

First Grade: ART LESSONS – WEEK 3

Activity:

Sand Castles

Listen to the short Poem, by @tyrannopaulis:

*Moulding sand; yellow and brown,
So many castles, it's like a small town,
A wave splashes over and they all fall down!*

Follow the attached drawing guide to create a sandcastle. Use a black crayon to start. Turn paper over if needed. Color the sand castle with crayons, any color of student's choice. After drawing, write a short poem about the sand castle.

This lesson can be accessed with the following website:

<https://d3ndagut9sanks.cloudfront.net/2018-D/PDF-Sub/Simple+Sandcastle+Draw.pdf>

First Grade Standard:

VA1.CR.2 Create works of art based on selected themes. a. Create works of art emphasizing one or more elements of art and/or principles of design. b. Create works of art that attempt to fill the space in an art composition.

Materials:

- Paper
- Crayon

Second Grade: ART LESSONS – WEEK 3

Activity

Drawing Bubbles

Start by tracing some circles in a variety of sizes. We just grabbed an odd dish or towel, a roll of tape, and a small jar to trace around. Trace around each object as lightly as possible. This is key because we want the bubbles to look real and a harsh black outline makes them a little less believable. They should be so light that you, as the artist, can barely see the edges!

I suggest not trying to overlap any bubbles on the first try. (That can be done, and looks amazing!) Get the hang of the technique first. Get fancy later. I do, however, suggest encouraging your young artists to let the a bubble or two run off the page for the sake of composition and variety.

Still using a pencil with a light touch add a “reflection” to each bubble. This is a curved triangle slice shape. The curve will follow the curve of the bubble. Assuming the light source is the same for each bubble in a composition the reflection will be in approximately the same spot for each bubble. This reflection areas will stay completely white and will really make the bubble “pop!”

The watercolor look on these bubbles comes from washable markers. A few simple marks with a marker will give just enough color to create all the lights and darks needed to make a bubble appear three dimensions.

Partially outline the bubble with marker. I found it most convincing to leave the non outlines portioned lay direct across from the highlighted “reflection.” Outline the reflection with the same color of marker. On some of the larger bubbles I added another line or two of color around the outline. This isn’t a science. Play with a few options on scrap paper and see what you and your young artist like the best!

Now for the magic. Use a super gentle touch and soft brush to add water to the rim of washable marker. The color will follow the water so encourage your artists to keep the water within the shape of the bubble. Paint around the reflection so that it stays clean and white.

Because you’re painting with plain water it can be tempting to think it doesn’t matter if you paint right over that reflection or out around the edges of the bubble. But as soon as the water hits that washable marker you’ll see that it does matter. The marker color will flow into any area there is water.

Now, the magic of this step may take a minute or two to fully develop. Marker lines will soften. Colors move and pool creating convincing bubbles. Every bubble won’t be the same and that’s okay!

This lesson can be watched on video with the following link:

<https://www.kitchentableclassroom.com/how-to-draw-bubbles/>

Second Grade Standard:

VA2.CR.3 Understand and apply media, techniques, and processes of two-dimensional art. a. Create drawings and paintings with a variety of media

Materials:

- Paper
- Pencil
- Round shapes for tracing
- Washable markers
- Water
- Soft paint brush

*** If student’s do not have access to markers or a paint brush, they can draw bubbles and practice shading with pencil.

Third Grade: ART LESSONS – WEEK 3

Activity:

Drawing Bubbles

Start by tracing some circles in a variety of sizes. We just grabbed an odd dish or towel, a roll of tape, and a small jar to trace around. Trace around each object as lightly as possible. This is key because we want the bubbles to look real and a harsh black outline makes them a little less believable. They should be so light that you, as the artist, can barely see the edges!

I suggest not trying to overlap any bubbles on the first try. (That can be done, and looks amazing!) Get the hang of the technique first. Get fancy later. I do, however, suggest encouraging your young artists to let the a bubble or two run off the page for the sake of composition and variety.

Still using a pencil with a light touch add a “reflection” to each bubble. This is a curved triangle slice shape. The curve will follow the curve of the bubble. Assuming the light source is the same for each bubble in a composition the reflection will be in approximately the same spot for each bubble. This reflection areas will stay completely white and will really make the bubble “pop!”

The watercolor look on these bubbles comes from washable markers. A few simple marks with a marker will give just enough color to create all the lights and darks needed to make a bubble appear three dimensions.

Partially outline the bubble with marker. I found it most convincing to leave the non outlines portioned lay direct across from the highlighted “reflection.” Outline the reflection with the same color of marker. On some of the larger bubbles I added another line or two of color around the outline. This isn’t a science. Play with a few options on scrap paper and see what you and your young artist like the best!

