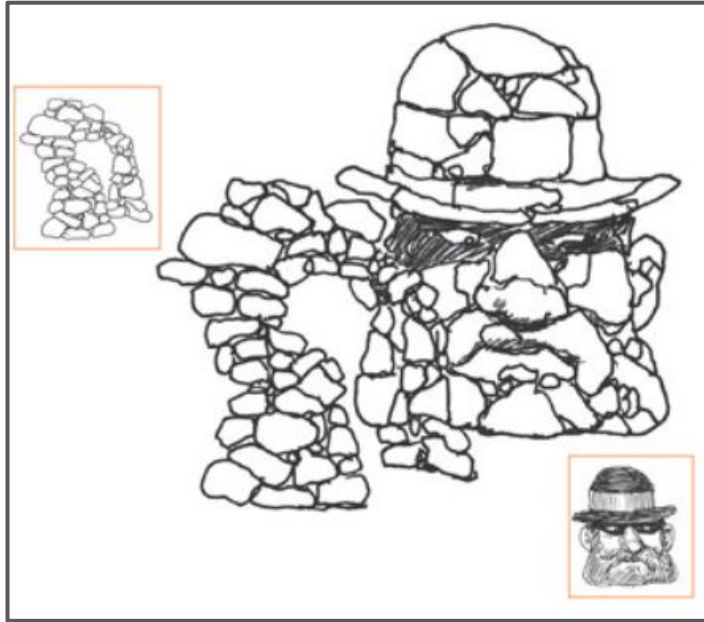


Doodling and Noodling Project



Class: 2D3

Duration: 8 Class Sessions
(20 minutes each)

Focus: Creative Line

Medium: Graphite on Drawing Paper

VA.68.S.1.3 – Use ideas from research and exploration to create original works of art.
Students explore doodling and noodling as creative strategies to develop unique, imaginative drawings.

VA.68.S.1.4 – Demonstrate the ability to recall, focus on, and organize visual information for use in original works.
Students take unplanned doodles and organize them into thoughtful, detailed compositions.

VA.68.S.3.3 – Demonstrate understanding of the relationship between artistic techniques and the expressive impact of a work of art.
Students explore how adding detail, line variation, and texture (noodling) changes the expressive quality of a simple doodle.

Objective: I can turn a random doodle into a creative, detailed drawing by using my imagination and adding lines, textures, and patterns.

Summary: In this project, you'll start with fun, random doodles — just playful lines and shapes with no plan. Then, you'll “noodle” them by adding details, textures, and new ideas until they grow into something creative and unexpected! You'll learn how imagination and experimentation can turn simple marks into a finished artwork that shows your unique creativity.



Aligned Florida Visual Art Standards (Grades 6–8)

Creating

- VA.68.S.1.3 – Use ideas from research and exploration to create original works of art.
Students explore doodling and noodling as creative strategies to develop unique, imaginative drawings.
- VA.68.S.1.4 – Demonstrate the ability to recall, focus on, and organize visual information for use in original works.
Students take unplanned doodles and organize them into thoughtful, detailed compositions.
- VA.68.S.3.3 – Demonstrate understanding of the relationship between artistic techniques and the expressive impact of a work of art.
Students explore how adding detail, line variation, and texture (noodling) changes the expressive quality of a simple doodle.

Organizing

- VA.68.O.1.1 – Use structural elements of art and organizational principles of design to improve artistic development.
Students use line, shape, texture, and balance as they refine their drawings.
- VA.68.O.3.1 – Use the elements of art and principles of design to communicate ideas visually.
Students transform doodles into visual ideas that express imagination and creativity.

Reflecting

- VA.68.C.1.2 – Use critical-thinking and problem-solving skills to develop new ideas.
Students reflect on how their doodle evolved and what decisions led to their final creative design.
- VA.68.C.2.2 – Assess personal artwork through a variety of means to determine areas for improvement.
Students evaluate their use of line, detail, and creativity through reflection questions.

Connecting

- VA.68.H.3.1 – Identify and explore the use of art media, techniques, and processes to better understand how they are used in visual culture.
Students recognize doodling as a universal practice for brainstorming and idea generation used by many artists.

