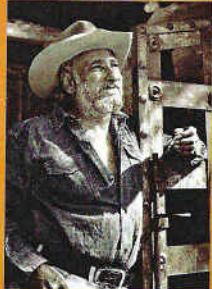




South Atlantic Conference of  
Seventh-day Adventists  
Office of Education



# MAS TERPI eCCE Art



Teacher's Guide

Adopted 2018

# GROW EXCELLENCE



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# ART APPRECIATION



**Level:** Primary, Junior, Middle School  
**Grades:** K-8 | **Age:** 5-14 | **Written by:** Ward  
[Ward is a teacher from Louisiana]

## Summary:

Kids can play a game of sorts which will help them to see and appreciate different types of art.

## Objectives:

Students will understand that everyone has their own opinion about what they think is "good" art.

## What You Need:

- 5 or more reproductions of artwork created in a variety of styles/or mediums.
- A class set of each of the following cut-out shapes: heart, house, lemon.

## What You Do:

1. Put a selection of prints in the front of the room where everyone can see them. (ie: the chalk tray of the chalk board.)
2. Give each student a heart, house or lemon cut-out shape.
3. Encourage students to study the images.
4. Tell them to put the heart shape behind the image they like best, the lemon shape behind the one they like the least and the house shape behind the image they think their parent (or guardian) would like to place in their home. Have them go up and do this one group at a time.
5. It is important to make sure that students do not know which images the other students have picked.

6. *While the students are waiting, have them write down their choices and why they made them.*
7. *When everyone is finished, reveal the choices behind each image and have a discussion on the reasons why. Teacher should talk about his/her favorites as well. With your direction, this discussion can turn to a variety of issues, such as prejudice, cultural values and the importance of respecting others' differences.*

***Recommended Books/Products:***

***Teaching Art With Books Kids Love***

*by: Darcie Clark Frohardt*

*Teaching Art Appreciation, Elements of Art, and Principles of Design With Award-Winning Children's Books.*

*Easy art lessons and award-winning children's books-the perfect mix! Using award-winning books, Frohardt teaches realism, surrealism, expressionism, naive, and cartoon. Complete projects and thorough directions, enhanced by liberal illustrations and easy-to-use materials and ideas, make this an excellent resource for grades 3-6.*

# CREATING THE MOOD OF CREATIVITY



**Level:** ECE, Primary, Junior, Middle School

**Grades:** all | **Age:** all | **Written by:** Nifodora Krumrie

[Nifodora is the director of [The Scarlet Macaw Community Arts Center](#) in Sawyer, MI]

## Summary:

I have found that even though making art is sometimes an active physical activity it doesn't hurt to define the time or enhance the mood for creativity. Whether you are an Art-on-a-cart Instructor or the lone Classroom Teacher, below are a few simple extras that will allow you to utilize your environment to the creative max! It is never too late in the year to give this process a try, but starting it sooner, is all the better. And if your students are in their teens you can probably bet that they need to practice this simple ritual even more than the little ones do.

We all know that rules and regulations are what school is all about and breaking the rules and thinking outside the box is what creativity/art is all about. But how can you go about accomplishing both without losing control of your audience? I have found that as a facilitator of creativity, ritual around the artmaking process, is itself a key. "Oh no," I can hear you think, "more work for me!" Well, yes and no. A little bit of extra effort in the beginning, will provide you with major payoffs later on. Especially if you are going to be working with these children for more than one year.

## Objectives:

Creating the mood of creativity in the classroom.

## What You Do:

1. **Discuss personal space with your students.** In a packed classroom, this is often the most difficult thing for individuals to accomplish. But keep in mind that it is also the most important. Have students stand with their arms bent and elbows out to the sides, or standing with arms out, or by just using the space of the students own desk, depending on your environment. Establish whichever space fits, as each students personal space. Let the students know that the personal space rule must be honored at all times! In a creative environment this simple limit setting process helps to stop the meandering, demeaning and complete comments and vandalism of student work that can occur.
2. **Dump the negative!** There is no such thing as "I can't!" or "This is ugly!" In the real world there is a place for all kinds of art. (References to Outsider Art, which has a huge money making market of its own, works well here.) It is easiest to have a "Negative 15 Seconds" before you begin your introduction to the days artistic task. This can be done, if you are lucky enough to have your own art room, by having students dump their negatives outside your doorway before

they come into the Art Room. The first few weeks you may have to meet them just outside the door and allow them to vocalize their own (appropriate) negatives. If you are coming into the classroom or if the art tasks are performing in the class they are already in, have your students stand raise their arms above their heads and shake their hands hard and fast in the air, while vocalizing their negatives as loud as they can. This way they shake off all of the garbage that they are carrying around with them from the beginning of the day.

3. Now here comes the toughy! With careful planning on your part, you need to have:
  - a. A simmering pot for aroma.
  - b. A CD player for music.

While students are dumping their negatives you can turn these both on. Or if you are lucky enough to have an Art Room, you can keep these two critical things going all the time.

Any kind of small electric simmering pot is great. Don't go out and buy anything expensive, keep it simple and cheap. Place the pot on a ceramic tile slightly larger than the pot and then place them both on the surface where it will sit, fill the pot with water, add 6-10 whole cloves and a couple of cinnamon sticks, plug it in and you're good to go! Don't get fancy fragrances, you don't always know who has allergies! Through years of trial and error, I have found that this simple and inexpensive apple pie combination perfect for the job.

As for the CD player, sound IS important! Ideally classical music has been hailed as the most creatively stimulating, but it also varies greatly in tempo and what you need to create is an air of safe ambiance. I am avidly promoting the **Windham Hill, Narada** samplers or other such New Age music collections. This sound should stay softly in the background, and because it is usually unfamiliar to children, there is not a lot of argument about what tune to play next.

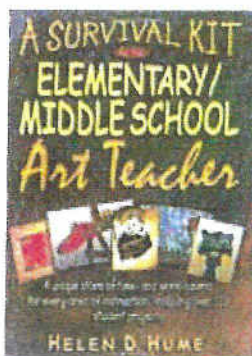
Well, now that the hard parts are over introduce the day's task, oversee your budding students progress and remember to keep the negatives out the door. **And that goes for YOU TOO!** During the creative process there is no such thing as "that's wrong, too bad", "you shouldn't" and "do it again!" Just let the students collect all of their "oops" and have them cut, tear or disassemble them into a new work of art at the end of the term by creating a recycled collage or greeting cards. After all that's what artists really do. Remember if some students are having a bad day let them repeat the Negative 15 Second ritual, one at a time, by having them step outside the door while you monitor them and the 15 seconds. This allows the already engaged students to continue their work.

### **Recommended Books/Products:**

#### **[A Survival Kit for the Elementary/Middle School Art Teacher](#)**

by Helen D. Hume

This comprehensive "survival kit" gives new and experienced art specialists and classroom teachers practical advice and ready-to-use tools for implementing an effective K-8 art education program plus



over 125 exciting, illustrated art projects with reproducible student handouts in a variety of creative media. For easy use, all materials are printed in a big 8-1/4" x 11" lay-flat binding that folds flat for photocopying of the student project handouts and organized into two major parts. Part I, The Art Program, provides tested guidelines and reproducibles for building the program and making art appreciation and activities fun. Part II, The Art Curriculum, presents more than 100 specially selected art projects organized by medium into nine units.



# EXPRESSION AND JOY WITH LINE, SHAPE AND COLOR



**Level:** Junior, Middle School

**Grades:** K-8 | **Age:** 11-14 | **Written by:** Anitra Redlefsen  
[Anitra is a teaching artist from Medina Ohio. [www.artisjoy.com](http://www.artisjoy.com)]

## Summary:

Using the technique of cutting paper, participants will be making positive and negative shapes that will be used to create a composition. The picture planes for this project are large sheets of paper, cut into different lengths and widths which, when finished, can be displayed as paper banners that can either hang from the ceilings or be posted on walls. Some banners will be cool compositions, the others, warm compositions.

Each artist cuts both positive and negative shapes out of paper; then each artist takes a turn at placing his or her cut shapes onto the paper banners. Because each shape must touch or overlap another, it invites each artist to respond to what has been done by another artist, thus providing both challenges and opportunities that he or she may

not have had by working alone. This project is all about: line, shape, color, positive and negative spaces, and responding!

### What You Need:

- Glue
- Scissors
- An ample supply of 8 1/2" x 11" card stock paper, enough for the size group you will have (i.e., 3-4 sheets per person):
  - Warm colors: red, orange, yellow, red-violet; nice to have a couple of values of orange, yellow, maybe a pink, etc.
  - Cool colors: blue, green, violet, again, a couple values of each is nice
  - Black (for contrast)
  - White (for contrast)
- Two work tables, one for the warm colors and one for the cool colors. Place the card stock paper, the scissors and the glue at each table.
- Paper "banners" that will serve as surfaces for your compositions; vary the sizes (i.e., 24" x 34," 40" x 20", 36" x 36," etc.) and perhaps choose some white paper and some black paper. You can cut the paper from paper on a roll or use poster board or other paper that is already cut. (If you use paper on a roll, you might want to fold over the cut edges to give a finished look). Mount the paper banners on the wall, varying the direction (in addition to the sizes) to add interest (some vertical, some horizontal.) Label half the banners as "cool compositions" and the other half as "warm compositions."
- Some smaller black and white card stock paper for the individual creations, 5" x 8" is a good size.
- Cut out one or two positive/negative shapes and glue them to each of your prepared banners; these will be the starting points for each of the compositions; each participating artist adds his or her positive or negative shape to the composition, touching or overlapping a shape already there.
- Encourage participants to use the "leftovers" or scraps/negative shapes left by another artist to create new shapes! (You can periodically demonstrate.) This challenges them to stretch their creativity and it also uses up leftover paper.
- DO NOT have markers, pencils or pens in your work area; children have a natural instinct for drawing and will do so if these are available. Mixing the paper cut outs with drawings decreases the simplicity and harmony that is the extraordinary beauty of this project. If the desire to draw does occur, encourage participant to use that for his or her individual composition (see "Individual Art Project").

### What You Do:

1. Participants decide which composition they would like to participate in first, either the warm composition or the cool composition.
2. Participants select paper from either the warm or cool color paper piles and cut out some shapes using any or all of the cutting methods described following paragraph heading: "Paper Cutting Ideas."
3. Participants select one shape and mount it/affix it onto the white paper banner with glue. There is only one criteria for positioning each shape: the shape you are adding must touch or overlap another that is already on the paper. What this

does is to insure design unity, and it challenges imagination and creativity! Participants continue adding more shapes to the composition, or perhaps work on the other one (either cool or warm).

4. Creative hint for participants: "Be on the lookout for interesting scraps and negative shapes left behind on the work tables that can be reused for new creative shapes!"
5. As participants are working, you can discuss the following learning components:

Color temperature (warm, cool), color theory (compliments, etc.), negative and positive space, picture plane, composition, focal point.

6. Ask participants to stand back and look at how the addition of their shapes has changed the paper banner composition. Ask: How does it feel to have made a difference in this picture? How does it feel to respond to what another artist has done? How does it feel when another artist responds to your shapes?

You could perhaps post three flip chart papers with each of the questions at the top and ask participants to write in their ideas and answers.

7. Optional: Post an enlarged copy of the "Mini Art Quiz" (see end of this instruction piece) and encourage participants to discuss. Or you can pass out copies of the quiz for them to discuss or do at home.
8. Optional: Post an enlarged copy of the article about Matisse (see end of this instruction piece) and invite participants to discuss. Include some reproductions of Matisse's paper cut out works, and of him cutting them. Participants enjoy seeing the artist at work, while they are re-creating a similar piece of art!

## **INDIVIDUAL ART PROJECT**

Using the same instructions and cutting methods, participants can make a paper cut out composition on a white or black 5" x 8" piece of paper. They can take this art home to display, share with friends and family, and enjoy!

## **OTHER IDEAS**

This is a wonderful project for groups, schools, families; another way you can do it is to have all participants do their individual compositions and then collectively mount all the 5" x 8" pictures as one collective composition. Part of the project then is deciding how to collectively display all the individual pieces. (Problem solving, decision making, teamwork, communication are just some of the learning components for this project). When this display is dismantled, individuals get their pieces back to keep.

## **PAPER CUTTING IDEAS**

Method 1. Fold a piece of paper. Make random cuts. Open the paper. Use both the positive shape and the negative shape.

Method 2. Select a piece of paper (unfolded). Make a series of cuts, going from left to right or right to left. Cuts can be random, or some can be mirror cuts of the cut made

before it. Arrange the positive shapes; how you arrange them activates the negative spaces. Experiment with changing the placement and direction of the positive shapes; notice how the negative space is also changed in doing so.

