

# ART ELEMENTARY

1ST GRADE YEAR  
CURRICULUM

**36 WEEKS**



**Warm and Cool Colors**  
The Color Wheel

A color wheel is a grouping of colors in a circle. On a color wheel warm colors fall on one side of the wheel and cool colors fall on the other.

Cool colors include: Greens, Blues, Purples

Warm colors include: Reds, Oranges, Yellows

**COIL CONSTRUCTION**  
CREATING PATTERNS WITH COILS

When building with coils try adding design by bending and twisting the coils into shapes. Try the designs below - and experiment to create your own!

**SPIRAL:** Roll out a coil, then twist it around the center to create a spiral design.

**STRIPES:** Use six or more coils to create stripes. Try using long and short coils.

**ZIG-ZAG:** Roll a coil and bend it back to create a zig-zag pattern.

**COLOR**

**ALEXANDER CALDER**

Add your own design to the Calder mobile below. Add lines and shapes to create patterns and your choice of color. Use colored pencils, crayons, or markers.

**PRACTICE THEIR STYLE**

**PROJECT GUIDE**

REpeating lines and shapes to create a design. Check out the above examples for inspiration.

**EVERYTHING FOR A SCHOOL YEAR IN 1ST GRADE**  
**23 LESSONS, 16 PROJECTS, 30 ACTIVITIES**



# EVERYTHING FOR A YEAR



This art curriculum is geared towards lower elementary designed with first graders in mind.



**Cover all THIRTY SIX WEEKS of the year in 1st grade. Seasonal, beginning of the year, end of year.**



Teacher notes, presentations, demo videos included to help you guide the projects. No experience is needed!