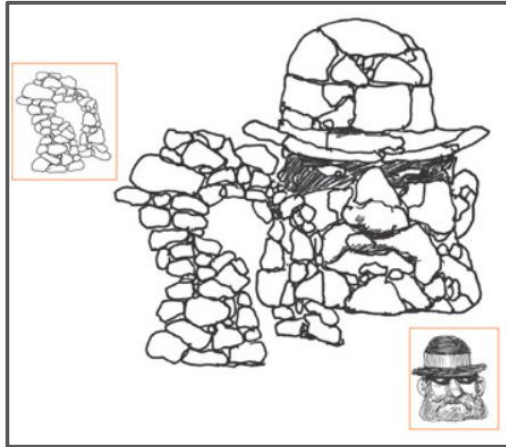
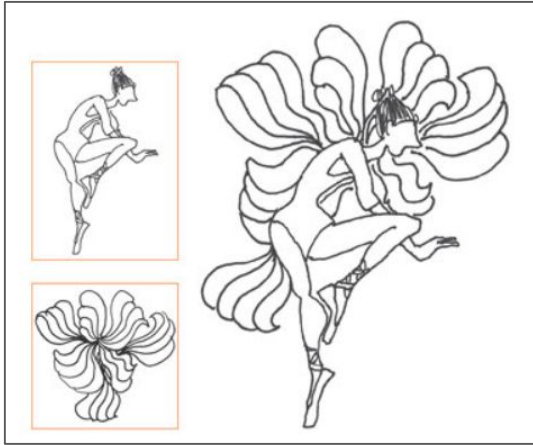
Word	Definition (Student-Friendly)
Doodle	A quick, playful drawing made without planning — free marks, shapes, or lines.
Noodle	The process of adding details, texture, and refinement to a doodle to turn it into a more complete drawing.
Imagination	The ability to think of new ideas, images, or creations that don't yet exist.
Creativity	Using your ideas and skills to make something new, expressive, and original.
Line Variation	Changing the thickness or darkness of lines to add interest, depth, or emphasis.
Texture	The way something looks or feels in art — it can be real (you can touch it) or implied (drawn).
Shape	A flat, enclosed area made by lines — can be geometric (circle, square) or organic (curvy, freeform).
Detail	The small elements that make a drawing more interesting and realistic.
Transformation	The act of changing or developing something into something new — turning your doodle into art!
Refinement	Improving and polishing your work by adding thoughtful touches and precision.
Composition	How all parts of your drawing are arranged and work together on the page.
Experimentation	Trying new ideas, marks, or techniques without worrying about mistakes.



Essential Questions

1. How can spontaneous doodles become the foundation for creative, imaginative artwork?
2. What happens when we refine and build upon simple marks or shapes?
3. How does adding detail (noodling) transform an idea from ordinary to extraordinary?
4. In what ways do experimentation and play help develop original artistic ideas?
5. How can doodling help artists overcome creative blocks or fear of mistakes?
6. What does this process teach us about trusting the creative journey rather than planning every detail?
7. How can refining a doodle help communicate a story, mood, or personality?
8. What choices in line, shape, and texture make a noodled drawing more interesting or expressive?