Now for the magic. Use a super gentle touch and soft brush to add water to the rim of washable marker. The color will follow the water so encourage your artists to keep the water within the shape of the bubble. Paint around the reflection so that it stays clean and white.

Because you’re painting with plain water it can be tempting to think it doesn’t matter if you paint right over that reflection or out around the edges of the bubble. But as soon as the water hits that washable marker you’ll see that it does matter. The marker color will flow into any area there is water.

Now, the magic of this step may take a minute or two to fully develop. Marker lines will soften. Colors move and pool creating convincing bubbles. Every bubble won’t be the same and that’s okay!

This lesson can be watched on video with the following link:

<https://www.kitchentableclassroom.com/how-to-draw-bubbles/>

Third Grade Standard:

VA3.CR.3 Understand and apply media, techniques, processes, and concepts of twodimensional art. a. Develop drawings and paintings with a variety of media (e.g. pencil, crayon, pastel, tempera, watercolor).

Materials:

- Paper
- Pencil
- Round shapes for tracing
- Washable markers
- Water
- Soft paint brush

*** If student’s do not have access to markers or a paint brush, they can draw bubbles and practice shading with pencil.

Fourth Grade: ART LESSONS – WEEK 3

Activity:

Symmetry

“What is symmetry?” is a question you might hear in biology class, art class, or math class. It’s a concept worth learning about that occurs in so many arenas. Symmetry, in layman’s terms, is the quality of being made up of exactly similar parts facing each other or arranged around an axis.

Once kids know this simple definition they will begin to see symmetrical creations everywhere, both in nature and in art! Designs most pleasing to the human eye are often the most symmetrical.

PRACTICE IT....

While discussing a concept is good seeing it in action is even better. Give your kids a chance to practice the concept of symmetry with the attached worksheet.

Draw lines of symmetry and complete the other half of symmetrical shapes.

Come up with a drawing (using markers or crayons) using the principle of symmetry.

Fourth Grade Visual Art Standard:

VA4.CR.2 Create works of art based on selected themes. a. Create original works of art that communicate values, opinions, and/or feelings. b. Create works of art emphasizing multiple elements of art and/or principles of design

Materials:

- Paper
- Pencil
- Crayons or markers

Fifth Grade: ART LESSONS – WEEK 3

Activity:

Symmetry

“What is symmetry?” is a question you might hear in biology class, art class, or math class. It’s a concept worth learning about that occurs in so many arenas. Symmetry, in layman’s terms, is the quality of being made up of exactly similar parts facing each other or arranged around an axis.

Once kids know this simple definition they will begin to see symmetrical creations everywhere, both in nature and in art! Designs most pleasing to the human eye are often the most symmetrical.

PRACTICE IT....

While discussing a concept is good seeing it in action is even better. Give your kids a chance to practice the concept of symmetry with the attached worksheet.

Draw lines of symmetry and complete the other half of symmetrical shapes.

Come up with a drawing (using markers or crayons) using the principle of symmetry.

Fifth Grade Visual Art Standard:

VA5.CR.2 Create works of art based on selected themes. a. Create original works of art that communicate values, opinions, and feelings. b. Create works of art emphasizing multiple elements of art and/or principles of design.

Materials:

- Paper
- Pencil
- Ruler or straight edge
- Crayon (Optional)

SYMMETRY

SYMMETRY IS THE QUALITY OF BEING MADE UP OF EXACTLY SIMILAR PARTS FACING EACH OTHER OR AROUND A AXIS.

LINE OF SYMMETRY

A LINE OF SYMMETRY IS THE IMAGINARY LINE WHERE YOU COULD FOLD THE IMAGE AND HAVE BOTH ALVES MATCH EXACTLY. DRAW THE LINE OF SYMMETRY ON THESE SHAPES.



**Assume these shapes are symmetrical.
Draw the other half.**



**Can you name some other things that
are symmetrical?**

KITCHENTABLECLASSROOM.COM

Symmetry can be seen in math, in art, and in nature! Once your kiddo knows what symmetry is they will see it everywhere!

First Grade: ART LESSONS – WEEK 4

Activity:

Robot Collage (Adapted from Cassie Stephens)

ROBOT

envelope collage



Supplies:
Old envelopes
Glue
Scissors
Paper (any kind!)
Construction paper

Everyone Welcome!

LIVE on IG and FB
Friday, March 20th
11am CST

Thinking about the perfect robot, have students pick one of the following writing prompts and come up with their own robot story.

ROBOT

writing prompts!

I found a robot in my backyard...
My homework 'bot ATE my homework!

I built a robot and it came to life...
My robot has decided SHE is the boss.

I just found out: my parents are robots!
My robot is a super secret spy...