Method 3. Fold a piece of paper 2 or more times. Make random cuts. Unfold and arrange positive shapes. Again, how you arrange them activates the negative spaces.

**Recommended Books/Products:**

[When a Line Bends ... a Shape Begins](#)

Rhonda Gowler Greene, James Kaczman

[Matisse for Kids](#)

by: Margaret Hyde

[Henri Matisse \(Getting to Know the World's Greatest Artists\)](#)

by: Mike Venezia

# STATE HEADS



**Level:** Primary, Junior

**Grades:** K-8 | **Age:** 5-11 | **Written by:** Cathy Jeffers  
[Cathy is an art teacher from Fairview Elementary in Dayton Ohio.]

## Summary:

Students will create an narrative image that expresses a formal (shape of a) state with personal experience. They will choose a state, review that state and draw a picture using the shape of the state as a template.

## Objectives:

Students will create an narrative image that expresses a formal (shape of a) state with personal experience.

## What You Need:

- template of a state (we used Ohio)
- pencils
- crayons
- colored pencils
- large drawing or construction paper

## What You Do:

1. Review state facts, whatever state you choose.
2. Review shape of the state.
3. Students draw the state on the upper left hand side of large drawing paper -- allowing room for hair and a speech bubble to the right.
4. Encourage students to incorporate sentences inside the speech bubble:
  - o Hello my name is \_\_\_\_\_.
  - o I live in \_\_\_\_\_, city, state (ie: Dayton, Ohio).
  - o I am good at \_\_\_\_\_.
  - o My state is known for \_\_\_\_\_.
5. Students then detail their state head with facial features.
6. Encourage your students to really add their own personality to these wonderful heads.

## Recommended Resources:

[Coloring Castle \(State Outline Coloring Pages\)](http://www.coloringcastle.com/state_coloring_pages.html)

[http://www.coloringcastle.com/state\\_coloring\\_pages.html](http://www.coloringcastle.com/state_coloring_pages.html)

## Recommended Books/Products:



### Writing State Reports

Step-by-step instructions for writing reports on the 50 U.S. states. Tips on research, writing, and classroom projects.

# TILE MURAL



Image: [Las Flores Elementary School](#)

**Level:** ECE, Primary, Junior, Middle, High School  
**Grades:** all | **Age:** all | **Written by:** Elizabeth Basa  
[Elizabeth is a teacher at the Islamic Foundation in Chicago.]

## Summary:

Students will work as a team to create a wall mural made up of individually painted tiles.

## Objectives:

Add character to your school or home while your kinderartists start to think about art history ... objects that were created years ago ... why are they there? who put them there?

## What You Need:

- white non-glossy ceramic tiles
- acrylic or oil paint
- brushes
- silicon glue/dispenser gun
- empty wall space

## What You Do:

1. Each student is given a tile to design. It is best to encourage them to draw rough drafts on white paper cut out to be the size of your tile.
2. Once decided, the students paint the final work on the tile, along with their name and date.

3. Choose a conspicuous spot in your school and permanently affix the tiles on the wall. (don't forget to get permission first!)
4. The students are now a part of the history of the school, and can come back year after year to see their tiles.
5. Variation... You can choose a theme, such as Earth wall or memory wall, or honor someone, to give each section special meaning. Each graduating class can have their own space. We are a religious school and make inspirational messages on our tiles for everyone to learn from.
6. This experience is very rewarding for all children, as their work is now a part of history.
7. This also adds great character to the school.
8. The tiles are very cheap, and can be bought from any home improvement store (or of course tile store)



# ANIMALS ANIMALS



**Level:** Primary, Junior

**Grades:** K-8 | **Age:** 5-14 | **Written by:** Alice Cunningham

[Alice is a K-5 elementary art teacher for Cassadaga Valley Central School, in Sinclairville, NY.]

## Summary:

Students will read the Eric Carle book *Animals, Animals*. They will then identify different animals, research their chosen animals and write about their animals. This lesson incorporates social studies, science, technology, art and the writing process.

## Objectives:

### *In the classroom and technology room:*

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Students will:

- Read the Eric Carle book **Animals, Animals**
- Identify different animals
- Research chosen animals
- Write about their animal

### *In the art room:*

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Students will:

- Watch the video Eric Carle **Picture Writer**
- Observe the Eric Carle collage techniques
- Paint tissue paper with assorted tools to create texture
- Draw animals on white paper to create a pattern and sketch
- Create collage animals on white paper using Eric Carle techniques
- Self-evaluate and give an opinion about their art work

### **What You Need:**

#### *In the Classroom:*

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- Eric Carle book [Animals, Animals](#)
- Computer with Internet access
- Animal books
- Paper and pencil
- Eric Carle video [Picture Writer](#)

#### *In the Art Room:*

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- Newspaper
- 12 X 18 scrap paper
- 12 X 18 white paper
- 9 X 12 colored tissue paper (for younger grades, a heavier paper will be easier to work with)
- Tempera paint in assorted colors
- Glue
- Containers for paint mixture
- Texture painting tools: carpet squares, koosh balls, paint scrapers, sponge dabbers, etc.
- Brushes
- Paper plates
- Containers for glue mixture
- Scissors
- Pencil
- Oil pastels
- Drying rack and storage space for projects and community tissue papers
- Mounting paper (optional)

### **What You Do:**

#### *In the Classroom*

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1. Read the book [Animals, Animals](#) by Eric Carle
2. Each student chooses an animal (we chose animals that live in New York State)

3. In both the classroom and technology class, students research and write about their animal.

### *In the Art Room*

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#### **First Lesson: Intro**

1. Watch video: Eric Carle, [Picture Writer](#)
2. Define "collage" and demonstrate painting on tissue techniques.

#### **Second lesson: Create Community Papers**

Eric Carle does not create tissue papers with certain objects in mind so: have groups of students create painted papers that the entire classroom will later share. This way you will have a variety of colors and textures to share among all the students.

1. Cover tables with newspaper
2. Optional: Mix 2/3 tempera paint with 1/3 glue or corn starch, this will simulate acrylic paints, mix assorted colors.
3. Spoon 3 or 4 colors of paint onto paper plate, place different color combinations at each table.
4. Hand out several texture painting tools with plate.
5. Pass out tissue; students apply paint with tools to tissue. Encourage overlapping of colors, but be sure students do not cover entire piece of tissue with paint (let background color of tissue be exposed). Remind students that tissue paper is very thin and will tear easily if too much paint is applied.
6. Place tissue on clean piece of scrap paper and place into drying rack.
7. Repeat process on a variety of colored tissue paper.

#### **Third lesson: Create animal pattern and sketch**

1. Have students sketch their animal using pencils, onto 12 x 18 white paper (encourage very large and simple drawings).
2. Students cut out the animal.
3. Students trace animal pattern onto another piece of 12 x 18 white paper.
4. Each student should have an animal cut-out (template) and an animal drawn on white paper.
5. Students write their names on both the animal template and drawing. File for next lesson.

#### **Fourth and Fifth Lesson: Create tissue collage**

Organize the painted tissue papers according to background color; these will become your community papers.

1. Pass out drawings and templates made during previous lesson.
2. Mix glue and water (equal parts) and place into cup with brush.
3. Students cut small sections off of their cut-out animal templates, one section at a time.

4. Students select painted tissue from community papers with the color and texture they wish to use.
5. Students trace their animal template cut-out piece onto tissue paper with pencil. They then cut the piece out.
6. Students brush thin amount of glue onto their 12 X 18 animal drawing.
7. Students place tissue pieces onto glue, gently smoothing out all edges until glued down.
8. Continue the process until the animal is complete. Don't worry if there are white gaps between the sections.

### **Sixth lesson: Outline and background**

1. Students trace around their animal sections with oil pastels. This will fill in any gaps.
2. Optional: students can add background with oil pastels, watercolors or crayons.
3. Students can mount their pictures onto another sheet of paper, if you wish.

### **About Eric Carle**

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Eric Carle is acclaimed and beloved as the creator of brilliantly illustrated and innovatively designed picture books for very young children. Find out more by visiting the links below.

### **Recommended Books/Products:**



#### **Animals Animals**

In this thoughtfully selected collection of poems about animals, you'll meet creatures of every sort, from an ant to a yak.



#### **Eric Carle - Picture Writer**

In this video, the beloved artist-storyteller invites you and your children into his very own studio where he reads from: *The Very Busy Spider*, *The Very Quiet Cricket*, *Draw Me A Star* and shows how step by step he prepares his colorful tissue papers and creates brilliant collage pictures.

# PAPER COLLAGE



**Level:** Primary, Junior

**Grades:** K-8 | **Age:** 5-14 | **Written by:** Pamela Metzger  
[Pamela is an artist/teacher from Buffalo, New York.]

## Summary:

Students will gain appreciation for the work of Eric Carle not only as a story writer, but as an illustrator during this fun "Hermit Crab" inspired lesson.

## Objectives:

- Students will gain appreciation for the work of Eric Carle not only as a story writer, but as an illustrator.

## Day 1

Students will understand:

- what an illustrator is and orally define it.
- the concept of paper collage and apply it to their projects.
- the concept of stamp printing and apply it to their projects.
- the concept of texture and apply it to their projects.
- the concept of repetition and apply it to their projects.

## Day 2

Students will be able to:

- use different papers and alternate their colors to show depth.
- cut out shapes by using templates.
- arrange in a sequential order the shapes, from biggest to smallest, starting with the biggest.
- permanently fasten the shapes to the paper using glue.
- make an identifiable hermit crab shell, using circles.

## Day 3

Students will be able to:

- create a starfish by rotating triangles.
- make triangles by cutting from a rectangle.
- use left over scrap paper to add details to their projects. (for example: bubbles, seaweed, other aquatic life).

## What You Need:

- the book: [A House for Hermit Crab](#), by Eric Carle
- smocks/paint shirts
- glue
- scissors
- templates (circles and rectangles) - see below
- student prepared paper - see directions below
- markers
- 2 sheets of 12" x 18" white drawing paper
- tempera paint
- paint brushes
- paint trays
- water jars
- materials used for creating texture and patterns (rug pieces, noodles, shells, film lids, paper rolls, candy wrappers, and hair brushes)
- templates:

[Circle #1](#), [Circle #2](#), [Circle #3](#), [Circle #4](#), [Circle #5](#), [Circle #6](#), [Rectangle](#)

## What You Do:

### Day 1

**Motivation:** Upon entering the classroom, the students see that the whole classroom has been turned into an underwater world. The fluorescent lights have blue and green cellophane over them to create a turquoise tint to the room. A bottom of a boat juts out of the ceiling. There are two anchors streaming from the ceiling down to the floor. There are clear balloons fixed on the walls to look like bubbles. To finalize the look

"seaweed" is dumped in certain areas on the ceiling. The students are then asked to take their seat on the rug in the activity center instead of going to their assigned tables.

1. Read [A House for Hermit Crab](#), by Eric Carle out loud to the class.
2. After reading [A House for Hermit Crab](#), ask the students if they recognize the pictures in the book. (Most of the students are familiar with [The Very Hungry Caterpillar](#) -- so have that book handy as well).

Have the students talk about the pictures in the book. Ask them how they think they were made? Were markers, crayons, or paints used? Talk about collage.

3. The students will then be asked to gather around a demonstration table.

Demonstrate how they will go about preparing the paper.

Begin by painting one solid color on a large sheet of white paper.

Then take another color and show them different painting techniques such as: using a dry brush to show texture, stamp printing using noodles and film container lids and spatter painting.

As you demonstrate, discuss with them what texture is and how it is being applied it to the paper.

4. The students are then instructed to return to their assigned tables to prepare their paper.

## Day 2

**NOTE:** Before class begins, the instructor should take all the prepared paper from the class before, cut it up into smaller pieces and mix the pieces together in a bin in the center of the room.

**Motivation:** Upon entering the classroom, the students are introduced to their new friend Hermy the Hermit Crab (the author brought in a real hermit crab).

The Hermit Crab is set up on the counter and is easily viewable by all students (if you don't have a real crab, use a poster/photo).

Begin talking about the Hermit Crab, in particular about his shell -- refer to the book [A House for Hermit Crab](#).

Explain to the students that they will be using the paper that they made to create homes for Hermit Crab.

1. Explain to the class that you will demonstrate what you would like them to do for today.
2. Call students over to the demonstration table.