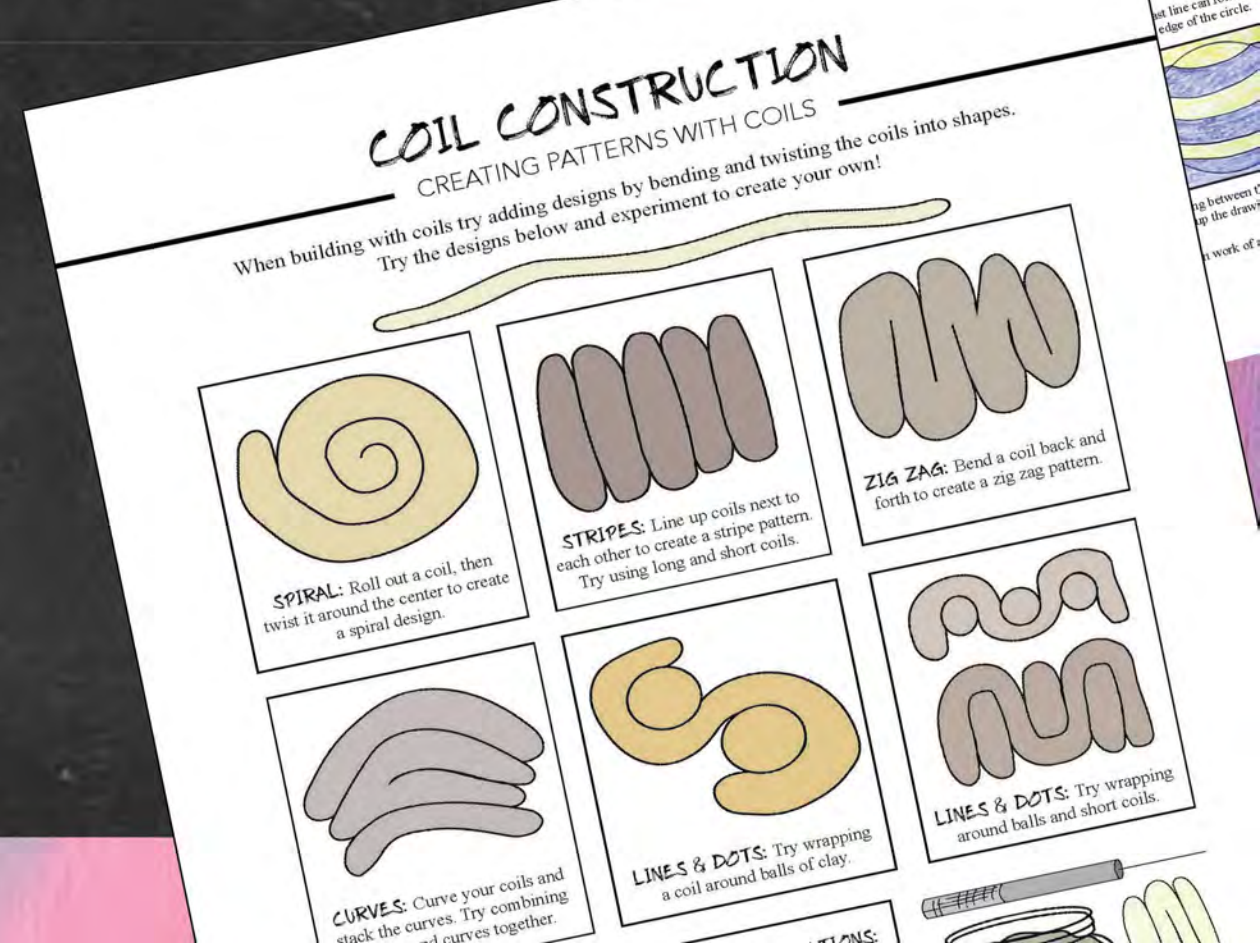
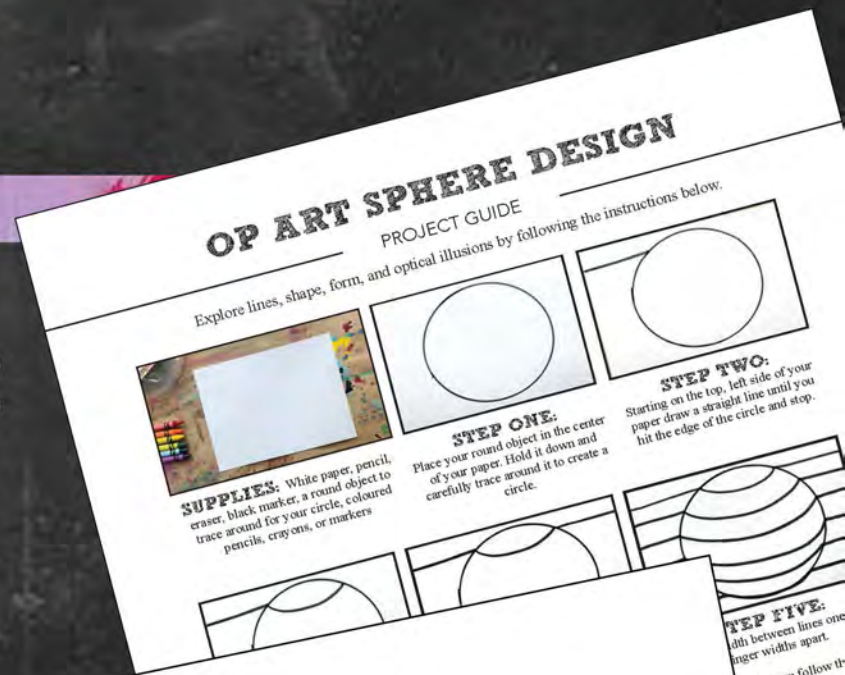
**23 Lessons, 16 Projects, 30 Activities, 15 Demo Videos**



# WHAT YOU GET

## Lesson Packs Typically Include:

- ✓ Lesson Plan, Teacher Notes
- ✓ Intro Presentation
- ✓ Project Guides
- ✓ Activities
- ✓ Checklists
- ✓ Colour, color spelling





# 1<sup>ST</sup> GRADE ART

SCOPE, SEQUENCE, TIMELINE FOR A ONCE A WEEK, 40 MINUTE, YEAR LONG CLASS

WEEK	2 <sup>ND</sup> GRADE	SUPPLIES
1	<p><b>FIRST WEEK OF SCHOOL:</b> Assign seats, review class procedures, class rules, and any first day information. All classes work on an elements of art review activity.</p>	<p><b>Introduction to the Elements of Art:</b></p> <ul style="list-style-type: none"> <li>Pencil</li> <li>Erasers</li> <li>Colored pencils, markers, or crayons</li> <li>Printed activities</li> </ul>
	<p>Introduce the elements of art. Students work on a shape poster coloring activity. Keep the other posters on hand for fast finisher, line and color are next, or for an emergency sub plan or fun Friday station.</p>	
2	<p><b>Line, Shape, Space Review:</b></p> <ul style="list-style-type: none"> <li>Review line, shape, and space.</li> <li>Students create a design using overlapped shapes filled with line designs.</li> </ul>	<p><b>Line, Shape, Space Review:</b></p> <ul style="list-style-type: none"> <li>White drawing paper (6" x 9")</li> <li>Construction paper: black or assorted colors</li> <li>Coloring changing markers (such as <a href="https://amzn.to/3LQXSar">https://amzn.to/3LQXSar</a>)</li> <li>Folders to store projects in to be finished Day 2</li> <li>Crayons</li> <li>Optional: pencils and erasers</li> <li>Pennies (enough for each student or one/class)</li> <li>Scissors</li> <li>Glue</li> </ul>