Help! I think I'm becoming a robot!
My family adopted a robot.

have fun! -Cassie

After their story is finished, the students will use whatever paper they can find and use (magazines, cereal boxes, old envelopes, clean food wrappers) to make a collage of their robot. They should be able to tie their collage into the robot that they wrote about.

1st Grade Standard: VA1.CR.3 Understand and apply media, techniques, and processes of two-dimensional art. c. Develop manual dexterity through craft techniques (e.g. collage, stitchery, weaving).

Materials:

- Scrap paper (magazines, old envelopes, clean food wrappers, cereal boxes, etc)
- Scissors
- Glue
- If paper is not available to glue the collage onto, a piece of cereal box or cardboard can be used as a base.

Second Grade: ART LESSONS – WEEK 4

Activity

Drawing a Flower 101 (taken from Kitchen Table Classroom)

I use [these black Sharpies](#) for everything and let my kids use them too. Introduce them as a special and adult art supply and your kids will treat them as such! Start by instructing your kiddos to draw a variety of sizes of circles all across the paper. Aim for about the halfway line, circles above and below.

Use your markers to draw another circle around each circle so they are double decker circles. Vary line thickness by tracing over some lines more than once.



Every flower starts the same- two simple rings with a "doodle" flower inside.
Adding multiple simple steps adds up some amazing doodles.
KITCHENTABLECLASSROOM.COM



Inside each circle instruct kids to draw some kind of flower shape. This step is kind of the “typical cartoon” flower they might draw without instruction. The goal is for each flower to be a little different. Suggest using a variety of straight and curvy lines to help create that variety.

Add a border to each flower. Outside the two concentric circles we started with add a design to each flower. These can be as simple as lines, dots, dashes, triangles, rectangles. It’s fun to show kids a design that seems super complicated and help them see how it breaks down into a series of simple lines or shapes that are repeated. If kids get stuck on this step of their flower drawing suggest they mimic the shapes inside the flower and repeat them on the outside.



Breaking these flowers down into manageable steps will help kids create drawings more detailed than they would on their own.
KITCHENTABLECLASSROOM.COM



Add simple stems by adding two straight lines. These are big flowers and they need sturdy stems to hold them up, right? Leaves are a simple football shape. The leaves that are lowest on the page will be in front, closest to the viewer. Leaves in the back are overlapped by leaves in the front. Make a mistake? Make it a doodle that is part of the design.

Encourage kids to trace over lines to vary the thickness to add interest.

Step by step video can be viewed with the following link: <https://www.kitchentableclassroom.com/draw-a-flower/?jwsourc=cl>

Second Grade Standard:

VA2.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. a. Generate individual and group ideas in response to visual images and personal experiences. b. Produce visual images in response to open-ended prompts, themes, and narratives

Materials:

- Paper
- Black marker
- Round shapes for tracing
- Colored markers or crayons

Third Grade: ART LESSONS – WEEK 4

Activity:

Drawing a Flower 101 (taken from Kitchen Table Classroom)

I use [these black Sharpies](#) for everything and let my kids use them too. Introduce them as a special and adult art supply and your kids will treat them as such! Start by instructing your kiddos to draw a variety of sizes of circles all across the paper. Aim for about the halfway line, circles above and below.

Use your markers to draw another circle around each circle so they are double decker circles. Vary line thickness by tracing over some lines more than once.



Every flower starts the same- two simple rings with a "doodle" flower inside. Adding multiple simple steps adds up some amazing doodles.
KITCHENTABLECLASSROOM.COM



Inside each circle instruct kids to draw some kind of flower shape. This step is kind of the “typical cartoon” flower they might draw without instruction. The goal is for each flower to be a little different. Suggest using a variety of straight and curvy lines to help create that variety.

Add a border to each flower. Outside the two concentric circles we started with add a design to each flower. These can be as simple as lines, dots, dashes, triangles, rectangles. It’s fun to show kids a design that seems super complicated and help them see how it breaks down into a series of simple lines or shapes that are repeated. If kids get stuck on this step of their flower drawing suggest they mimic the shapes inside the flower and repeat them on the outside.



Breaking these flowers down into manageable steps will help kids create drawings more detailed than they would on their own.
KITCHENTABLECLASSROOM.COM



Add simple stems by adding two straight lines. These are big flowers and they need sturdy stems to hold them up, right? Leaves are a simple football shape. The leaves that are lowest on the page will be in front, closest to the viewer. Leaves in the back are overlapped by leaves in the front. Make a mistake? Make it a doodle that is part of the design.

Encourage kids to trace over lines to vary the thickness to add interest.