3. Demonstrate the process and steps needed in order to accomplish the completion of the Hermit Crab shell.
  1. First, choose one sheet of prepared/painted paper as well as the biggest circle template (Circle #1).
  2. Trace the template and cut it out of the prepared/painted paper.
  3. Glue the circle onto a 12" x 18" sheet of white paper.
  4. Choose another sheet of prepared/printed paper as well as Circle #2
  5. Trace the template and cut it out of the prepared/painted paper.
  6. Glue this next circle on top of the first circle.
  7. Do the same for circle templates 3, 4, 5 and 6, making sure to choose different sheets of paper.
  8. The student orally go over the steps and then return to their seats to work on their projects.

### Day 3

**Motivation:** The students enter the classroom and are asked to crowd around the aquarium. Another friend has been placed inside the habitat with Hermit Crab - a starfish (if you don't have a real starfish -- use a poster/photo).

Talk about the starfish's role in the book.

Explain to students that the pictures made on Day 2 have left Hermit Crab a bit lonely and now a friend will be added to the picture -- the starfish.

1. Explain to the class that you will demonstrate first, what you would like them to do for today.
2. They gather around the demonstration table.
3. The paper bin is still in the center of the room. The students are asked to choose 5 different pieces of paper.
4. Students should cut rectangles from their 5 sheets of paper. The rectangle template may be used.
5. Then, show the students how to make a triangle by drawing a line from one corner to the opposite corner and then cutting on the line.
6. Once finished, show the students how to arrange the triangles in a way so that they form a star.

**Note from Pamela: This can be difficult for kindergartners so I found that I had to show them that a starfish has 1 head, 2 arms, and 2 legs.**

7. Students then return to their seats and begin. Prompt the students if finished early to go to the scrap bin and add some more detail to their pictures (ie: long, skinny rectangles for seaweed and coral).

### About Eric Carle

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Eric Carle is acclaimed and beloved as the creator of brilliantly illustrated and innovatively designed picture books for very young children. Find out more by visiting the links below.



## Recommended Books/Products:



### [A House for Hermit Crab](#)

Much-loved master of cut-paper collage Eric Carle created A House for Hermit Crab to comfort any little ones who dread change -- whether the new shell is a new home, a new school, or a new experience. In this soothing, upbeat story, Hermit Crab casts his eyestalks on a newer, bigger shell, but it seems plain and unwelcoming at first...



### [The Very Hungry Caterpillar](#)

With its lovely, humorous illustrations and wonderful narrative about a hungry caterpillar growing up to be a beautiful butterfly, Eric Carle's story touches anyone who still has some growing to do.

## More Information:

### [The Official Eric Carle Website](#)

<http://www.eric-carle.com/>

### [The Eric Carle Museum of Picture Book Art](#)

<http://www.picturebookart.org/>



### [Eric Carle - Picture Writer](#)

In this video, the beloved artist-storyteller invites you and your children into his very own studio where he reads from: The Very Busy Spider, The Very Quiet Cricket, Draw Me A Star and shows how step by step he prepares his colorful tissue papers and creates brilliant collage pictures.

# HAIKU STRAW PAINTING



**Level:** Primary and up  
**Grades:** K-8 | **Age:** 5-14 | **Written by:** Carole Rathfon  
[Carole is a teacher at Kaiser School in Oakland, CA.]

## Summary:

Students will learn how to write a Haiku poem. They will then discover how to make an ink painting to illustrate their poem.

## Objectives:

- Learn about haiku poetry.
- Have the experience of writing a haiku.
- Make an ink painting to enhance the haiku.

## What You Need:

- Haiku poems
- Slide or poster of a Japanese brush painting (optional).
- Straws
- White construction or other heavy paper
- Higgins Black ink with dropper
- Brush and water jar (optional)
- Pink tissue paper (optional)

## What You Do:

1. Tell students about HAIKU poetry and read some old and new examples.

### Structure of Japanese 17th century Haiku poems:

- o Have 3 lines (in classical structure the first line has 5 syllables, the second has 7 syllables, the last has 5 again, but that doesn't necessarily work in English, because the English language doesn't have as many words to describe the same things as the Japanese language does.)
- o Refer to nature
- o Use ordinary things to talk about significant issues like finding happiness in the beauty of nature, dying, falling in love, being left alone, not having friends, etc.
- o Can be happy, sad, humorous, frightening, etc.

#### Examples:

The mighty Eagle  
Catches prey with talons bare  
Listen to the squish

Night and silver moon  
Neighbor playing on his flute  
Very out of tune

Small, alone, a child  
Sobs and tears in a corner  
Darkness gives a hug

Winter rainy day  
Playing in the big puddles  
Water everywhere

2. Have student write a haiku poem. Check it for nature references and correct form.
3. Have student neatly write the poem on the top left corner of the white paper.
4. Drop a few (just need a tiny bit) drops of black ink on the paper (not on the poem part).
5. With a straw, blow the ink around. If you get close you can move it all over the page to get branch-like shapes and little spidery shapes. If you blow hard, you get splat shapes.
6. For older students, you can add "raindrops" by dipping a brush in ink, then putting it in water to dilute the ink, then holding the brush over the paper and tapping the brush lightly to make drops.
7. For younger students, you can add "flowers" to the branches by gluing bits of crumpled pink tissue paper to the branches of the dried painting.
8. Mount on large black paper to make a border around the painting.

Students of all ages LOVE this project, and the combined paintings make a great bulletin board display!

### Recommended Books/Products:

Haiku Picturebook for Children

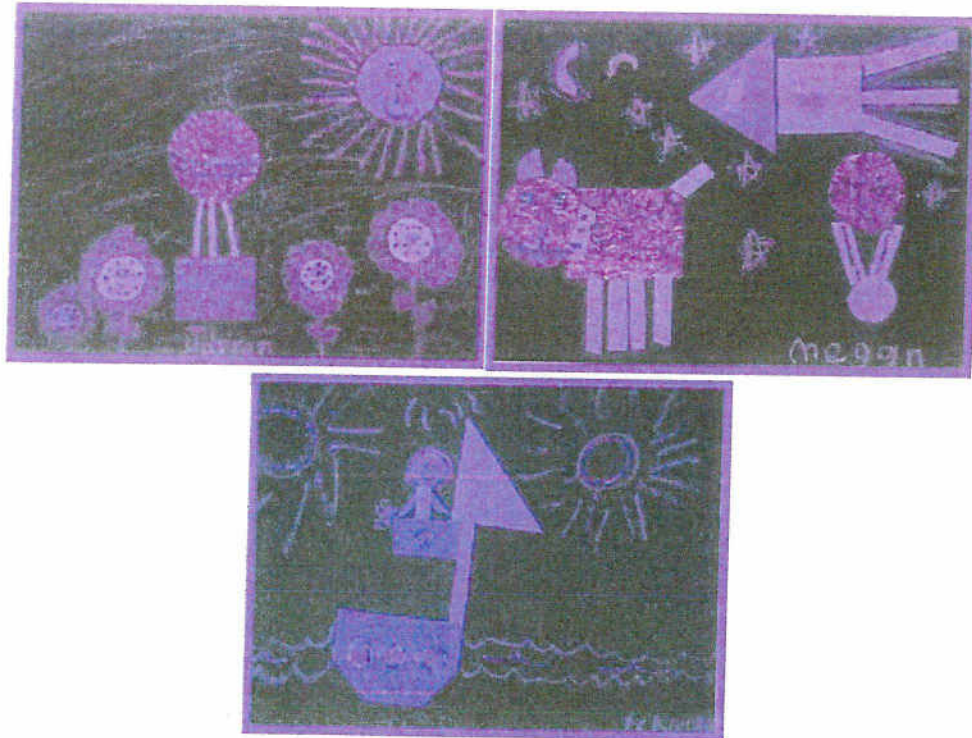
by: Keisuke Nishimoto

Cool Melons-Turn to Frogs! : The Life and Poems of Issa

by Matthew Gollub

This introduction to an eighteenth century Japanese writer of haiku is as restrained, graceful, and concise as the art form it honors.

# HAROLD AND THE PURPLE CRAYON



**Level:** Primary, Junior

**Grades:** K-8 | **Age:** 5-14 | **Written by:** Rebecca Engelman  
[Rebecca is an art specialist at Cathedral School in Bismarck, ND.]

## Summary:

Using the book, *Harold and the Purple Crayon* as inspiration, students will use shapes to stimulate their imaginations to create a unique image.

## Objectives:

- Students will use shapes to stimulate their imaginations and create a unique image.
- Students will practice correct gluing skills.
- Students will use crayons to draw details that will complete their images.

## What You Need:

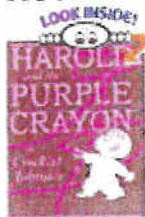
- The book, [Harold and the Purple Crayon](#)
- 12" x 16" black paper
- Several types of purple paper cut into various shapes. (Circles, squares, rectangles, triangles)
- Glue and glue sticks
- Scissors

- Purple odds and ends (beads, buttons, etc.)
- Purple crayons or oil pastels
- Purples squeeze paint or glitter

### What You Do:

1. Read the story, "[Harold and the Purple Crayon](#)" to the students. Discuss Harold's amazing imagination. What is an imagination and what can we do with it? Have you ever looked at a cloud and thought how it reminded you of a certain object? Place several large shapes on the board and have the students suggest what they could be. Try several different combinations.
2. Give each student a piece of black paper and each group a pile of purple shapes.
3. Ask the students to take several shapes and lay them on their black paper, arranging and rearranging until they begin to develop a picture. What do they see in their shapes? Should they try some different shapes? Could some shapes be bigger or smaller?
4. Some students will ask to cut their shapes to better fit their idea. Try to keep cutting to a minimum. Tell students that they will get a chance to add details later.
5. When the students are happy with their ideas, have them glue the shapes to the black paper using a glue stick. Demonstrate for the students how to use the glue stick to "walk" around the edge of the paper shapes twice before putting in place on the black paper. Encourage them to "smooth" the edges of the shapes to the black background.
6. Pass out purple crayons or oil pastels to draw in details. Ask the students to press hard! Supply purple beads, buttons, etc., for the students to add with white glue. Purple glitter squeeze paints may be used as a final touch.

### Recommended Books/Products:

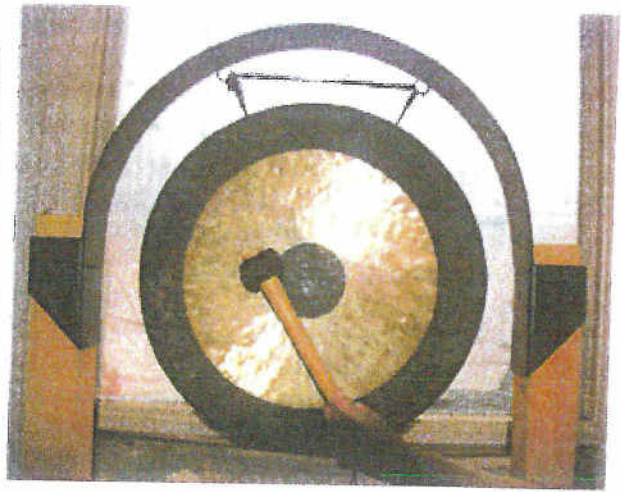


#### [Harold and the Purple Crayon](#)

Crockett Johnson

Crockett Johnson's understated tribute to the imagination was first published in 1955, and has been inspiring readers of all ages ever since. Harold's quiet but magical journey reminds us of the marvels the mind can create, and also gives us the wondrous sense that anything is possible.

# MAKE A CHINESE GONG



**Level:** Primary and up

**Grades:** -8 | **Age:** 5-14 | **Written by:** Daria Marmaluk-Hajioannou

[Daria is an award-winning children's performer with five CDs that have won national honors. [www.dariamusic.com](http://www.dariamusic.com)]

## Summary:

A gong is an East and South East Asian musical percussion instrument that takes the form of a flat metal disc which is hit with a mallet. Find out how to make one using simple, household materials.

## What You Need:

- A metal (disposable) roasting pan (the larger, the better)
- Pipecleaners or yarn
- Cardboard Tube From Wrapping Paper
- Paint, stickers, glitter, glue or textured paint - for decorating the gong.

## For the beater:

- 12" - 18" wooden dowel
- Electrical tape

## What You Do:

1. Start by getting an adult help you poke two holes in the top area of the metal roasting pan - about 2 - 3 inches apart.
2. Slip a pipecleaner through each hole and then twist the ends together to form a circle.
3. Now you can insert the wrapping paper tube (or a broomstick or large stick) into the pipecleaner circle and the gong will hang down.