3	<p><b>Draped Clay Bowl:</b></p> <ul style="list-style-type: none"> <li>Project introduction.</li> <li>Roll coils.</li> <li>Make design into clay slabs.</li> <li>Teacher drapes them over bowls.</li> </ul>	<p><b>Draped Clay Bowl:</b></p> <ul style="list-style-type: none"> <li>Clay, red (use white if using colored)</li> <li>wire zatter</li> <li>thin sheets of plastic (produce bags or grocery store)</li> <li>worksheets for clay construction.</li> <li>pencils</li> <li>bowls with smooth bottoms for draping (bead or similar 16 oz. bowls)</li> <li>dull erasers or wale tip markers</li> <li>drawing paper</li> <li>paint brushes</li> <li>clear glaze</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>bowls of diluted white tempera paint</li> <li>sheets of scrap paper (9x12 or half sheet)</li> <li>damp paper towels</li> </ul> <p><b>Polymer Clay Version:</b></p> <ul style="list-style-type: none"> <li>Polymer clay in a variety of colors                     <ul style="list-style-type: none"> <li>For this size bowl each student approx. 3 small clay blocks, different colors</li> </ul> </li> <li>worksheets for clay construction</li> <li>pencils</li> <li>2 oz plastic dip bowls for draping</li> <li>Foil</li> <li>Plastic wrap (optional, used to cover &amp; prevent sticking)</li> </ul>
7	<p><b>Textured Castle Drawing:</b></p> <ul style="list-style-type: none"> <li>Introduction to depth and texture.</li> <li>Texture rubbing activity.</li> </ul>	<p><b>Textured Castle Drawing:</b></p> <ul style="list-style-type: none"> <li>Drawing paper, 9"x12" or larger</li> <li>Thin paper for texture rubbings (such as newsprint)</li> <li>Pencils and erasers</li> <li>Crayons</li> <li>Textured items or areas for rubbings.</li> </ul>
8	<p><b>Textured Castle Drawing:</b></p> <ul style="list-style-type: none"> <li>Finish drawing.</li> <li>Add color and texture rubbings.</li> </ul>	
9	<p><b>Pumpkin Painting Project:</b></p> <ul style="list-style-type: none"> <li>Project introduction, drawing.</li> <li>Draw a pumpkin patch early finisher.</li> </ul>	<p><b>Pumpkin Painting Project:</b></p> <ul style="list-style-type: none"> <li>Heavy white drawing paper cut in desired size.</li> <li>Pencils and erasers, optional</li> <li>Black water base markers, wedge tip or broad line</li> <li>Tempera paint, red, yellow, blue, optional white</li> <li>Paint brushes</li> <li>Containers of rinse water</li> <li>Paper towels</li> <li>Scissors</li> <li>Glue</li> </ul>
	<p><b>Pumpkin Painting Project:</b></p> <ul style="list-style-type: none"> <li>Pumpkin painting.</li> <li>Draw a pumpkin patch early finisher.</li> </ul>	
19	<p><b>Cut Snowflake Activities:</b></p> <ul style="list-style-type: none"> <li>Cut symmetrical snowflake designs.</li> <li>Use them to create positive and negative space designs.</li> </ul>	<p><b>Cut Snowflake Activities:</b></p> <ul style="list-style-type: none"> <li>Squares of white paper, 2-3 for each student. Paper is too thin the paint may soak through stencil activity. If it's too heavy student hard time cutting through it. Find a medium weight paper. Experiment with what works!</li> <li>Scissors</li> <li>Boxes: 1 for each table (to put trash in)</li> <li>Pencils</li> <li>Heavy white paper (larger than snowflake)</li> <li>Thin white paper for rubbing (Early F activity)</li> <li>Turquoise liquid watercolor, diluted</li> <li>Refillable fine spray bottle</li> <li>Dark crayons with flat ends (or pieces peeled off)</li> <li>Lightweight paper (8.5" x 11" copy paper)</li> </ul>
20	<p><b>Fish or Bug Scratch Foam Print:</b></p> <ul style="list-style-type: none"> <li>Design a fish or bug.</li> <li>Add a border to their drawing.</li> <li>Bug designs fast finisher.</li> </ul>	<p><b>Bug or Fish Scratch Foam:</b></p> <ul style="list-style-type: none"> <li>Scratch Foam board cut into 4"x6" pieces</li> <li>Lightweight copy paper cut into 3"x5" pieces</li> <li>Pencils, erasers</li> <li>Dull pencils for drawing on scratch foam</li> <li>Masking tape</li> <li>Scissors</li> <li>How to Draw a Fish and How to Draw a Handout</li> <li>Black permanent ink</li> </ul>
21	<p><b>Fish or Bug Scratch Foam Print:</b></p> <ul style="list-style-type: none"> <li>Finalize fish or bug design.</li> <li>Transfer design onto the scratch foam.</li> </ul>	
34	<p><b>Cool Chick Sculpture &amp; Cartoon Faces:</b></p> <ul style="list-style-type: none"> <li>Design a chick that goes from a flat 2D shape to a 3D form.</li> <li>Create a cartoon face strip that shows emotion and tells a story.</li> </ul>	<p><b>Cool Chick:</b></p> <ul style="list-style-type: none"> <li>Heavy drawing paper or construction paper</li> <li>Pencils</li> <li>Erasers</li> <li>Scissors</li> <li>Glue</li> <li>Markers, crayons, or colored pencils to add details and color</li> <li>Optional: glitter, feathers, sequins, ribbons, etc to decorate chick</li> </ul> <p><b>Cartoon Faces:</b></p> <ul style="list-style-type: none"> <li>Drawing paper</li> <li>Cartoon Faces sheets</li> <li>Pencils, erasers</li> <li>Black pens</li> <li>Markers, thin tip</li> <li>Colored pencils</li> <li>Strips of drawing paper for comic strips</li> </ul>
35	<p><b>Animation Video Viewing + Flip Pictures:</b></p> <ul style="list-style-type: none"> <li>Watch the other classes animation videos.</li> <li>Make flip pictures while they watch or after watching the videos.</li> </ul>	<p><b>Flip Pictures:</b></p> <ul style="list-style-type: none"> <li>Strips of lightweight paper (copy or notebook paper), 8.5" x 3"</li> <li>Pencils, erasers</li> <li>Markers, thin tip</li> <li>Colored pencils</li> </ul>