Step by step video can be viewed with the following link: <https://www.kitchentableclassroom.com/draw-a-flower/?jwsourc=cl>

Third Grade Standard:

VA3.CR.2 Create works of art based on selected themes. a. Create works of art to express individual ideas, thoughts, and feelings from memory, imagination, and observation. b. Create works of art emphasizing multiple elements of art and/or principles of design.

Materials:

- Paper
- Black marker
- Round shapes for tracing
- Colored markers or crayons

Fourth Grade: ART LESSONS – WEEK 4

Activity: Expressive Word Art Using Bubble Letters (Adapted from <https://www.lettering-daily.com/bubble-letters/>)



Bubble letters are a fun, easy, and expressive way of drawing letters. For those who don't know what bubble letters are, it's basically a lettering style where the letters look puffy and bloated kinda like bubbles – hence the name.

Bubble letters are easy to learn and fun to do, but at the same time without knowing some of the basics, it's easy to get lost in the process.

Bubble letters are also quite popular in graffiti, but in this tutorial, we are going to focus only on how to create bubble letters on paper.

The basic construction of bubble letters

There are different ways of constructing your bubble letters, and in this tutorial, I'm going to show you the most basic method of doing it.

Let's start off with an example of the letter A. We always sketch with a pencil, this way we can make



corrections if needed. From this point, we thicken the letter by adding an outline.

Keep in mind that the outline should have the same thickness from both sides.

Here you can determine how thick you want your letters to be.



The key idea behind bubble letters is to have rounded (external) edges instead of sharp ones – like with block letters.

Once we added the thicker outline around the letter, we can erase the first shape that we made at the beginning.



And here we have our completed bubble letter A – In the example below, you can see the difference between having sharp internal edges (left) and the one with all rounded edges (right).

I'm not saying that the one on the right is wrong, I just personally like the look of the left one more – This is



totally up to you. Now that we saw the basic construction of bubble letters with the letter A, we can apply that same idea to the other letters of the alphabet.

Here is how to draw the whole alphabet with the bubble letter style. blob:<https://www.lettering-daily.com/8bb54797-ae4c-4e68-99a5-7f8d269867cf>

Bringing bubble letters to life with shades & highlights

Ok so, now that we know the basic construction of bubble letters it's time to add them some details to make them pop even more!

The best way to do this is by adding shadows and highlights.

I'm going to show you the basics of shading and highlights because we already have a more in-depth step by step tutorial that will teach you not one but five different methods of shading your lettering & calligraphy.



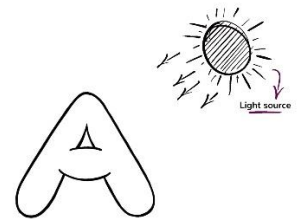
You can [check the shadowing tutorial here](#).

Let's start with shading –

I see many beginners struggling with adding shadows properly, and it can be tricky if you are just getting started.

Once you understand the underlying principle, the process is quite simple and straight forward.

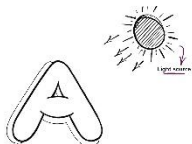
The position of the shadows depends solely on the direction of the light.



Let's make this easier to understand using our letter A as an example –

So in this example, we can see that the light source comes from the top right side.

This means that the shadows will appear on every bottom and left side – basically the opposite side of the light source.



Here is an example –

Easy right?

What if the light source comes from the opposite side?

Simple,



we just add the shadows on the opposite side of the light source!
Now we just need to color the letter and add a nice outline to it.



Like this –

Now, let's add some highlights to our bubble letters

Now that we added the shades, it's time to add some highlight to make them really pop!

First of all, let's understand what the highlights are.

Highlights are areas in an object that is closest to the light source, where the light is reflecting.

The easiest way to know where to add highlights, in this case, is basically the opposite side of the shadows.



Let's take a quick example of our letter A with the previously drawn shadows.

We are not going to put the highlight all the way to the edge of the letter, we are going to leave a bit of space which will make the letter look more round shaped.



Here is an example –

Keep in mind your color selection!

When working with colors, contrast is super duper important.

Since highlights are basically a reflection of the light, the best way for them to stand out is by using a brighter color (doesn't need to be always white)



Now, pick out an expressive word that you love and create it with bubble letters!

Have fun!

Fourth Grade Visual Art Standard:

VA4.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. b. Apply available resources, tools, and technologies to investigate personal ideas through the process of making works of art.

Materials:

- Paper
- Pencil
- Eraser
- Crayons or markers

Fifth Grade: ART LESSONS – WEEK 4

Activity: Expressive Word Art Using Bubble Letters (Adapted from <https://www.lettering-daily.com/bubble-letters/>)



Bubble letters are a fun, easy, and expressive way of drawing letters. For those who don't know what bubble letters are, it's basically a lettering style where the letters look puffy and bloated kinda like bubbles – hence the name.