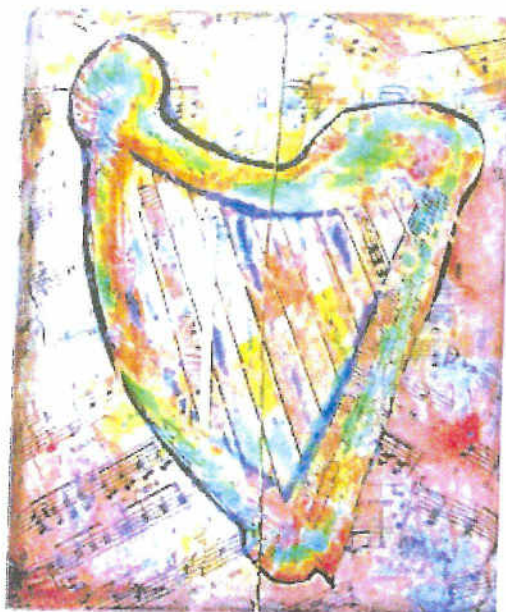
4. To give your gong a nice sturdy stand, you can use several more pipecleaners to fasten the wrapping paper tube to two chairs that are placed a few feet apart facing outward.
5. Now that you see how your gong will hang on it's stand, you may wish to take it down and decorate it. Add stickers, paint, or glitter and glue. Perhaps you can look up the year you were born in terms of Chinese astrology and put that symbol on your gong. Maybe you were born in the year of the rat or the pig or the ram or the fish. It's great fun to find out.
6. Lastly, you'll need a beater to strike the gong. Take a 12" or 18" wooden dowel and wrap one side with electrical tape to form a head. That's the side that will strike the gong to create its unique and wonderful sound. If you don't have a wooden dowel, you can substitute a wooden spoon, a chopstick or an unsharpened pencil, just wrap the head the same way on the end that will strike the gong.
7. Have fun!

### **Daria Marmaluk-Hajioannou**

Award-winning children's performer, DARIA (Daria Marmaluk-Hajioannou) has five cd's that have won national honors. She has the most awesome job of traveling the world to sing for kids and peace. Her website; located at [dariamusic.com](http://dariamusic.com), was given a 2009 Parents Choice Award for its musical and cultural content.



# HARP OF GOLD



**Level:** Junior

**Grades:** K-8 | **Age:** 5-14 | **Written by:** Mariella Pace  
[Mariella is a teacher with the Middlesex County Ed Services.]

## Summary:

Students will experiment with sound as they create and decorate a harp box.

## Objectives:

Students will:

- Decorate a harp shape.
- Experiment with sound.

## What You Need:

- Andrews, Jane (2004). *Zoe and the magic harp*. London, GB: Piccadilly Press.
- Harp or Harp CD to play in the background.
- Shoe box lids.
- Paper to cover the lids (old sheet music works great).
- Harp shapes (cut from paper).
  - Note: older students can cut out their own harp shapes from paper.
  - For inspiration see here: [Harp Coloring Page](#)
- Art media for decorating (paint, crayons, markers, glitter, etc.)
- Shoe boxes.
- Elastic bands.
- Salt, colored rice.
- Glue.

## What You Do:

1. Students glue paper (sheet music) onto the shoe box lid.
2. Students decorate their harp shape with crayons, markers, paint, etc.
3. The students will glue the decorated harp shape onto the shoebox lid.
4. The shoebox lid then goes onto the shoebox.
  - o Optional: the shoebox can be covered with sheet music as well.
5. The students will then be told to put the rubber band or elastic band around the box.
6. The students will be given the salt and/or colored rice and will be instructed to place some inside the box.
7. Students will be encouraged to experiment by holding the box in different positions to see the different effects on the salt when plucking the elastic band.
8. The students will experiment with the rubber band making different sounds.
9. The students will pluck the elastic band and observe the way the salt or rice dances, responding to the vibrations.

### Recommended Books/Products:



#### Zoe and the Magic Harp

The Fairy Queen is the only one who can play her magic golden harp; if anyone else tries, they will be frozen in time.



#### Harp O' Gold

A satisfying and well-crafted story of dreams and desires, told in a folktale style.



#### The Tranquil Harp: Improvisations for Relaxation, Meditation, Integration

The Tranquil Harp consists of eight Celtic harp improvisations for relaxation, meditation and integration.

# EMILY CARR'S TREES



**Level:** Primary, Junior

**Grades:** K-8 | **Age:** 5-14 | **Written by:** Lily Erlic  
[Lily is a children's writer from Victoria BC, Canada.]

## Summary:

Students will learn how to paint trees in the style of Canadian artist Emily Carr.

## Objectives:

To learn about Flowing Lines and Form

## What You Need:

- Paper
- Brown and Green Paint
- Paint brush

## What You Do:

1. Ask the children what words they think of when you say "Forest".
2. Write down the words on the chalkboard.

3. Show the Children Emily Carr's Paintings of her trees. Go to <http://www.emilycarr.com/>
4. Next, give each child a piece of paper.
5. Ask the children to draw a trunk of a tree.
6. Now ask them to draw the branches with the green paint.
7. Ask the children about the lines in their painting.
8. Are the lines strong, bold, thin or thick?
9. Did Emily Carr draw real trees?
10. Do her trees look hazy or dreamlike?
11. Create a Discussion.

## About Emily Carr

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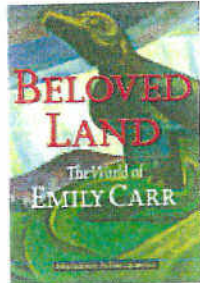
From [EmilyCarr.com](http://www.EmilyCarr.com)

"Emily Carr is one of Canada's greatest and most loved artists. Feeling a spiritual connection with her subjects, Emily Carr painted both the landscape and native villages of Western Canada in a unique and modern style that was rejected during its time of production."

## Recommended Books/Products:

### Emily Carr

An introduction to her life and her art. By Anne Newland and Emily Carr.



### Beloved Land: The World of Emily Carr

A selection of beautifully reproduced Carr paintings representing work done between 1912 and 1942, accompanied by the artist's commentary. By Emily Carr.

# LASCAUX CAVE ART ON CERAMIC "STONES"



**Level:** Primary, Junior

**Grades:** K-5 | **Age:** 5-11 | **Written by:** Anne Marie Tracey  
[Anne Marie is a Lower School Art Teacher from Dartmouth, MA.]

## Summary:

Students will create art in the style of the Lascaux Caves in France.

## Objectives:

To familiarize students with Prehistoric art, the reasons for it, the subject matter depicted, style and colors used. This lesson study is on human culture and pre-historic history.

## What You Need:

- Oil Pastels
- White ceramic clay, or air dry clay
- Acrylic paint
- Sand
- Sketch paper
- Images from Lascaux caves or other prehistoric art examples (see resources below)

## What You Do:

### Day #1

I show the children the video, "[Lascaux Revisited](#)". After viewing, we talk about what we saw, the reasons for the images, the types of creatures and images we saw. We also discuss why these images would have been important to the people who created them.

The children create a sketch using pencil and oil pastels. The subject matter, style and colors should be related to those seen on video and on example images. (Animals mostly, blacks, browns, tans, white, etc.)

### **Day #2**

Once the students have completed their sketch, they are ready to make the "stone." To simulate a stone wall texture, students roll clay out into a random shape, not perfectly round, or square. The key is to make the clay look like real stones. Students then rub sand into the surface of their clay slab, creating a texture. The clay is fired (dried) before the next class.

### **Day #3**

The clay needs to be painted to resemble real stone. I give my students sponges and white and black acrylic paint. They sponge the two colors on the clay to create a unique colored surface. Some are darker, others end up lighter, each one is unique.

### **Day #4**

Once the paint is dry, the students re-draw the image they sketched on the surface of their clay "stone" with oil pastels in accurate colors - no purples, pinks or bright colors. Students should be encouraged to take their time and work carefully because the oil pastel cannot be removed from the clay. We talk about how it is different to draw on such a strange surface. I usually display the finished pieces along with related work from their history/social studies classrooms.

Note: If you don't have access to clay, this project can be done on sandpaper. Have students cut odd shapes out of sandpaper to resemble stones and complete drawings on surface.

### **Resources:**

#### **[The Cave of Lascaux](#)**

Images and explanations.

<http://www.culture.fr/culture/arcnat/lascaux/en/>

#### **Recommended Books/Products:**

#### **[The Cave Painter of Lascaux](#)**

by Roberta Angeletti

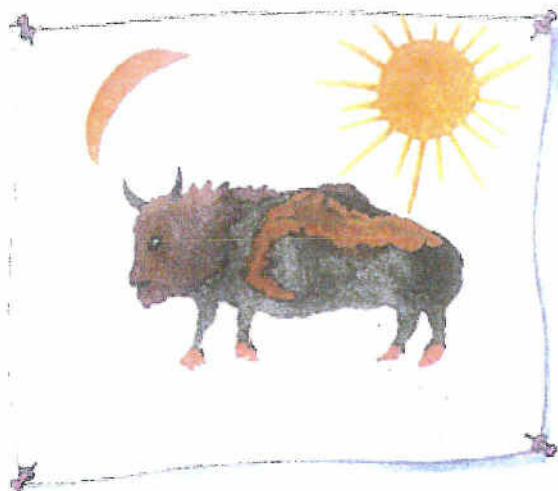
Cecilia is on a school trip to the Lascaux caves in southern France--a mysterious place with well-preserved prehistoric paintings on the walls...

**[Dawn of Art: The Chauvet Cave: The Oldest Known Paintings in the World](#)**  
by Jean-Marie Chauvet, Eliette Brunel Deschamps, Christian Hillaire, Elitte Brunel

DesChamps

This wonderful book of pictures and text allows virtual tourists to appreciate the creations of our remotest ancestors.

# CAVE PAINTING



**Level:** Primary, Junior, Middle  
**Grades:** K-8 | **Age:** 5-14 | **Written by:** Andrea Mulder-Slater  
[Andrea is one of the creators of KinderArt.com]  
**Illustration:** Geoff Slater

## Summary:

Prehistoric paint was created by mixing dirt, ground up rocks and animal fat. Sometimes, bits of burned wood were ground up, mixed with animal fat and used for painting as well. You can create your own prehistoric paint.

## Objectives:

Have you or your kinderartists ever looked at pictures of prehistoric paintings? You have? Great! Now, have you ever thought about trying your hand at some "cave" paintings? Prehistoric paint was created by mixing dirt, ground up rocks and animal fat. Sometimes, bits of burned wood were ground up, mixed with animal fat and used for painting as well. You can create your own "prehistoric paint".

## What You Need:

- small bags
- an old spoon
- some old bowls or styrofoam trays
- vegetable shortening or lard
- a few stiff bristle house painting brushes or old toothbrushes that no one uses anymore
- some mural or finger painting paper
- masking tape
- dirt



### What You Do:

1. Go for a walk outside and using an old spoon or a garden trowel, scoop up some dirt and place it in a bag.
2. Scoop up some more dirt and put it in a different bag -- be sure to look for different colours of dirt.
3. Once you are happy with the amount of soil you have, take it back to a work table and start to take out any bits of stones or grass.
4. If you have an old flour sifter, this would be a good time to use it. If not, just use your hands.
5. Using an old spoon, mash the dirt up in a bowl or tray so that it is nice and smooth (keep the colours separate).
6. Add a spoonful of vegetable shortening to the dirt. Icky isn't it?
7. Add more dirt if the mixture is too light in color.
8. Add more shortening if the mixture is too dry.
9. Once all the prehistoric paint is mixed up, tape some mural paper (or wrapping paper - fancy side down) on the wall or table.
10. Using old paintbrushes or toothbrushes, start to paint!
11. If you are feeling really adventurous, you can go outside and find a big rock or boulder to paint on.

**Did You Know:** In the year 1940, four boys in France - who were playing in a field with their dog - found something very special. After their dog fell down a hole, the boys climbed in to find not only their pet - safe and sound - but caves full of prehistoric art. It was later discovered that the paintings inside the caves were more than 3,500 years old! These caves are called the Lascaux caves.

# DAYDREAMING WITH CHAGALL



**Level:** Primary, Junior

**Grades:** K-8 | **Age:** 5-14 | **Written by:** Julie Moses

[Julie is a homeschooling art teacher who runs Miss Julie's Art School in La Quinta, CA.]

## Summary:

Students will create works of art inspired by artist Marc Chagall's painting I and the Village.

## Objectives:

To explore the concepts of surrealism and early cubism that Chagall portrayed in his work.

## What You Need:

- 9x12 inch piece of drawing paper
- pencil
- markers
- a print or photo Marc Chagall's 'I and the Village.'