# TIMELINE

# SCOPE, SEQUENCE, SUPPLIES

OVERVIEW OF THE YEAR, SUPPLY LIST FOR EVERY PROJECT



What are the elements of art?

- Elements of art refer to the basics of a work of art that come together to create it.
- The elements of art include:
  - Line
  - Shape

LINE

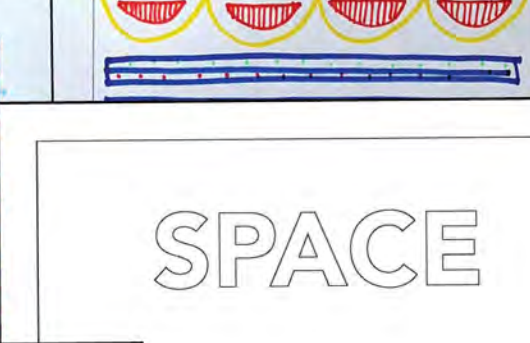
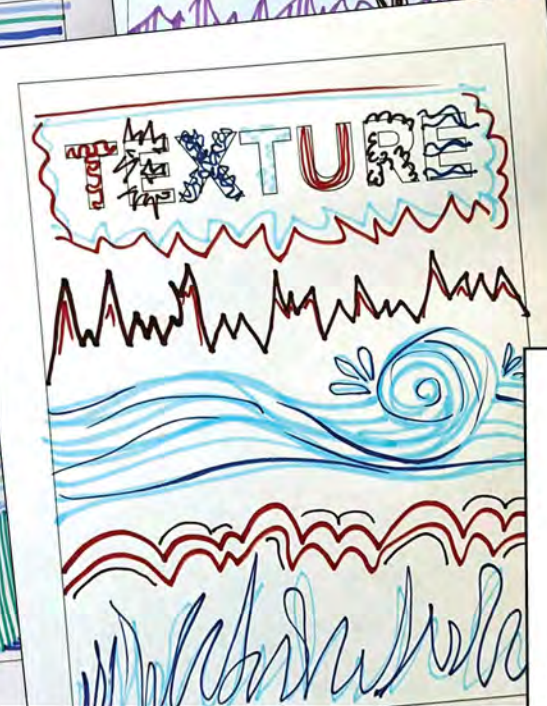
- Line is a mark that is longer than it is wide.
- Line can be used to create the outline of a subject, add a pattern, create texture, a sense of value, and more.
- Type of line include:
  - Horizontal
  - Vertical
  - Diagonal
  - Curved
  - and...