Bubble letters are easy to learn and fun to do, but at the same time without knowing some of the basics, it's easy to get lost in the process.

Bubble letters are also quite popular in graffiti, but in this tutorial, we are going to focus only on how to create bubble letters on paper.

The basic construction of bubble letters

There are different ways of constructing your bubble letters, and in this tutorial, I'm going to show you the most basic method of doing it.

Let's start off with an example of the letter A. We always sketch with a pencil, this way we can make

corrections if needed.  From this point, we thicken the letter by adding an outline.

Keep in mind that the outline should have the same thickness from both sides.

Here you can determine how thick you want your letters to be.



The key idea behind bubble letters is to have rounded (external) edges instead of sharp ones – like with block letters.

Once we added the thicker outline around the letter, we can erase the first shape that we made at the beginning.



And here we have our completed bubble letter A – In the example below, you can see the difference between having sharp internal edges (left) and the one with all rounded edges (right).

I'm not saying that the one on the right is wrong, I just personally like the look of the left one more – This is



totally up to you. Now that we saw the basic construction of bubble letters with the letter A, we can apply that same idea to the other letters of the alphabet.

Here is how to draw the whole alphabet with the bubble letter style. blob:<https://www.lettering-daily.com/8bb54797-ae4c-4e68-99a5-7f8d269867cf>

Bringing bubble letters to life with shades & highlights

Ok so, now that we know the basic construction of bubble letters it's time to add them some details to make them pop even more!

The best way to do this is by adding shadows and highlights.

I'm going to show you the basics of shading and highlights because we already have a more in-depth step by step tutorial that will teach you not one but five different methods of shading your lettering & calligraphy.



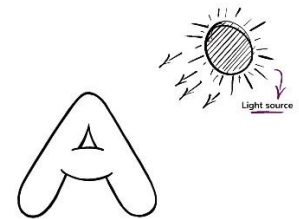
You can [check the shadowing tutorial here](#).

Let's start with shading –

I see many beginners struggling with adding shadows properly, and it can be tricky if you are just getting started.

Once you understand the underlying principle, the process is quite simple and straight forward.

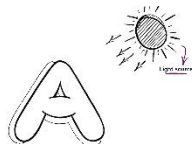
The position of the shadows depends solely on the direction of the light.



Let's make this easier to understand using our letter A as an example –

So in this example, we can see that the light source comes from the top right side.

This means that the shadows will appear on every bottom and left side – basically the opposite side of the light source.



Here is an example –

Easy right?

What if the light source comes from the opposite side?

Simple,



we just add the shadows on the opposite side of the light source!
Now we just need to color the letter and add a nice outline to it.



Like this –

Now, let's add some highlights to our bubble letters

Now that we added the shades, it's time to add some highlight to make them really pop!

First of all, let's understand what the highlights are.

Highlights are areas in an object that is closest to the light source, where the light is reflecting.

The easiest way to know where to add highlights, in this case, is basically the opposite side of the shadows.



Let's take a quick example of our letter A with the previously drawn shadows.

We are not going to put the highlight all the way to the edge of the letter, we are going to leave a bit of space which will make the letter look more round shaped.



Here is an example –

Keep in mind your color selection!

When working with colors, contrast is super duper important.

Since highlights are basically a reflection of the light, the best way for them to stand out is by using a brighter color (doesn't need to be always white)



Now, pick out an expressive word that you love and create it with bubble letters!

Have fun!

Fifth Grade Visual Art Standard:

VA5.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. b. Apply available resources, tools, and technologies to investigate personal ideas through the process of making works of art.

Materials:

- Paper
- Pencil
- Ruler or straight edge
- Crayon (Optional)

Art Lesson Weeks 5

First Grade:

Activity:

Super Hero Powers! (adapted from Deep Space Sparkle)

We are all SUPERHERO'S! What is YOUR super power? If you could have any super power, what would it be? Can you fly? Can you see through walls? Do you wear a cape or do you have jet-propelled shoes? Maybe you have a letter on your chest or on your cape or maybe you have a design on it - what is it? What colors are your special colors? Do you wear a mask or not? Gloves? Do the gloves do anything special? What about boots – do they do anything special?