## What You Do:

1. Read through "About Marc Chagall" and "About I And the Village" (found below). Discuss with your students.
2. Start by having the kids draw (in pencil) a line from corner to corner on their paper diagonally creating two triangles. Then repeat with the other two diagonal corners so that they end up with a large 'X' on their paper.
3. In one of the triangles they are to draw the profile of a person. They should try to use the whole triangle for this. In the opposite triangle they are to draw the profile of an animal. Again, trying to use as much of the triangle as possible.
4. In the 3rd triangle they should draw what the person is thinking or dreaming about. In the last triangle they are to draw what the animal is thinking or dreaming about.
5. After they are happy with their drawings they should black line the pencil lines all except for the original 'X'.
6. At this point they can add color. Encourage the kids to repeat colors. For younger kids this can be achieved by giving them a very limited selection of markers.
7. For an extension of this project the kids can write stories about their pictures.

## About Marc Chagall

*Written by Andrea Mulder-Slater, KinderArt®*

*"Chagall's career was marked by endless political and social upheaval, which meant he lived a number of different lives as a permanent exile from his homeland."*

~Michel Makarius

Marc Chagall was born in Vitebsk, Belorussia, Russian Empire [now in Belarus] in 1887 - the oldest of nine children. His father worked in a herring factory and his mother sold spices and herring out of a small shop in their home. As a child he studied drawing and painting and in 1910 he went to Paris and became an artist. Chagall often painted dreamlike scenes and many of the pictures he painted include memories from his childhood. In addition to paintings, Marc created stage sets, stained glass, murals and costumes, as well as illustrations for children's books.

## About I and the Village

Written by Andrea Mulder-Slater, KinderArt®

**Title:** I and the Village

**Artist:** Marc Chagall

**Date:** 1911

**Medium/Size:** Oil on canvas, 6' 3 5/8" x 59 5/8"

**Current Location:** Museum of Modern Art, New York, New York

**Points of Discussion:**

*"Chagall here relives the experiences of his childhood, experiences so important to him that his imagination shaped and reshaped them without ever getting rid of their memories."*

~H. W. Janson



I and the Village is a "narrative self-portrait" featuring memories of Marc Chagall's childhood in the town of Vitebsk, in Russia. The dreamy painting is ripe with images of the Russian landscape and symbols from folk stories.

The picture can be broken down into 5 distinct sections. The first at the top right includes a rendering of Chagall's home town, with a church, a series of houses and two people. The woman and some of the houses in the village are upside down, further emphasizing the dreamlike quality of the work. Below that we see a green-faced man who some say is Chagall himself. At the bottom of the work, we see a hand holding a flowering branch. Next to that, an object which some say is a child's bouncing ball -- perhaps a plaything from Chagall's earlier days. Finally, we see the image of a milkmaid layered atop the head of a lamb - a motif common to Chagall. (Cows, bulls and lambs figure in many of Chagall's paintings as cosmic symbols).

The important thing to note about this picture is that it is a reflection of Marc Chagall's dreams and memories. Also relevant is the fact that many of Chagall's pictures (including this one) have symbols that relate specifically to Jewish folklore.

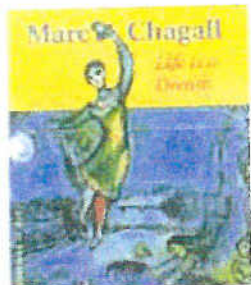
### Interesting

to

### Note:

I and the Village is one of Chagall's earliest surviving works. In it, he ignored the laws of gravity. Objects are upside down, things appear to float and perspective is disregarded entirely. Instead, Chagall chose to focus on color, form and shape. The result is a very emotional work -- a visual diary of Marc Chagall's life.

### Recommended Books/Products:



#### Marc Chagall: Life Is a Dream

by Marc Chagall

Each of the 13 illustrations is accompanied by an engaging

biographical anecdote from a key event in Chagall's life that will spark interest in him as an individual as well as an artist.



Dreamer from the Village: The Story of Marc Chagall

by Michelle Markel

Both straightforward and whimsical, this well-paced picture-book biography of Marc Chagall follows the artist from childhood to his triumphant showing at the Louvre, when he was 90.

# EXPRESS YOURSELF



**Level:** Junior, Middle School

**Grades:** K-8 | **Age:** 5-14 | **Written by:** Rebecca Engelman  
[Rebecca is an art educator at Cathedral School in Bismarck, ND.]

## Summary:

Students will learn about Expressionism. They will then paint portraits in the style of artists like Emile Nolde, Edvard Munch and Vincent van Gogh.

## Objectives:

Students will demonstrate an understanding of expressionism by creating a portrait of a friend who inspires a mood or feeling.

## What You Need:

- 16 x 12 black paper (high quality construction paper works well)
- White chalk
- White Elmer's® School Glue
- Assorted chalk pastels (fluorescence if possible)

## What You Do:

### Introduction:

Give students information on artist who were considered Expressionists. (Van Gogh, Edvard Munch, Emil Nolde, Der Blaue Reiter) Use slides and reproductions to demonstrate the use of distortion and color to evoke emotions.

### STEP 1

Assign each student a partner. As one partner makes a face which portrays a certain emotion, the other partner quickly draws him/her with white chalk on black paper. Emphasis that this should not be a realistic drawing. Use simple lines and large shapes. Try to capture the expression. Make sure the picture fills the page and extends to the bottom.

### STEP 2

Use white glue to trace over the chalk lines. Practice controlling the flow of the glue on scrap paper. Let the glue dry undisturbed overnight.

### STEP 3

Use pastel to color in all flesh areas. Use a finger tip to push the color into the edges of the glue. go over the pastel with a colored pastel and gently blend. Have the students blend pink or red on the cheeks.

### STEP 4

Let the students complete their portraits with the colored pastels. Remind them to use only one finger when blending and to push the color into the edges of the glue. Talk about using colors in unusual ways to create a mood.

### STEP 5

Complete the back ground taking the color all the way to the edge of the paper. Spray with fixative or hairspray to set the pastel.

### **About Expressionism:**

*Written by Andrea Mulder-Slater, KinderArt®*

Expressionism was all about the depiction of emotions and the types of responses those same emotions evoked. The traditional goal of representing nature as accurately as possible was thrown out the window and instead vibrant colors, wild abstract shapes and emotional subject matter took over. Expressionism had its roots in African cultures and included many sub-styles within it including Der Blaue Reiter (the blue rider) and Die Brucke (the bridge).

### **Recommended Books/Products:**

#### Discovering Great Artists

#### Hands-On Art for Children in the Styles of the Great Masters

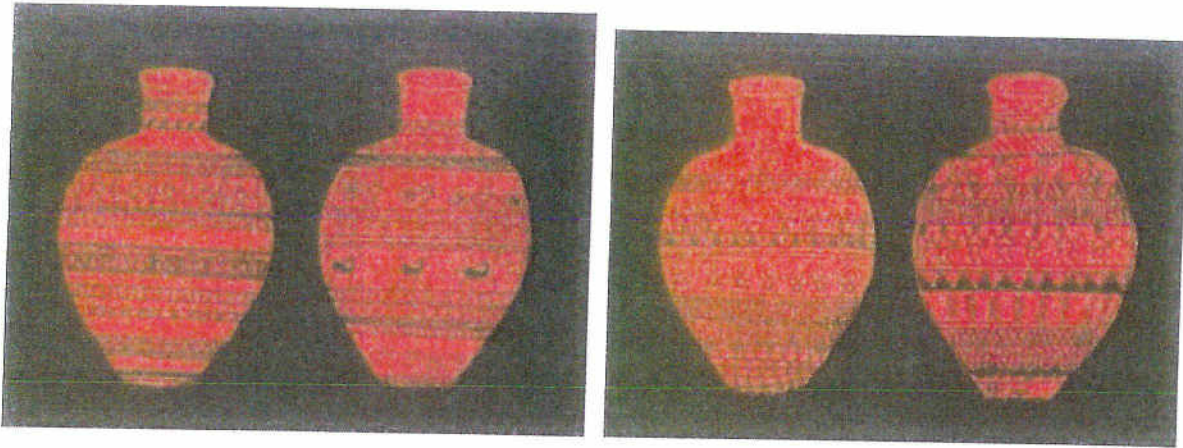
by MaryAnn F. Kohl, Kim Solga, Rebecca Van Slyke

All the ideas in this book reflect the style or techniques of great painters and artists

such as Monet, van Gogh, Rembrandt, da Vinci, over 80 artists from the Renaissance to the present day. All activities use materials found in most homes or classrooms.



# GREEK POTTERY DESIGNS



**Level:** Junior, Middle School

**Grades:** K-8 | **Age:** 5-14 | **Written by:** Amy Woods

[Amy is a teacher at Prescott Central Middle School in Cookeville, TN USA]

## Summary:

Students will be introduced to the designs of Ancient Greek Pottery as they explore the use of geometric and organic shape in making ordered patterns.

## Objectives:

To introduce the designs of Ancient Greek Pottery; to explore the use of geometric and organic shape in making ordered patterns.

## What You Need:

- 9 x 12 red-orange construction paper  
(optional: construction paper can have an outline of a pot copied onto it)
- black markers in a variety of widths
- pencils
- scissors
- rulers
- pictures of Ancient Greek Pottery, especially from the Geometric Period.
- handouts with examples of symbols and designs used in Greek Pottery (see recommended book below)

## What You Do:

- Show the students pictures of Greek Pottery. Discuss the use of shape to make patterns on the pots, emphasizing the use of geometric shapes in the earlier pots. Discuss the transition to organic shapes in the later pottery.

### Project directions:

1. Students use a ruler and a medium-width marker, such as a Sharpie, to draw a series of parallel horizontal lines from top to bottom in the pot outline on the paper. They do not need to stay in the lines, since the pot will be cut out when it is finished. The space between the lines should vary.
2. Students use the markers to draw a different pattern in each row. The larger-width markers can be used to make some of the horizontal lines darker and to color in some of the shapes. Encourage students to use variety by making some of their shapes black and leaving some uncolored.
3. After the pot is completely covered with patterns, it can be cut out and signed.

### More Information:

[Greek Pottery for Kids](http://www.schoolsliaison.org.uk/kids/greecepot.htm) - An excellent, interactive website!  
Kids can design, decorate, print and keep a Greek Pot!  
<http://www.schoolsliaison.org.uk/kids/greecepot.htm>

# GREEK STORY VASES



**Level:** Junior

**Grades:** K-8 | **Age:** 5-14 | **Written by:** Doreen Diorio  
[Doreen is an Art Teacher/Artist at P.S. 105, Brooklyn, New York.]

## Summary:

Students will learn about Ancient Greek Pottery designs as they make their own mini vases using styrofoam cups and paint.

## Objectives:

Introducing students to the art of Greek vases while they develop their own storytelling skills.

## Vocabulary:

Greek, vase, pottery, red, black, ware,

## What You Need:

- styrofoam cups
- Oil Pastels (in black and brick red)
- sharpened pencil
- tissues
- art reproductions (of Greek vases)

## What You Do:

1. Introduce Greek vases through images. Describe creating and storytelling techniques used on vases.
2. Have students lightly draw their own story in 2 parts, first on paper and then on both sides of the cup with a pencil. Emphasize the use of clear outlined images and design with few details
3. Using the pencils, have students "carve" into the lines they wish to keep without breaking the cup. Encourage them to take their time.
4. Color inside the outlined areas with black pastel. Have the students press hard, then smudge with a black craypas. Color outside of the black forms (in the negative space) with brick red craypas. Smudge the pastel onto the cup using tissues. An "outline" will appear white around the forms from the cup color.
5. After the vases are complete, each student should be encouraged to write a short story describing the image on their work of art.

## More Information:

Greek Pottery -- on KinderArt

<http://www.kinderart.com/arthistory/greekpottery.shtml>

## Recommended Books/Products:



### [Ancient Greek Designs](#)

110 royalty-free illustrations adapted from ancient Greek vases, votive reliefs, clay figures, statuary and other authentic sources. Decorative images depict Grecian women, gods and goddesses, warriors, weapons, mythical figures, bacchantes, musical instruments and more. Ideal for adding ornamental grace and style to a wide range of graphic and craft projects.



### [Classical Kids: An Activity Guide to Life in Ancient Greece and Rome](#)

Demonstrates life in ancient Greece and Rome, and the contributions of those cultures to modern civilization, through hands-on activities such as making a star gazer, chiseling a clay tablet, and weaving Roman sandals.