COLOUR

- Colours can be grouped in the colour wheel to create colour schemes.
- Complementary colours are colours across from each other on the colour wheel. They create a strong contrast when placed next to each other.  
Example: blue and orange, red and green, yellow and...

space  
texture  
elements of art  
colour

SHAPE FORM



# LESSON ONE:

# INTRO TO THE ELEMENTS

LESSON PLAN, TEACHER NOTES, PRESENTATION, BLANK HANDOUTS, BLANK POSTERS, CHECKLIST, RUBRIC





## ELEMENTS OF ART REVIEW

Exploring Line, Space, & Shape

Age Group: 1<sup>st</sup> grade and up

Big Idea: Exploring the element of art, line, space, and shape

Essential Questions:

- What are the elements of art?
- What is the element of art, line?
- What is the element of art, space?
- What is the element of art, shape?
- How can the elements of art come together to create a work of art?

I Can...

- Learn about the elements of art.
- Explore the element of art, line, space, and shape.
- Create a work of art that shows use of space, types of shape, and types of line.
- Take care of supplies and clean up after myself.
- Be kind and thoughtful to my table neighbors.

Objective: Students will...

- Learn about the elements of art, line, shape, form, space, texture, color, and value.
- Show their understanding of the elements of art, line, shape, and space by creating a work of art that includes all 3.
- Early finisher: experiment with lines and shapes.
- Clean up after themselves and care for supplies.

USA National Core Art Standards:

- Grade 1
- VA-C:LL.1.Eng.1.1
- VA-C:LL.1.Eng.1.2

## TEACHER NOTES:

Scaffolding:

- This single lesson project is great for reviewing line, shape, and space. It serves as a foundation for adding the understanding and use of geometric shapes and positive and negative space.

Supply options:

- Use white drawing paper and markers or crayons if you don't have access to construction paper, construction paper crayons, or oil pastels.
- Choose paper size based on the time available (6" x 9" paper or smaller for shorter classes).
- Mount projects on the students' choice of construction paper at a separate work area.

Modifications:

- Draw 4 basic shapes without overlapping.
- Place and trace shapes using patterns.
- Teacher aides student with hand over hand drawing.

## ELEMENTS OF ART REVIEW LINE, SHAPE, SPACE CHECKLIST

- Selected a color construction paper to create their design.
- Draw overlapping geometric shapes.
- No more than 3 shapes overlap a single shape.
- Interesting positive space is created by overlapping shapes.
- Interesting negative space is created by the shapes filling the space.
- Shapes go off all four edges of the paper.
- Shapes are the same size or larger than their fist.
- Different line styles and color fill every positive space shape.
- Added solid color to small areas.
- Selected a color construction paper to mount their drawing on.
- Stayed on task and worked hard.
- Cared for supplies and cleaned up after themselves.

## EXPLORING LINE, SHAPE, SPACE

### HOW TO GUIDE

Create a work of art that uses line, shape, and space. Follow the steps below.



**STEP ONE:** Pick the colour construction paper you want to create your design on. Look at examples of different colours look like on different colours of paper.



**STEP TWO:** Draw geometric shapes the size of your fist. Overlap shapes and fill up the space. TIP: Have shapes go off all 4 edges of your paper. Don't overlap more than 3 shapes on 1 shape.



**STEP THREE:** Add different line styles and colours to the shapes. Fill small shapes with solid colour.

## ELEMENTS OF ART LINE

LINE is an ELEMENT OF ART.  
LINE is a mark that connects two points.

### TYPES OF LINE:



# LESSON TWO:

# LINE, SHAPE, SPACE

LESSON PLAN, NOTES, GUIDES, PRESENTATIONS, & MORE





### DRAPED CLAY COIL BOWL

EXPLORING COIL CONSTRUCTION

Age Group: 1<sup>st</sup> grade and up  
 Artist Exemplar: Jim Irvine  
 Big Idea: Exploring coil construction

Essential Questions:

- What is a 2D shape?
- What is a 3D form?
- How can you create a form using coils?

Objectives: Students will...

- Look at artwork by Jim Irvine for inspiration.
- Discuss what 2D shapes are and how they compare to 3D forms.
- Create a coil design out of clay.
- Drape their 2D coil design over a bowl form to turn it into a 3D form.
- Glaze or paint their fired coil bowl.
- Participate in a verbal critique and reviews the big idea, steps, and finished artwork.