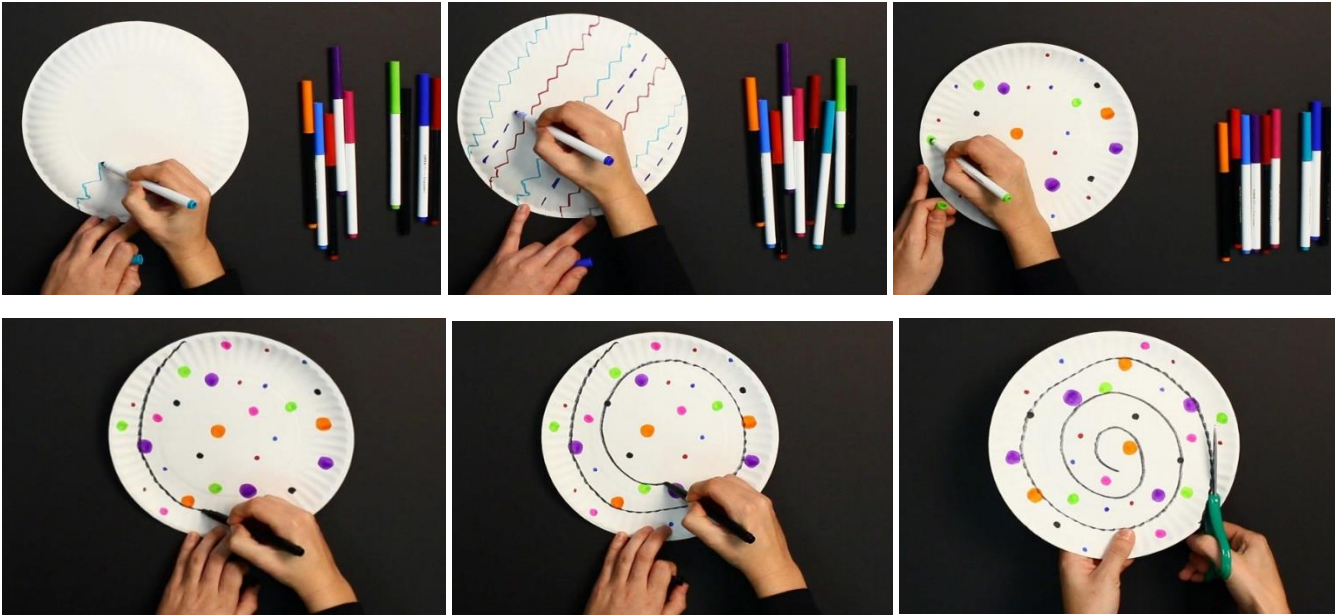
Use a pencil on any paper to design yourself as Hero. If you fly, make yourself fly! If you create fire, show what you would catch on fire (make sure it's not mean!). Use pencils, colored pencils or crayons.

Materials:

- Paper
- Crayon

Art Lesson Second Grade Week 5:

Activity: *Paper plate Pattern S-s-s-s-s-snake*



(Adapted from CraftClub.com)

Paper Plate Snake

Sssss...S is for snake! Make your own coiled snake with a paper plate and markers! Hang it from the ceiling or set it on top of a table-top for maximum enjoyment.

Gather Tools and Materials

Even snakes can jam!

Materials:

- Paper plate
- Pencil
- Colored pencils or crayons
- Scissors

*** If student's do not have access to markers or a paint brush, can draw bubbles and practice shading with pencil.

1Decorate. Color both sides of your paper plate any way you like.

2Draw a spiral. Draw a spiral starting on the outside and ending in the center.

3Cut the spiral. Cut along your spiral until you reach the center. When you're finished cutting you should be able to see the snake you made.

This lesson can be observed and watch videos at the following link:



they

<http://craftclub.com/craft/paper-plate-snake>

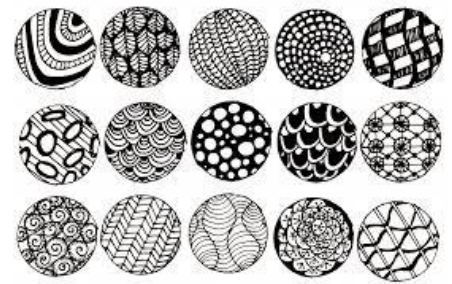
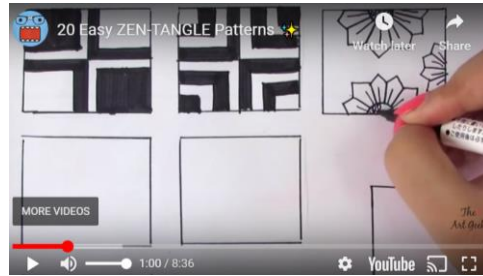
Second Grade Standard:

VA2.CR.3 Understand and apply media, techniques, and processes of two-dimensional art. a. Create drawings and paintings with a variety of media

Art Lesson Third Grade Week 5:

Activity:

Practice Zentangle patterns (Adapted from WeAreTeachers.com)



Using your creativity and ideas found in patterns on your clothing or other materials in your home, come up with about 12 different patterns as seen in the images above. They are there not to COPY but to INSPIRE your creativity! Don't copy them, but use them to think of your own version of pattern in each square or circle. You can use anything to make your circle or use a ruler or other straight edge (like a box) to make the outer ring or square. Remember to GO SLOW! Take your time.