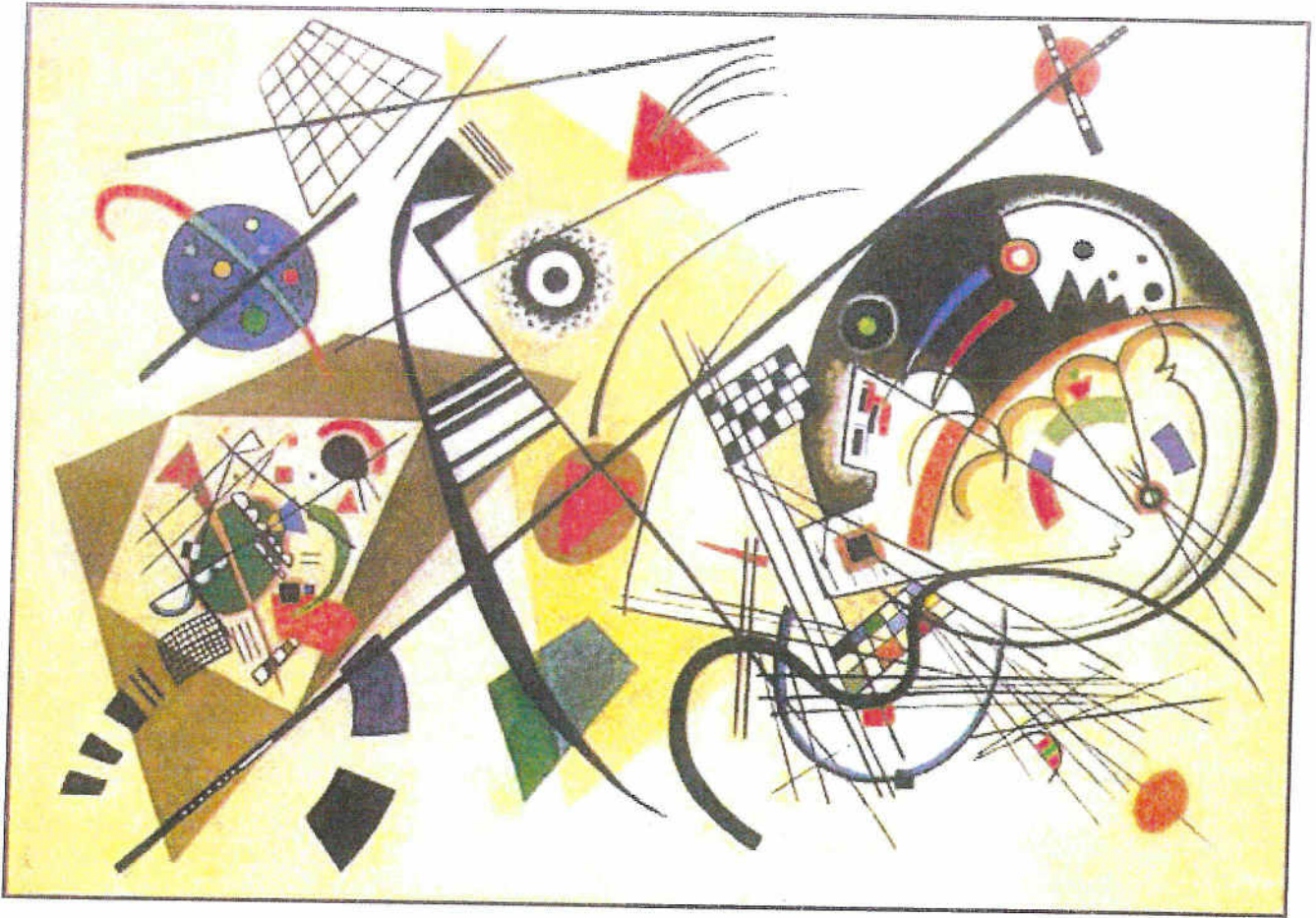


### [Off the Wall Museum Guides for Kids: Greek and Roman Art](#)

by Georgia O'Keeffe, Nicolas Callaway, Nicholas Callaway

Make the "classical connection!" Filled with the magic of mythology; images of sports and romance; exploits of appealing superheroes (like Hercules), and epic adventures of the Trojan War, every piece of Greek and Roman art has a story to tell.

## A LITTLE KANDINSKY FOR ALL



Wassily Kandinsky (1866-1944)  
Transverse Line, 1923  
Kunstsammlung Nordrhein-Westfalen  
Dusseldorf

**Level:** Primary, Junior, Middle  
**Grades:** K-8 | **Age:** 5-14 | **Written by:** Charlotte E. Broxon  
[Charlotte is an art educator at Stone-Robinson E.S in Charlottesville, Virginia. ]

### Summary:

Students will explore the expressive qualities of line and color through the study of Wassily Kandinsky. They will also become more familiar with the painting process, as well as different kinds of colors and lines.

## Objectives:

### Students Will:

- Learn about lines, primary colors, and Kandinsky
- Learn about the expressive qualities of line and color.
- Create primary colored composition, then add black and white lines.
- Explore the expressive qualities of line and color through the study of Wassily Kandinsky. They will also become more familiar with the painting process, as well as different kinds of colors and lines.
- Understand the visual arts in relation to history and cultures.

**History:** Kandinsky

**Criticism:** none

**Studio:** create abstract painting

**Aesthetics:** personal, thoughtful artistic choices will be made

### Concept:

Kandinsky used lines as well as shape and color in his art work.

### Vocabulary:

Line- (poster with different kinds of lines on it.), Primary colors, Kandinsky

### Visual Aids:

- a later, highly abstract work by Kandinsky
- demo materials,
- world map (to show where Kandinsky was from, Russia)
- line poster.

## What You Need:

- brushes
- red, blue, and yellow tempera paint
- black & white tempera paint
- heavy paper (at least 11x17)
- It's a nice touch to play music while the children are painting, especially since Kandinsky was a musician.

## What You Do:

**Day one** Students will create an abstract composition based on the later works of Wassily Kandinsky using the primary colors.

**Day two** Students will add a variety of lines (with small brushes) to the compositions created the class before.

**Motivation:**

1. Discuss Kandinsky visual
2. Discuss primary colors in visual
3. Discuss different lines in visual
4. Remind students that Kandinsky did not paint THINGS so much as shapes, areas, and lines.

**Demonstration:**

1. Model correct painting procedure. (How to handle the brush, etc.)

**Closure:**

1. What does your painting make you think of?
2. What kinds of lines did you use?
3. How were they different?
4. Tell me about the painting we looked at by Kandinsky?

**A Few Rules Are:**

1. Follow your classroom rules.
2. Don't get too loud.
3. Treat your art tools with respect.

**Recommended Books/Products:**



Man on a Horse  
[Buy From Art.com](http://BuyFromArt.com)

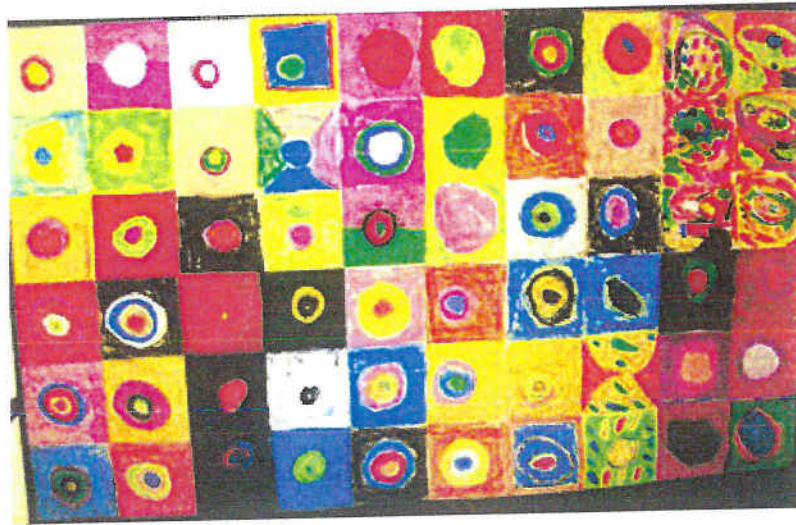


**Wassily Kandinsky: 1866-1944 a Revolution in Painting**

by: Hajo Duchting

Wassily Kandinsky, a Russian-born painter, became one of the founders of 20th-century abstract art, ultimately moving toward the geometric forms for which he is best known. Some of the more beautiful works included in this title are *Several Circles* (1926), *Hard But Soft* (1927), and *Graceful Ascent* (1934). Readers looking for a good introduction to the works of Kandinsky will be delighted with this volume.

# KANDINSKY COLOR STUDIES



**Level:** Primary, Junior, Middle

**Grades:** K-8 | **Age:** 5-14 | **Written by:** Laura Stuart-Smith  
[Laura is an art teacher and artist at St. Joseph School and NCCA.]

## Summary:

Students will study the art and life of Kandinsky. They will also make an oil pastel picture while listening to music.

## Objectives:

Students will learn about artist Wassily Kandinsky as they focus on his life as an artist and a musician.



## What You Need:

- tagboard (poster paper)
- oil pastels
- a variety of music
- a book that shows Kandinsky's work (see Recommended Books below)

## What You Do:

1. Students are taught about famous visual artist Wassily Kandinsky and how he was also a talented musician.
2. Students are shown a variety of Kandinsky's work including Kandinsky's circular color studies.
3. Children explore concepts of color and how it relates to emotion. Examples: What emotion do you associate with red? (anger, embarrassment etc.) What emotions do you associate with blue? (sadness, loneliness, calm) What emotions do you associate with yellow? (happiness, contentment, warmth) etc.
4. Children then fold a large sheet of paper into six squares.
5. Students listen to a variety of music and create circular color studies (in each section) based on how the music makes them feel.
6. When students complete their color studies they are put together to make a large piece of art. The results are quite stunning.

## About Wassily Kandinsky

*Written by Andrea Mulder-Slater, KinderArt®*

**Type of Work:** Painting

**Born:**1866

**Died:**1944

**Nationality:** Russian

**Style/Movement:** Blaue Reiter (The Blue Rider); Bauhaus

**Best Known For:** Founding the group the Blaue Reiter and connecting art with music and spirituality.

**Important Works:** Composition IV, 1911 & With Black Arch, 1912

## Recommended Books/Products:



### Wassily Kandinsky: 1866-1944 a Revolution in Painting

by Dr Hajo Duchting

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# BUILDING A KLIMT



**Level:** Primary, Junior, Middle  
**Grades:** K-8 | **Age:** 5-14 | **Written by:** Jennifer Schero  
[Jennifer is an artist.]

## Summary:

Students will study the art of Gustav Klimt. They will then create two works of art in the style of Klimt, following this step-by-step lesson.

## Objectives:

- Review of shapes and patterns.
- Understanding and applying media, techniques, and processes
- Understanding the visual arts in relation to history and cultures
- Reflecting upon and assessing the characteristics and merits of their [a student's own] work and the work of others

## What You Need:

- 9x12 white construction or cardstock paper
- pre-painted gold, black and white construction or card stock paper (use balck and gold spray paint)
- brown, black, purple, pink, and green markers
- <http://www.klimtgallery.org/>

## What You Do:

I like to take the first day to introduce the patterns of Gustav Klimt's work and the artist himself.

**Note:** SOME of Gustav Klimt's works may not be suitable for young children. Be sure to research any images in books etc. before introducing them to children. We have chosen very suitable images for children and listed them in the Further Resources section below.

If time allows, students may begin the cutting and pasting of black and white squares and rectangles (working on gluing them in a straight line and occasionally inside of one another)

The following days are devoted to building the Klimt patterns. Have students build at least two different types of Klimt-styled works for this lesson.

**NOTE:** explain that this is a game of listening. Call out directions slowly at first and then tell students that you are getting faster as directions are repeated. Feel free to change the following directions for a different variation. No matter what the directions, each child's work will turn out differently.

1. The trick to building a Klimt is to take it slowly and build, trying to fill in the gold paper.
2. I've found that students like to compare their final products with an actual work, to see how they could build up to such a complicated work and how it was all made up of simple shapes.

## Additional Resources

The following images, available from Art.com are very suitable for young children:

- Adele Boch (The Woman in Gold)
- The Kiss
- Accomplishment
- L'Albero Della Vita
- The Tree of Life

## Recommended Books/Products:



The Tree of Life

[Buy From Art.com](#)



### Gustav Klimt: A Painted Fairy Tale

by: Stephan Koja

From painted ceilings and hypnotic murals to gold-flecked portraits, this introduction to the life and work of the great Art Nouveau painter brings to light the many features of Gustav Klimt's art that appeal to younger audiences. Children of all ages will respond to this vibrant exploration of Klimt's most celebrated paintings. Beautiful reproductions of his friezes, paintings, and photographs highlight the important aspects of Klimt's career and personal life. Double-page spreads and dynamic design introduce readers to the artist's intricate mosaics, his use of mythological references, his dazzling palette, and his enchanting and elegant portraits. Young readers are invited inside Klimt's studio, where they learn what a day in the life of the artist entails. They are encouraged to share Klimt's love for painting as they gain an understanding of the artist's unique and mesmerizing work.