Project Steps: Doodle & Noodle Exploration



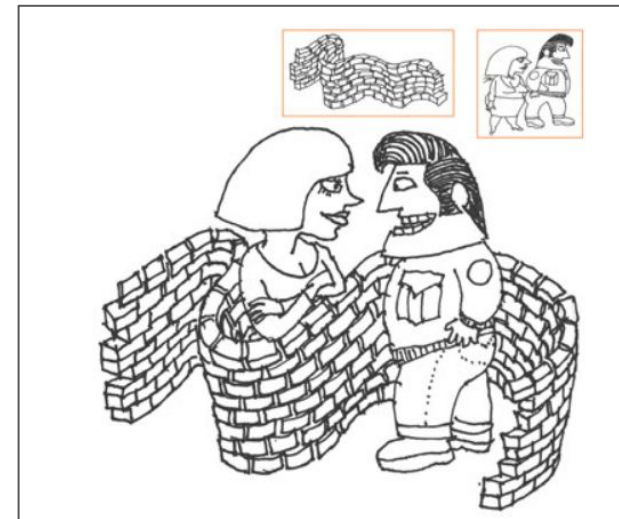
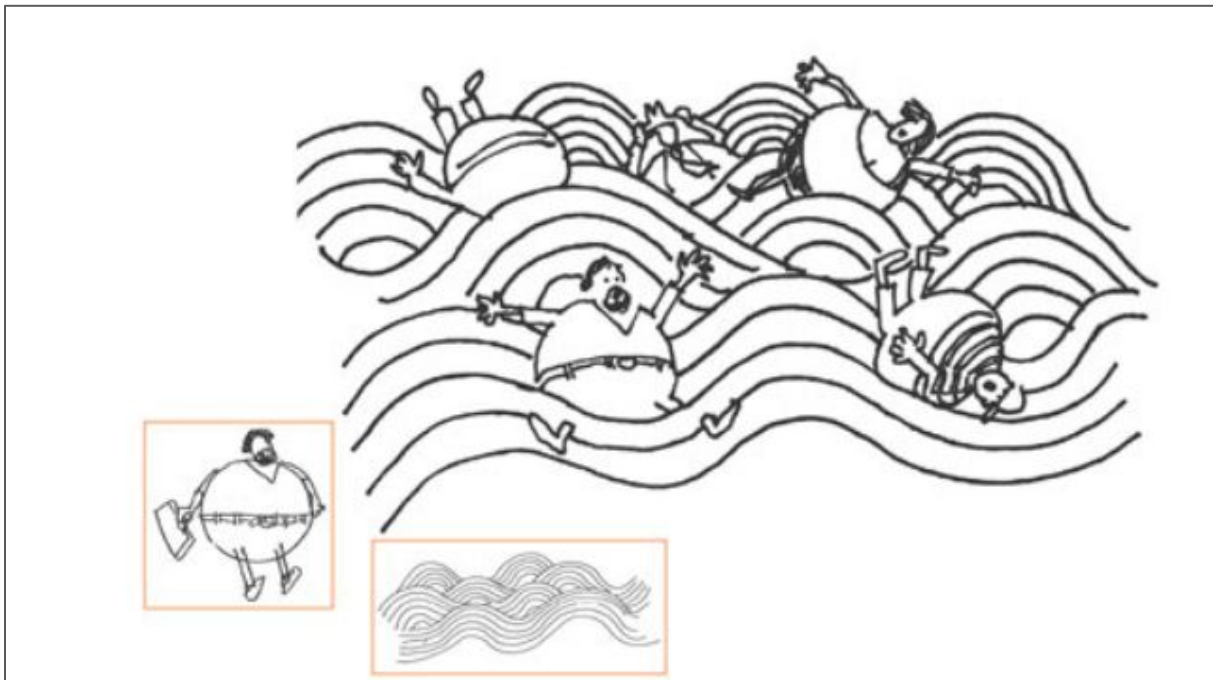
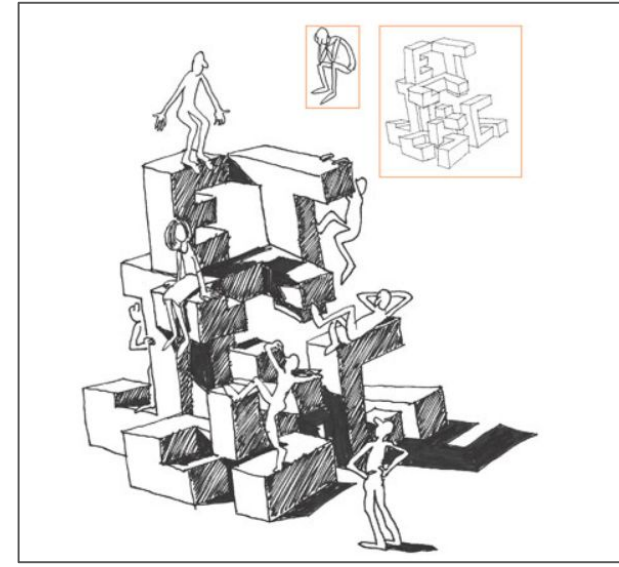
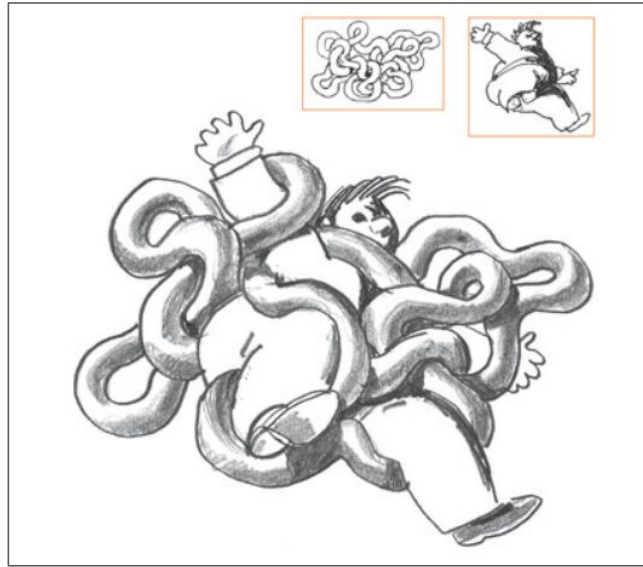
1. Open your sketchbook and fill one full page with **random doodles** — lines, shapes, and marks with no plan.
2. Let your hand move freely! Don't erase or overthink — this is all about **creative play**.
3. Look over your doodles and circle 2–3 that feel the most interesting or unique.
4. Pick **one doodle** to noodle (refine).
5. Add **details, patterns, and textures** to make it more developed and imaginative.
6. Use **line variation** (thick and thin lines) to add interest.
7. See what your doodle could become — an animal, creature, object, or scene. Let your imagination guide you!
8. On your final paper (9x12), lightly redraw your favorite noodled doodle in pencil.
9. Refine the drawing by **adding more textures, depth, and details**.
10. Use **craftsmanship** — neat lines, intentional marks, and filled space.
11. Optional: Add **color or shading** to bring your design to life.
12. Title your artwork and write a short reflection about your process.