Visual Art Standards: Elementary Level  
 Kindergarten:  
 • VA:Cr.L.1.K. Engage in exploration and imaginative play with materials.

Grade 1:  
 • VA:Cr.L.1.1. Engage collaboratively in exploration and imaginative play with materials.  
 • VA:Cr.L.1.2. Observe and investigate in preparation for making a work of art.

### CRAZY LINE FACE

EARLY FINISHER ACTIVITY

Follow the instructions below to complete your crazy line face design.

SUPPLIES: You will need a sheet of paper, crayons, colored pencils, or markers, a pencil, and an eraser.

STEP ONE: Lightly draw a large oval for a face.

STEP TWO: Add a light outline for the hair, overlapping the top of the oval.

STEP THREE: Add a neck, shoulders, and shirt collar.

STEP FOUR: Add light outlines of eyes, eyebrows, lips, nose, and ears, if not covered by the hair.

STEP FIVE: Fill each area with lines. Use different colors and patterns in each area to help.

STEP SIX: If using markers.

### DRAPED COIL BOWL

INSTRUCTIONS

TIPS: Don't roll your coils on paper, this will dry out the clay and make it crack. The more you handle the clay the more it will crack. Don't play with it too much! If the clay is dry and hard to shape, use the back of your fingernail.

SUPPLIES: A ball of clay about the size of your fist, template sheet, pencil.

STEP ONE: Push off a piece of clay about the size of a strawberry. Roll it into a coil. Roll the piece of clay from the bottom of your palm to the top of your fingers to get a round, even coil.

STEP TWO: Once the coil is the thickness of your finger, roll the coil into a spiral shape. Pin it in the center of your draped bowl.

STEP THREE: Add designs around your spiral. Have fun and experiment with making different patterns out of coils.

STEP FOUR: Join the coils by wetting the clay across from one coil to the other. DON'T push down, or the coil will lose the design on the other side. Sprinkle water.

STEP FIVE: Continue to add to your design and blend the coils together. Fill holes and gaps with round pieces of clay.

### COIL CONSTRUCTION

CREATING PATTERNS WITH COILS

When building with coils try adding designs by bending and twisting the coil. Try the designs below and experiment to create your own!

SPIRAL: Roll out a coil, then twist it around the center to create a spiral design.

STROKES: Lay up coils next to each other to create a stripe pattern. Try using long and short coils.

ZIG ZAG: Push coils together to create a zigzag pattern.

CURVES: Curve your coils and stack the curves. Try combining long and short coils.

LINE & DOT: Try wrapping small round balls of clay.

LINE & RIBS: Try wrapping around balls and short coils.

COMBINATIONS: Combine different coil designs together to create an interesting pattern in your clay piece. Experiment with the clay and have fun! Fill more gaps and...

TIPS: Soaking and drying bowls...

### Teacher Notes

DRAPED COIL BOWL

- Make one yourself as an example and so you can gauge the size of cubes needed and how far to make the coils (which finger to use as a gauge of size depends on the age of the student).
- If using different colors of glaze I ask students to choose colors ahead of time so I can plan the number of tables for each color. After demonstrations I ask students to push chairs under and line up while I place glaze supplies on tables. Students claim bowls I can reach their initials, get a piece of setup paper, and go to table of color choice. If students stand to paint, more can fit around table and reach bowls to paint.
- When on a tight budget I prefer wet clay with a clear glaze (castles) or white tempera paint finish.

ADAPTIONS:

- I usually do this project with 1<sup>st</sup> graders because the clay sizes are smaller and they have not just before my planning time, making it easy to finish draping and marking bowls.
- Older students, 4<sup>th</sup> and 5<sup>th</sup> grade, can assist with bowl draping.
- Older students can leave spaces between coils once the solid area for the bottom is completed. These coils should be fairly thick and sturdy and well joined to other coils. It creates an interesting design to have positive and negative space in the bowl.
- If students are struggling rolling coils, make some coils for students to add to their design.
- Allow students to simply add coils around a pre-made coil spiral (creates one big spiral design).
- Special needs student:
  - Teacher makes the center spiral and clay balls in a variety of sizes.
  - Student places the balls around the spiral and presses to flatten. Teacher may use hand over hand assistance.
  - Teacher and/or student smears clay to join pieces.

PREP:

- Cut clay into cubes and store in a plastic bag ahead of time.
- Distributing clay: I tell students that the quarter, most attractive table (or individual) will be called first to get a cube of clay and begin.