1. Using a pencil, draw circles or squares (12)
2. Start with one, fill it with a pattern using circles, or lines, triangles, whatever you decide.
3. Fill each space WITH A DIFFERENT PATTERN.
4. Practice thinking of unique and new patterns on your sheet

<https://www.weareteachers.com/zentangle-patterns-classroom/>

Another site with ideas for doodling zentangles. This one adds color, but it is not necessary!

<https://colormadehappy.com/zentangle-art-kids/>

And one more!

<https://craftwhack.com/zentangle-patterns-starter-sheets/>



2" Squares

Lesson Fourth and Fifth Grade Week 5:

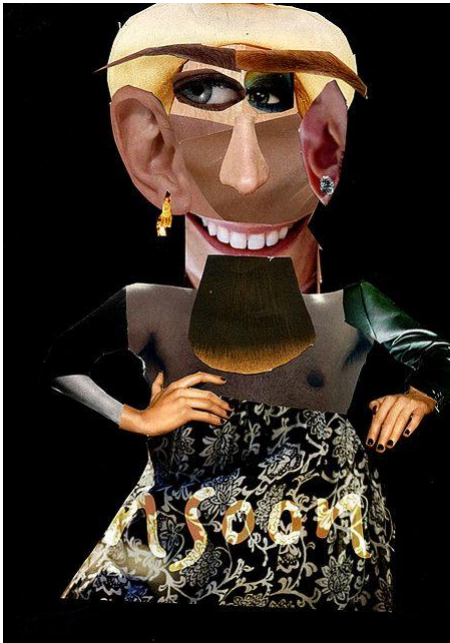
Activity:

Montage Portraits!

Materials:

- Magazines, newspapers, cereal boxes, other places to find pictures
- Glue
- Scissors
- Natural objects

*** If student's do not have access to markers or a paint brush, they can draw bubbles and practice shading with pencil.



Step 1: Collect Imagery

Look around for images you can use, found in newspapers, on cereal boxes, magazines, ask your parents friends, look for anything that has pictures.

Then, find a head – you can find one that looks like you or looks like no one you know. You can even start with a dog or cat if you want! Find some eyes, not necessarily from the same person! That makes it even more cool. Find a nose, even if it's waaaaay too big or small. Find a giant or teeny mouth. You can even use natural objects – who says you can't have grass or leaves for hair? What about discarded or collected things like plastic bags or disposable plastic cups - it can add fun details.

Step 2; Create Collage

After you have a variety of things to work with, it's time to create your "self" collages! Many students choose to collage onto a flat surface, like posterboard or cardboard. You can use anything, like a sheet of paper, or the inside grey of a cereal box. . Sometimes I've had students find objects to collage on top of which adds to their visual stories, so get creative. Collage on a shoe or on a hat, on a brick, anything.

This lesson can be watched on video with the following link:

<https://theartofeducation.edu/2018/02/20/collage-canvasa-creative-lesson-students/>

Art Lesson Week 6

First Grade:

Activity:

Overlapping Shapes (Adapted from KinderArt.com)

Students will learn about line, shape and color as they create colorful works of art.

What You Need:

- Paper
- Pencil
- Markers

What You Do:

The directions for this project are simple.

- 1) Ask children to draw a variety of overlapping shapes.
- 2) Then, encourage them to fill in the blanks with a variety of colors.



I distinguish between three types of shapes: Geometric; Organic (that found in nature); and Free-form. Some students needed to be “encouraged” to add more shapes to their pictures to balance them out. When the drawing (done in pencil) is complete, it can be outlined in a black marker. If you’re brave, have students just draw in a permanent black marker as it saves a step.

You can use any kind of color scheme you’d like (for example warm colors for shapes and cool colors for the background). Or, just let the kids decide.

The only rules are:

- Students need to use a variety of colors.
- Two connecting shapes can’t be the same color.
- Each shape section has to be filled in with different colors.

Materials:

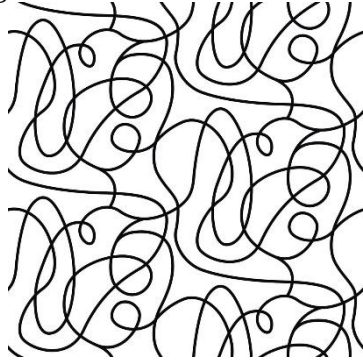
- Paper
- Crayon

Art Lesson Second Grade Week 6:

Activity: *Advanced Scribble Art* (Adapted from *Kinderart.com*)

This lesson requires planning and problem solving, much like a math problem or science experiment. Students will see that scribbles can become much more.