Doodling and Noodling Rubric

Criteria	4 – Exceeds Expectations	3 – Meets Expectations	2 – Approaching Expectations	1 – Needs Improvement
Creativity & Imagination	Doodle shows bold creativity and originality; final drawing transforms the doodle in an imaginative, unexpected way.	Doodle is creative and thoughtfully transformed into a new idea.	Doodle shows some creativity but transformation feels limited or predictable.	Doodle shows little imagination; minimal effort in transformation.
Transformation (Doodle → Noodle)	Transformation is clear and highly detailed; shows strong development from doodle to final image.	Transformation is evident with thoughtful refinement and added detail.	Some refinement, but transformation is incomplete or unclear.	Little to no visible transformation from original doodle.
Craftsmanship & Detail	Exceptional attention to line variation, texture, and neatness; artwork looks refined and complete.	Lines are clean and detailed; artwork is neat and finished.	Some uneven lines or incomplete areas; lacks attention to detail.	Sloppy, rushed, or incomplete; lacks craftsmanship.
Effort & Engagement	Student worked consistently and pushed creative boundaries throughout the project.	Student stayed on task and completed all parts of the project.	Student showed some focus but needed reminders to stay engaged.	Student did not stay focused or complete the project.
Reflection & Understanding	Reflection shows deep insight about creative process and growth; connects doodling and noodling clearly.	Reflection explains process and shows understanding of doodling and noodling.	Reflection is brief or lacks depth.	Reflection missing or shows little understanding.

1. What did your doodle become?
2. How did it change as you added more details?
3. What surprised you about your creative process?
4. What would you do differently?
5. How would you grade yourself, according to the rubric?

Doodling and Noodling Rubric



Accommodations (Support for Diverse Learners)

For students who need additional guidance or scaffolding:

-  Provide a Doodle Starter Sheet – Give students pre-doodled marks or shapes to choose from if they struggle with starting from scratch.
-  Model the Process – Demonstrate a quick doodle and show how you “noodle” it step-by-step on the board or under a document camera.
-  Use Visual Reminders – Display anchor charts of line types, textures, and patterns for inspiration.
-  Chunk Instructions – Break the project into smaller goals (Day 1: doodle only, Day 2: noodle details, Day 3–4: final version).
-  Provide Verbal and Written Directions – Repeat steps verbally and list them clearly on the board or handout.
-  Allow Choice of Materials – Let students use pen, pencil, or fine-tip marker depending on comfort and control.
-  Encourage Tracing or Lightbox Use – For students who need motor support, allow tracing of their doodle onto final paper.
-  Peer Pairing – Pair a confident student with a student who may need help brainstorming or refining their design.
-  Extended Time – Offer additional time for students with processing or fine-motor challenges.

Extensions (For Early Finishers or Advanced Students)

For students who are ready for more challenge or exploration:

-  Add Color and Pattern Design – Have students incorporate color schemes or patterns that enhance their noodle drawing.
-  Create a Mini Series – Turn multiple doodles into a themed collection of characters, creatures, or objects.
-  Incorporate Words or Lettering – Add creative typography or titles that connect to their drawing’s theme.
-  Doodle to Environment – Expand their noodled character or object into an imaginative setting or scene.
-  Mixed Media Challenge – Encourage students to collage or layer doodled marks using pen, marker, and watercolor wash.
-  Digital Twist – Advanced students can scan or photograph their doodles and refine them digitally using a tablet or art app.
-  Artist Statement – Write a short paragraph explaining how their doodle evolved and what it represents about their imagination.
-  Collaborative Doodle Swap – Trade doodles with a classmate and noodle each other’s drawings to see new interpretations.

Project Resources