

## **Kindergarten: 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>

**Kindergarten Standard:** VAK.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.

### **Materials:**

- Paper
- Crayon

## **First Grade: ART LESSONS – WEEK 3**

### **Activity:**

#### *Sand Castles*

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*Moulding sand; yellow and brown,  
So many castles, it's like a small town,  
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This lesson can be accessed with the following website:

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### **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?**

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