### The Woman in Gold: Movie (PG-13)

The movie is based on the true story of the niece of Adele Bloch (the Woman in Gold). There is one scene towards the end where foul language is used. It is recommended that the teacher preview the movie so he or she may fast forward this scene.

# INVENTION CONVENTION



**Level:** Elementary, Middle School  
**Grades:** K-8 | **Age:** 5-14 | **Written by:** Michelle Jamal  
[Michelle is an art educator.]

## Summary:

Students will discover Leonardo da Vinci's inventive ideas as they invent a new machine for the 21st century.

## Objectives:

- The learner will recognize the contributions of Leonardo da Vinci.
- The learner will invent a new machine for the 21st century.
- The learner will make a model of the invention.

## What You Need:

- invention diagram (see recommended links below)
- cardboard boxes
- tempera paint
- brushes
- paint cups
- water containers
- glue
- scissors
- pipe cleaners
- fabric scraps
- construction paper
- markers
- other found objects

## What You Do:

1. Identify and discuss the contributions that Leonardo da Vinci made during the High Renaissance period of Art.
  - o Artist
  - o Scientist
  - o Inventor
2. Students will choose a partner. Each group of students will think of a new machine that would make life easier in the 21st century.
3. Make a diagram of the machine. Briefly describe how the machine will work.
4. Use cardboard boxes and other found objects to build a model of the invention.
5. Paint/color the machine after it is completely put together.
6. Add fabric, glitter, yarn, buttons, etc... to finish the invention.
7. Present the invention to the class.
  - o What is the name of the invention?
  - o What does it do?
  - o How does it work?
  - o How much will it cost?
  - o Where could you purchase it?

## About Leonardo Da Vinci

by Andrea Mulder-Slater, KinderArt®

Born: 1452; Died: 1519

**Leonardo Da Vinci** was, as you are probably aware, a true master artist. In fact, many folks refer to him as the greatest artist ever produced by the Renaissance. The man who grew to a ripe old age of 67, is probably best known for his mysterious painting, "Mona Lisa" or "La Gioconda", a portrait of the wife of a Florentine official which was painted in Da Vinci's later years. As a painter, Da Vinci was astounding, having trained under the watchful eye of Verrocchio, a Florentine painter, goldsmith and sculptor. Da Vinci learned his craft and went on to use it not only for pleasure, but for payment. His reputation as a master earned him many commissions. He was the original creative thinker, a philosopher as much as an artist who after contemplating a move in his work, would stop, look and contemplate some more.

A painter, sculptor, scientist, inventor, architect, mathematician and philosopher, Leonardo Da Vinci influenced generations of humans.

### Additional Resources

Leonardo's Mysterious Machines

<http://www.mos.org/sln/Leonardo/LeosMysteriousMachinery.html>

Exploring Leonardo da Vinci, Science Learning Network

<http://www.mos.org/sln/Leonardo/LeoHomePage.html>

Leonardo da Vinci: A Man of Both Worlds

[http://library.thinkquest.org/3044/nov\\_main.html](http://library.thinkquest.org/3044/nov_main.html)

## Recommended Books/Products:

### Leonardo Da Vinci for Kids : His Life and Ideas

by Janis Herbert

The marriage of art and science is celebrated in this beautifully illustrated full-color biography and activity book of Leonardo da Vinci. Kids will be gin to understand the important discoveries that da Vinci made through inspiring activities, such as determining the launch of a catapult, sketching animals, creating a map, learning to look at a painting, and more.

# MEET MATISSE



**Level:** Elementary, Middle School  
**Grades:** K-8 | **Age:** 5-14 | **Written by:** Eileen Urbanski  
[Eileen is an instructor at Avon Village School, Avon, OH.]

## Summary:

A series of lessons to help your students learn about French artist Henri Matisse.

## Objectives:

Students will learn all about Matisse.



### What You Need:

- manilla paper (12" x 18")
- pencils
- construction paper
- tempera paint
- glue
- Matisse biography - [Click Here](#)

### What You Do:

I went on a wonderful adventure with my 2nd graders, we went to France and met Matisse! Well not really, but we learned about how he became interested in art and why he drew busy designs and interesting shapes!

In the first lesson, examples of Matisse's work were shown, a story was read, then a homework assignment was given! (see Matisse story below).

The next lesson had the students explore the use of shapes, they traced their hands over and over again on a sheet of 12x18 manila paper, overlapping and even running them off the page. They used markers to fill each hand in with an colorful and interesting design.



With our final exploration, each student was allowed to choose 3 colors of bright paper, they traced their hands again and cut them out. Next they created a positive shape design:



and a negative shape design:



we then moved right into painting like the Fauves!





At the end of this unit the students compiled a small booklet with vocabulary words and coloring pages of Matisse's still life sketches to take home!

### **A Story About Henri Matisse**

**A story about Henri Matisse by Eileen Urbanski, Art Teacher at Avon Village School - Avon,OH**

Henri Matisse was born in France in 1869. His father sold seeds and grain and his mother was a dressmaker. At the age of 20 Henri was studying to be a lawyer when he became very ill. He had to have surgery and was bedridden. Henri was very bored just lying around so his mother gave him a box of paints and brushes so he would have something to do. When he recovered he did not want to go back to law school, instead he went straight to art school!

Matisse was so good at painting that the school didn't help him so he decided to open his own school and show other artists how he painted. Art critics thought Henri and his friends painted like "Fauves" (a French word for wild beasts) because they used bold bright and unusual colors. Critics thought the "Fauvists" would never be successful artists, but they were wrong. Henri Matisse worked on his art for over 60 years and became one of the greatest artists of all time! Throughout his lifetime, he suffered from poor health, but that never stopped him from creating art! Many pictures were painted from his sick bed so they show the inside of his room and a view of the outdoors through an open window, the rooms had patterned wallpaper, curtains, tablecloths and many everyday objects, there was so much to look at in Matisse's pictures! He used rich colors and shapes and loved to paint people too. Henri was also known for trying a new style by painting paper and then cutting it out and pasting it into the painting.

Matisse was married and had three children. He loved to travel and explore other countries and often was influenced by those cultures and their folk art. He died in 1954 he was 85!

Henri Matisse is one of my very favorite artists, he has given us new and colorful, creative ideas to use in our own art, and his paintings are treasured in museums all over the world!

### **Recommended Books/Products:**

#### **Matisse for Kids**

by: Margaret Hyde

#### **Henri Matisse (Getting to Know the World's Greatest Artists)**

by: Mike Venezia

# MATISSE CUTOUTS



Henri Matisse  
Icarus (Jazz), 1947 Cut Paper  
Metropolitan Museum of Art, New York

**Level:** Junior

**Grades:** K-8 | **Age:** 5-14 | **Written by:** Liliane Bohbot  
[Liliane is an art educator Montreal, Canada.]

## Summary:

Students will create cut paper pictures in the style of master artist Henri Matisse.

## Objectives:

- To understand color and composition from an arrangement of color paper cut-outs without a definitive sketch or drawing.

## What You Need:

- paper (different colors)
- glue
- scissors

## What You Do:

1. Introduce Matisse.
2. Bring some pictures of Matisse and discuss how he worked on decoupage in his later years while he was in a wheelchair and couldn't paint anymore. Matisse explained that those cut-outs were his best work.



3. Proceed with the workshop by allowing the students to cut out shapes with three different colors of paper.
4. The idea is to move away from representation and allow a composition from the assortment of pieces of paper.
5. Leave a little time for clean up and critique.

### **Recommended Books/Products:**

#### Matisse for Kids

by: Margaret Hyde

#### Henri Matisse (Getting to Know the World's Greatest Artists)

by: Mike Venezia

# MONET AND IMPRESSIONISM



Artist: Two Socks (TS)  
Title: "The Japanese Bridge"

**Level:** Junior, Middle

**Grades:** 3-8 | **Age:** 8-14 | **Written by:** Judy Sassano

[Judy is an art teacher at George Washington Elementary School in Camden, N.J.]

## Summary:

This lesson from Judy Sassano teaches students about Monet and Impressionism as students are encouraged to create their own Impressionistic painting.

## Objectives:

- Students will learn about Monet and Impressionism
- Students will learn about negative space
- Students will develop ability to use materials
- Students will develop imagination and creativity

- Students will develop ability to mix colors on a palette

### Vocabulary:

Claude Monet, Landscape, Water, Reflection, Floral, Flowers, Trees, Impressionism, Water Lilies, Japanese Bridge, Loose, Light, Airy

### What You Need:

- White heavy stock poster board 10x10 or larger
- Masking tape
- Scissors
- Sponges
- Green, yellow, blue, pink, purple, white tempera paint
- Paper plates for palettes
- Clean up material
- Any visuals which include Monet's Waterlilies and the Bridge or Gardens at Giverny (see list below)
- [Book](#) and/or [video](#) of Linnea in Monet's Garden

### What You Do:

1. Show students Monet's paintings and emphasize how they look fuzzy up close but realistic from a distance.
2. Discuss Impressionism and explain that the students are going to paint an Impressionistic garden.
3. Demonstrate by taking a long piece of tape and cutting it into needed sizes to create a bridge, stairway, trellis, fence, or what ever you decide is going to be part of your garden.
4. Create your idea by sticking the tape on your paper in the shape of an object (bridge, stairway, etc.)
5. Using sponges, create sky, grass, water, trees, flowers etc. by dabbing the colors on to your paper.
6. Be sure to paint over the tape, too. No white paper should show.
7. When dry, carefully pull the tape off of the painting.
8. It should appear that your objects are painted in white and your garden blooms around it.
9. From far away the painting will appear more realistic. Close-up it will appear as splotches of paint.

### About Claude Monet:

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*Written by Andrea Mulder-Slater, KinderArt®*



Claude Monet: Bridge at Giverny Claude Monet was a French painter whose 1872 painting, "Impression Sunrise" (which depicted sunlight dancing and shimmering on water), gave the name to the entire Impressionist movement. Monet felt that nature knows no black or white and nature knows no line. These beliefs resulted in this artist creating beautifully colorful and energetic pieces of work. The leading member of the Impressionists, Claude Monet captured the spontaneity of nature's wonderful light. He was also incredibly prolific and today many museums (and private collectors) possess his work.

### About Impressionism:

*Written by Andrea Mulder-Slater, KinderArt®*

Impressionism (the word) came from a painting by a fellow named Claude Monet. The painting was titled, "Impression Sunrise" and it depicted (among other things) sunlight dancing and shimmering on water. The movement lasted from around 1870 to 1910 and included artists such as Monet, Degas and Pissarro. Light, surface, color and capturing fast fleeting moments... that's what Impressionism was all about. Hard to believe that in the late 1800's, many folks hated the stuff, given all the impressionists art calendars we see today...

### Recommended Books/Products:



#### **BOOK: Linnea in Monet's Garden**

by Christina Bjork, Lena Anderson

Linnea has visited Claude Monet's garden! In Paris, she got to see many of his actual paintings. Now she understands what it means for a painter to be called an Impressionist. This innovative art book for children contains full-color photos of many of Monet's famous paintings.



#### **VIDEO: Linnea in Monet's Garden**

An animated story about a young girl who visits the painter Monet and looks at the actual places that inspired many of his works as they emerge in live action from the animation.

Monet and the Impressionists for Kids

by Carol Sabbeth

Their Lives and Ideas and 21 Activities

# MONET'S GARDEN BY THE SEA



**Level:** Primary, Junior

**Grades:** K-8 | **Age:** 5-14 | **Written by:** Julie Mower

[Judy is an art teacher at The Phoenix Center, Nutley, New Jersey]

## Summary:

This lesson is part of a unit of study focusing on the career of Claude Monet. It explores his painting - "Garden at Sainte-Adresse". The concept of using strong vertical, horizontal, and diagonal line is introduced, and the students will create their own garden by the sea utilizing a similar composition design.

## Objectives:

Students will:

- establish their own design utilizing a similar composition to Monet's.
- integrate their drawing skills in creating a "garden by the sea".
- utilize strong vertical, horizontal, and diagonal line within their compositions.

- Incorporate their skills of establishing foreground, middle ground, and background in their composition.