DRAPING TIPS:

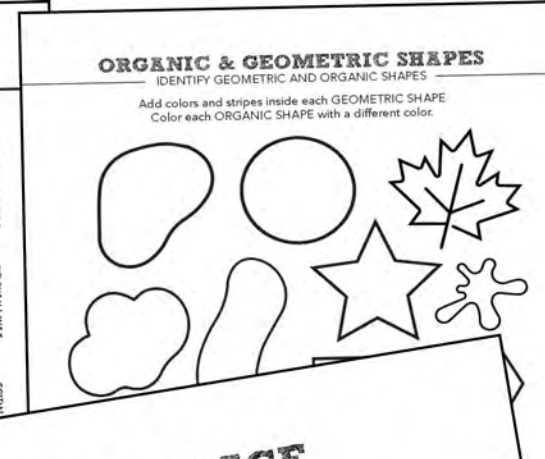
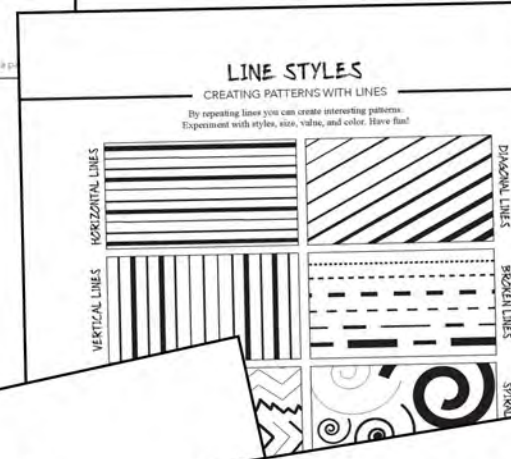
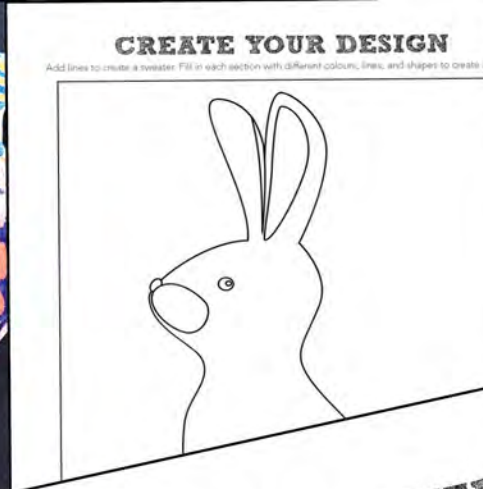
- Soaking bowls to prevent indentations inside the clay bowl. If you...

# LESSON THREE:

# COIL CLAY BOWL

KILN, NON KILN VERSIONS, LESSON, ACTIVITIES, GUIDES, MORE





# LESSON FOUR:

# RELIEF COLLAGE

LESSON PLAN, NOTES, GUIDES, PRESENTATIONS, & MORE





### CASTLE LANDSCAPE DRAWING Exploring the Illusion of Depth

Age group: Designed for 1<sup>st</sup> grade and up.

Big Idea: Exploring the illusion of depth.

Essential Questions:

- What is the illusion of depth?
- What is overlapping?
- How can you create texture in your drawing?

Objectives: Students will...

- Watch a demo video and learn how to create a texture rubbing and a castle landscape that shows depth from overlapping.
- Create a texture rubbing using crayons to test different texture patterns.
- Create a castle drawing using a variety of shapes, show depth through placement and overlapping, create texture by adding color using texture rubbings.
- Share about their drawings describing how they used overlapping, used warm and cool colors, and what details they added.

National Visual Art Standards:

- Grade 1:
- VA:Cr1.2.1, Use observation and investigation in preparation for making a work of art.



#### Depth in Art

Testing Your Knowledge

Look and See: Look at the painting of The School of Athens follow the instructions below. Mark on the picture of the painting to test your knowledge of creating depth in art.

1. Look at the bottoms of the objects in the picture. Draw a line at the bottom of each. Do you see some that are close to the bottom of the picture and others that are close to the top? Which objects are the closest and which are farther away?
2. Look for items that should be about the same size: houses, people, cars, bushes, etc. See that some look far away because they are small and some look closer because they are really big. Circle an item that is small because it's far away and something that is big because it's closer.
3. Look for items that are overlapping or covering up part of another object. See objects that are covered up by some overlapping it. Which object is closer? Circle an object that looks closer because it is covering up part of another object.

