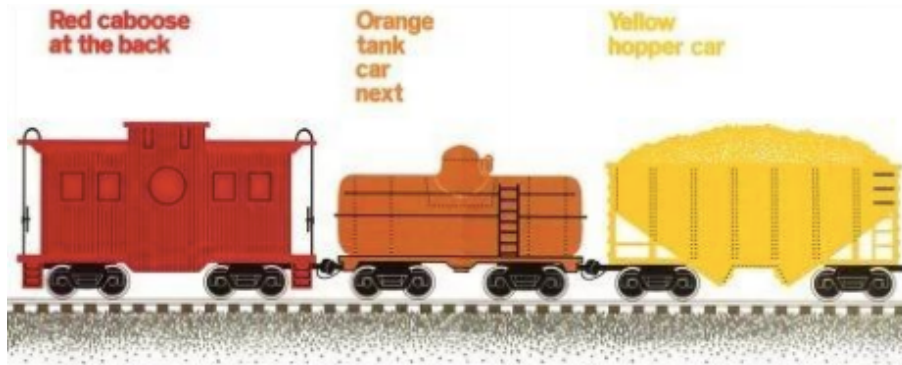
Inspiration

To prepare for the lesson, read *Freight Train* by Donald Crews. Instruct students to pay close attention to the shape and colors of the train cars.

Guiding questions: How fast do you think the train cars are moving? What makes you think that? What in the picture shows us speed? (See example images on the next page).

Still, Slow or Fast?

These train cars are **still**. The train cars are solid, we can easily identify each individual car, and there is no smoke in the picture.



These train cars are moving **slow**. The steam engine has smoke coming from the chimney, but the cars are still solid and easy to identify.



These cars are going **fast**. There is **a lot** of smoke coming from the steam engine. It is difficult to make out the shape of each train car, and they are moving so fast they look blurry!



All images from Freight Train by Donald Crews

Instructions

- 1) Model drawing a train and its cars with simple shapes using oil pastels. Then, swipe across your drawing with a tissue or paper towel. Discuss what happened to the train. Before you rubbed it, was the train standing still or moving fast or slow? What about after?
- 2) Have students begin to draw their own trains. Here, it may be helpful to have simple train pictures or Donald Crews' book available for them to reference.
- 3) As they draw, ask students about what shapes they are drawing, as well as the colors they are using and name of their train car.
- 4) Once students have completed their trains, using a paper towel or tissue, have students rub across their pastel drawing. Have students observe what happens when they rub lightly or using more pressure. How does this change the speed of their train?

Artist Inspiration: Learning to Look

Use the below artwork, *We Will Dance Again* by Seattle artist Natalie Dupille, as an additional exercise in identifying **speed**, **motion**, and **using imagination**.

Guiding questions:

- What is happening in this image?
- How can you tell?
- Are these characters dancing slow, or fast?
- What song do you think they are listening to?
- Do they look happy? Excited? Energized?



Portrait of Natalie Dupille
Source: Transatlantic Agency

Natalie Dupille is a Seattle based cartoonist and illustrator. She is passionate about exploring social issues in her work. Dupille aims to create art which represents people of varying identities, emphasizing inclusivity and intersectionality.



Above and Left: Images from *How to Touch Again (Once we're allowed)*

Source: The New Yorker

Bottom: *We Will Dance Again*

Source: NatalieDupille.com



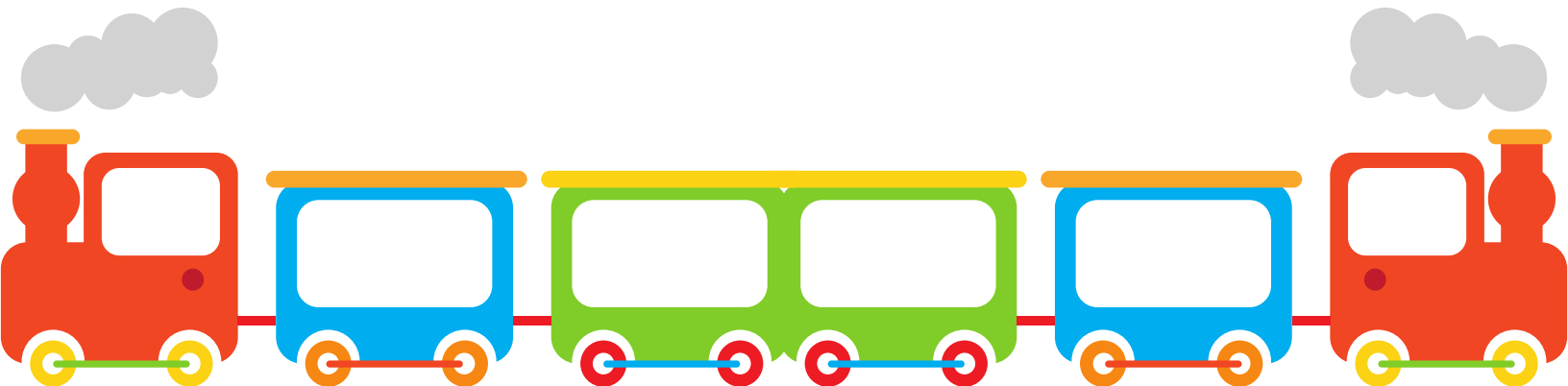
Learning and State Standards

Washington State Arts Learning Standards:

- **Pre-K**: Students begin to develop observational skills, fine motor skills, and sensory connections. Using basic art-making techniques, students begin to experience and use the elements of art and principles of design.
- **Kindergarten**: **VA:Cr1.2.K** (Engage collaboratively in creative art-making in response to an artistic problem), **VA:Cr2.1.K** (Through experimentation, build skills in various media and approaches to art-making), **VA:Cr2.3.K** (Create art that represents natural and constructed environments)



**Don't forget to send a picture of
your finished art work to the
museum for sharing at
education@museumofnwart.org**





We Will Dance Again

Source: NatalieDupille.com



Image from ***How to Touch Again (Once we're allowed)***
Source: The New Yorker



Image from ***How to Touch Again (Once we're allowed)***

Source: The New Yorker