### What You Need:

- Display size reproduction of Monet's "Garden at Sainte-Adresse" (or, see recommended products below lesson plan)
- 12"x18" white drawing paper
- Pencils
- Erasers
- Oil pastels

### What You Do:

1. Pass out paper, pencils and erasers.
2. Display and discuss Claude Monet's painting "Garden at Sainte- Adresse".
3. Discuss Monet's love of flowers and water.
4. Review the concept of foreground, middle ground, and background on the picture plane.
  - a. Instruct the students to lightly establish these 3 areas by drawing 2 light horizontal lines on their papers.
5. Point out Monet's use of horizontal line (horizon of the ocean, the wooden fence in the garden), vertical line (flag poles, tall standing flowers), and diagonal line (patio).
6. Instruct the students to create their own "garden by the sea"
  - a. Remind the students they must establish strong vertical, diagonal and horizontal lines.
    1. Hint: The lines can be almost anything, trees, houses, roads, etc.
    - b. Students can depict any type of scene, but they must include flowers and water.
7. 7. Students must show their pencil drawings before introducing oil pastels.

**Differentiated instruction accommodations** - Students who are more advanced drawers can get as complex as they would like with this project. Beginning students or students with special needs should be encouraged to establish basic compositions - offering any necessary assistance.

### Evaluation/Assessment

- Did the student use strong diagonal, horizontal, and vertical line in his/her design?
- Were flowers and water incorporated into the composition?
- Did the student establish a foreground, middle ground, and background on the picture plane?

### About Claude Monet:

*Written by Andrea Mulder-Slater, KinderArt®*

Claude Monet was a French painter whose 1872 painting, "Impression Sunrise" (which depicted sunlight dancing and shimmering on water), gave the name to the entire Impressionist movement. Monet felt that nature knows no black or white and nature knows no line. These beliefs resulted in this artist creating beautifully colorful and energetic pieces of work. The leading member of the Impressionists, Claude Monet captured the spontaneity of nature's wonderful light. He was also incredibly prolific and today many museums (and private collectors) possess his work.

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### Recommended Books/Products:



The Terrace at Sainte-Adresse, 1867

[Buy From Art.com](#)



#### **BOOK: Linnea in Monet's Garden**

by Christina Bjork, Lena Anderson

Linnea has visited Claude Monet's garden! In Paris, she got to see many of his actual paintings. Now she understands what it means for a painter to be called an Impressionist. This innovative art book for children contains full-color photos of many of Monet's famous paintings.



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by Carol Sabbeth

Their Lives and Ideas and 21 Activities



# NORVAL MORRISSEAU X-RAY PAINTING



Norval Morriseau: Observation of the Astral World (1990)  
Source: National Gallery of Canada and CyberMuse  
<http://national.gallery.ca>

**Level:** Elementary-High School

**Grades:** K-12 | **Age:** 5yrs and up | **Written by:** Andrea Mulder-Slater  
[Andrea is one of the creators of KinderArt.com.]

## Summary:

Students will learn about artist Norval Morriseau as they create an x-ray painting in the Eastern Woodland Style.

Before you begin painting, have look at some of Morriseau's works. Think about what the symbols mean and how the titles help us to understand what is going on in the work. Also, discuss how the work makes you feel. Remember, there are no wrong answers. Don't be afraid to brainstorm and share ideas and opinions because everyone will have a different way of looking at the work. The most important thing is to express how you feel about what you see, and why you fee that way. Read through "[How to Look at Art](#)" on the KinderArt Art Speak Page.

## Background:

Norval Morriseau was born in the early 1930s on the Sandy Point Lake Reserve north of Thunder Bay in Ontario Canada.

He was raised by his Grandparents and through them learned traditional Ojibwa customs, values and beliefs. It was in his youth that he received - from his Grandfather - his "mission" to share through art, all of those things he was taught to respect about Ojibwa culture.

During the 1950s, Morriseau was hospitalized with Tuberculosis. While in hospital, he began painting and drawing his visions on birch bark and brown paper bags... he painted visions which were uniquely his own. Later, in the 1960s he traveled widely to bush communities in Canada and visited some northern Minnesota reservations where

he met with many who today are considered knowledgeable elders, both to learn from them and to teach. He taught by painting, as well as writing.

A medicine man or shaman, Morrisseau developed a style which has since evolved and been used by many Native artists. The style is called the Eastern Woodland Style and can be seen in the works of Daphne Odjig, Carl Ray and Blake Debassige.

### Vocabulary:

**Image** - An image is essentially a picture ... something seen in a work of art. In Morrisseau's work, we see images of people and animals.

**Ground** - This is what the artist has created his work on ... this could be birch bark, paper, canvas or wood.

**Media or Medium** - This is what the artist uses to create his/her work. Paint (tempera, acrylic, watercolor, oil), pencil, crayon, conte chalk ... all are known as media.

**Symbol** - A symbol is a picture or image that tells a story without using words. Ask your students to think about "everyday" symbols like the pictures seen on men's and ladies washrooms, no smoking signs or the Big "M" of McDonalds. How many other symbols can you think of?

Some examples of Symbols in Morrisseau's work:

**Circle** - The circles in Morrisseau's work tell us about the life cycle, the sun, the moon and directions (North, South, East, West).

**Lines** Energy Lines. You can see them extending from the hand or the body of a figure. Sometimes they are connected ... sometimes they are alone or isolated.

**Eyes** - Large eyes that see all can be found in Morrisseau's work. These eyes are a symbol of a shaman or medicine man.

**X-Ray** - This is a style attributed to Morrisseau. The X-Ray technique shows the interior as well as the exterior of a figure. The various parts of a body for example are expressed with different colors and lines.

### What You Need:

- Heavy paper or cardboard (about 12" x 14" per student)
- Thick water based paint. (Acrylic is wonderful but you can also use tempera or poster paint)
- Paintbrushes & water
- Examples of Morrisseau's art
- Images of animals for reference

## What You Do:

1. Norval Morriseau used what is referred to as an X-Ray technique when he painted a work of art. Not only do you see the person or animal that has been painted, but you also see the energy within the animal or person.
2. Have your students choose a subject for their painting - a fish, a bird, a turtle, etc.
3. Students can then sketch the outline of their subject on their paper.
4. Next, students should think about the interior of their subject - the energy and emotion inside.
5. Students can then draw lines (using ink, crayons, oil sticks, oil pastels etc), colors (using paint, oil pastels, cut up paper etc.) and shapes inside the subject ... the more the better.
6. Let imagination take over as the paper is filled with paint.

\*You can also try this lesson using crayons or pencil crayons instead of paint.

## One Step Further:

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- Ask your students to seek out symbols in Morriseau's work and create a story based on what they see.
- Next, have your students create their own "symbol story". Have them tell a story on paper using absolutely no words. Then pass the symbol stories around the room to see how other students "read the work".

# GEORGIA O'KEEFFE'S FLOWERS



Georgia O'Keeffe  
White Flower on Red Earth

**Level:** ECE, Primary, Junior, Middle School, High School  
**Grades:** PreK-12 | **Age:** 2 and up | **Written by:** Beth Elzinga  
[Beth is an art educator from CVCS/NCCA in Ferrisburgh, VT]

## Summary:

Students will make large scale paintings and drawings of flowers in the style of Georgia O'Keeffe

## Objectives:

### Identification:

- Students will be directed to observe the shapes and lines that make up a flower.

### Historical:

- Students will look at the work of Georgia O'Keeffe.

### Creation:

- Students will create a flower drawing and/or painting.

### Appreciation:

- Students will learn to appreciate the art created not only by them, but by others as well.

### What You Need:

- Watercolor paper
- Watercolor pencils
- Pastels & crayons
- Heavy weight paper
- Photos of all kinds of flowers or use a live flower
- Sealer for the pastels ( you can use an 80% glue 20% water mixture - sprayed on using a glass cleaner bottle)
- Georgia O'Keeffe Reproductions

### What You Do:

1. After a discussion about Georgia O'Keeffe and showing reproductions of her MAGNIFIED flower paintings, students are to choose one of the photos of flowers to reproduce.
2. They were to concentrate only on the flower itself, not the leaves or background.
3. They are to fill the whole paper with their flower.
4. They are to look closely at the center of it.

### About Georgia O'Keeffe:

#### Georgia O'Keeffe (1887-1986)

American abstract painter born in Wisconsin. She attended the Art Institute of Chicago, the Art Student's League in New York, and Columbia Teacher's College in New York. She was an art teacher before she became a full time artist. She was a leader in the development of the American Modernism Movement. O'Keeffe painted still lifes, massive flowers, the New York at Night series, southwestern landscapes and stark bones found in the desert. In 1939, she was selected as one of the twelve most outstanding women of the past fifty years by the New York World's Fair Committee. Her painting, Sunset-Long Island, was chosen to represent New York in an exhibition of the art of the United States at the World's Fair. In 1985, O'Keeffe was granted the Medal of Arts by President Ronald Reagan.

### Recommended Resources:

#### [The Georgia O'Keeffe Museum](http://www.okeeffemuseum.org)

[www.okeeffemuseum.org](http://www.okeeffemuseum.org)

#### [The Flower Image Library](http://www.thefloralnet.com/fil)

[www.thefloralnet.com/fil](http://www.thefloralnet.com/fil)

### Recommended Books/Products:



#### [Georgia O'Keeffe : One Hundred Flowers](#)

by Georgia O'Keeffe, Nicolas Callaway, Nicholas Callaway

A collection of 100 famous and extravagantly beautiful flowers is available in an unprecedented miniature trade paperback edition.

Georgia O'Keeffe (Getting to Know the World's Greatest Artist)

by Mike Venezia

Briefly examines the life and work of the twentieth-century American artist known for her paintings of flowers and presents examples of her art.

Georgia O'Keeffe (Portraits of Women Artists for Children)

by Robyn Montana Turner

A biography of the prominent American artist renowned for her images of gigantic flowers, cityscapes, and distinctive desert scenes.

## De Grazia and the Gallery in the Sun



*Balloons in the Sun*



*Drummer Boy*



*Flower Boy*



*Los Niños*



*Los Niños en la Oración*

**Level:** Elementary-High School  
**Grades:** K-12 | **Age:** 5 and up | **Written by:** Anna McGarrigle  
[Anna is an art educator from Tucson.]

### Summary:

Students will study the art and life of Ettore "Ted" de Grazia. They will also make an chalk pastel pictures while listening to Native American music.

### Objectives:

This lesson is to help students practice drawing various shapes and using those shapes to associate meaning with everyday items.

## What You Need:

- Construction paper (black, blue, brown, tan, etc.)
- Pastel chalks
- Native American panpipe music
- Access to de Grazia's gallery in the sun (<http://degrazia.org/education>)

## What You Do:

1. Day one distribute light blue construction paper.
2. Demonstrate drawing shapes. Have students start with drawing a circle the size of a quarter with a pencil. Directly under the circle, draw a slanted triangle for a shirt and vertical rectangle for the pants for a boy. For the girl, draw a large triangle under the quarter-sized circle. For each, draw a smaller triangle on each side of the larger triangle for arms.
3. Using black pastel chalk, have students draw straight sticks around the circle pointing the sticks downward. This becomes the children's hair.
4. Using yellow pastel chalk, students will draw an oval around the boy's head. This will become the sombrero. Then color in the sombrero with the chalk. Remind students that chalk easily smears, so they should take their time.
5. De Grazia used bright, bold pastel colors. Children should be encouraged to do the same as they draw the balloons.
6. Use light brown flesh colored chalk pastels to color in the faces and make little ovals to represent hands. De Grazia is an impressionist-type artist.
7. Use bright and bold pastels to color in the children's clothing.
8. Use a fine-tipped black sharpie or marker to draw dots for eyes and a dot or small oval for a mouth. Draw the strings of the balloons with the marker as well going from the bottom of the balloon to the hands of the children.
9. Day two onward. This lesson can take several periods, depending on how in depth you wish the students to learn about Native American impressionistic artworks.
10. Continue as on Day 1, but display on the screen or overhead projector another image of de Grazia's work. You can do a Boolean search or use the pictures displayed on The Gallery in the Sun's website.

## About Ettore "Ted" de Grazia

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**Type of Work:** Painting

**Born:** 1909; Morenci, Arizona

**Died:** 1982; Tucson, Arizona

**Nationality:** Italian-American

**Style/Movement:** Native American Impressionism

**Best Known For:** Founding the Gallery in the Sun; focusing on shapes to convey meaning through Native American life, especially that of children.

**Important Works:** Flower Boy; Los Ninos; The Mission; Native American Hanukah





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