1. Have you ever made scribble pictures? Explain the process. (This kind of scribble is where you make a scribble and fill in the spaces with colors).
2. We will be making scribble pictures today, **but these scribble pictures have rules.**
3. The first rule is: **you can only use three colors.** The second rule is: **the same color cannot share a “wall”.**
4. Start by making a scribble that looks something like the following picture. Be free and



creative!!!!!!

5. Now begin by coloring the scribble with 3 (YES ONLY 3) colors. You can choose primary or secondary colors (remember the color wheel?). Remember, no two colors can share a wall!

Here are some student examples:



Second Grade Art Standard: VA2.CR.2 Create works of art based on selected themes. a. Create works of art to express individual ideas, thoughts, and feelings from memory, imagination, and observation. b. Create works of art emphasizing multiple elements of art and/or principles of design.

Materials needed:

Paper

Crayons or markers

Art Lesson Third and Fourth Grade Week 6:

Activity:

Practice Doodle Drawing (Adapted from KinderArt.com)

This is a free-form drawing project that deals with the elements of design – colour, line, shape, form and texture. Very wonderful detailed works of art can be achieved by simply doodling. Have a look at the works of many great artists like Joan Miro, Wassily Kandinsky and Paul Klee for inspiration.

What You Need:

- Any kind of drawing paper. (size 8' x 10' or larger).
- Pencils, Pencil Crayons
- A marker if you have one

What You Do:

Step 1: Begin in one spot on the paper and start drawing doodles – enclosed designs of any shape. Create as many doodles as you like... the only rule is that no doodles should not overlap or interfere with any other doodles.

If you wish, you can keep the doodles the same. In other words, draw only geometric shapes (ie squares, triangles, circles etc.) or draw only organic shapes (squiggly “natural” shapes).

Step 2: When you have filled your paper with doodles, begin coloring in. You may use solid colour, lines, cross hatching, dots, dashes... whatever you like.

Sign and frame your work.



<https://www.weareteachers.com/zentangle-patterns-classroom/>

Another site with ideas for doodling zentangles. This one adds color, but it is not necessary!

<https://colormadehappy.com/zentangle-art-kids/>

And one more!

<https://craftwhack.com/zentangle-patterns-starter-sheets/>

Art Lesson Fifth Grade Week 6:

Activity:

Blind Contour Drawing Self-Portrait (Adapted from KinderArt.com)

Blind contour drawing is an excellent way to train the eye to draw what it **really sees** rather than what it **thinks** it sees.

Objectives:

When making a blind contour drawing, **the eye is not watching the hand as it draws** on the paper. The eye is only focused on the paper. **DO NOT LOOK AT YOUR DRAWING** until you are finished! That's the greatest part of the project – the surprise you find at the end of your drawing session.



The first contour drawings you do will look, well, funny. However, with practice, you will find that you will be able to accurately record an image on paper without looking at your hand as it draws!

It is a great warm-up drawing activity for any age group.

What You Need:

Pencils
Paper

If, after doing your own self portrait 4 or 5 times and you want to keep going, try everyday objects (shoes, plants, desks, pencils, people, etc.) These will be easier, because no one will know if the plant you drew with a blind contour is correct – there is not 'standard' like there is with a face.

What You Do:

Step 1: While looking at yourself in a mirror, pick a point on your face where the eye can begin its **very very slow** journey around the contour or edge of your face and features. **Remember, the eye is like a snail, barely crawling as it begins its journey around all those edges and features.**

Step 1b: **Without lifting your pencil from the paper for the whole time you are drawing**, let your eye and hand follow around all the features: eyes, eyelashes, colored part of your eye, the pupil in the center of the eye, the nose, the lips and teeth if you can see them, **crawl** your pencil over to the edge of your face and draw **(SLOOOOWLY)** your chin, ear/s, hair, part in your hair, the outer edge of your hair, your neck, wrinkles (oh, wait, that's me...), glasses, if you wear them, along with all the detail that you can see. Draw **every single detail!**

When the eye begins to move, so should the hand holding the pencil. At no time should you look at your hand as it draws. Try drawing the entire contour of the object without lifting your pencil from the paper. Practice this drawing method often and you will find your drawings looking more and more like what you are looking at.

If you are feeling adventurous, poke your pencil through a paper plate before you draw and look thru that hole ... that way there is no possible way for you to see what you are drawing! Try it. And remember ... don't panic if your drawing of a shoe looks more like a squashed beetle. Relax and keep it fun.