#### Depth & Size

CREATING THE ILLUSION OF SPACE

#### Castle Landscape

TEXTURE & DEPTH IN ART

# LESSON FIVE: CASTLE DRAWING

LESSON PLAN, PRESENTATIONS, DEMO VIDEO, GUIDE, & MORE





**PAINTED PUMPKIN**  
PROJECT GUIDE

Follow the instructions below to draw and paint a pumpkin.

**STEP ONE:**  
Think about what style pumpkin you want to create. Tall, short, round, orange, green, yellow?

**STEP TWO:**  
Starting at the top of the oval, draw a curved line that

**DRAW A PUMPKIN PATCH**  
EARLY FINISHER GUIDE

Follow the instructions below to draw a pumpkin patch.

**The Color Wheel**

1. Color the three primary colors.  
TIP: Leave one empty space between each primary color. You will fill the empty space with your secondary colors.  
2. Color the three secondary colors.  
TIP: Put the secondary color between the two colors you mix to create that color.

Name: \_\_\_\_\_

**PUMPKIN PAINTING**  
Check each item as you complete it.

- Drew a pumpkin using a washable marker.
- A stem is added.
- The lines in the pumpkin are curved to create a sense of a form.

# LESSON SIX:

# PAINTED PUMPKIN

LESSON PLAN, PRESENTATION, GUIDE, ACTIVITIES, & MORE





### LINE COLLAGE

Creating Lines from Positive and Negative Space

Age Group: 1<sup>st</sup> grade and up

Big Idea: Creating lines from positive and negative space

Read Along: *Lines that Wiggle* by Candace Whitman

Essential Questions:

- What is the element of art, line?
- How can line be used in a work of art?
- What is the element of art, space?
- What is positive and negative space in a work of art?

I Can...

- Learn about the elements of art.
- Create artwork using the element of art, line and space.
- Take care of supplies and clean up after myself.
- Be kind and thoughtful to my table neighbors.
- Complete a fast finisher that shows line.

Objectives: Students will...

- Learn about the elements of art, line, space, positive and negative space.
- Use their understanding of line, positive, and negative space to create a line collage.
- Use their understanding of line to create a one-of-a-kind line drawing if they finish early.
- Care for supplies and clean up after themselves.

USA National Core Art Standards:

- PK: Grade
- VA-C2.1.PK: VA-C2.1.PK.1
- VA-C2.1.PK: VA-C2.1.PK.2

### Teacher Notes

- **Scaffolding:** At this point students should have a basic understanding of the element of art, space. Students build on this knowledge by learning about positive and negative space.
- **Materials:**
  - To simplify materials I recommend using black paper only for the background. You can use just one color paper for the top or offer a range of neon color choices for the top layer.
  - Some neon-colored paper has different colors on the front and back. This eliminates marking lines on the back; if everyone uses the same colors. Set up an area for students to select colors if needed.
  - I purchased decorative edge scissors in sets of 6 which work well on each table of 6 students.
  - Glue sticks work well for this project and avoid mess from too much liquid glue.

• **Teaching Tip:**

- Demonstrate steps then let students work without doing step by step with the teacher. I've done it both ways and find that students need to do the first step with me. Corrections can be made early before strips are pressed down. If caught soon enough strips can often be pulled up and replaced correctly.

• **Mistakes to look out for:**

- Putting glue on wrong side
- Glue sticks work well for this project and avoid mess from too much liquid glue.
- Strips didn't match the edges.
- Strips didn't match the edges.

band with student.

### LINE COLLAGE CHECKLIST

- Worked on their paper turned vertically.
- Drew lines on colored paper to create a line design.
- Cut the lines using scissors.
- Placed glue on the side of the paper with the pencil line.
- Glued their strips down straight or intentionally at an angle.
- Placed their strips in a way that creates positive space and negative space lines.
- Had varying widths in their negative space lines.
- Completed a fast finisher activity if they finished early.
- Stayed on task and worked hard.
- Cared for supplies and cleaned up after themselves.

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- Drew lines on colored paper to create a line design.
- Cut the lines using scissors.
- Placed glue on the side of the paper with the pencil line.
- Glued their strips down straight or intentionally at an angle.
- Placed their strips in a way that creates positive space and negative space lines.
- Had varying widths in their negative space lines.
- Completed a fast finisher activity if they finished early.
- Stayed on task and worked hard.
- Cared for supplies and cleaned up after themselves.

## POSITIVE & NEGATIVE SPACE LINES

### PROJECT GUIDE

Explore lines, positive, and negative space by following the instructions below.



**SUPPLIES:** Black base paper, neon colour paper, scissors, pencil



**STEP ONE:** Start by drawing lines on your colored paper using pencil. Make your lines at least 2 finger widths apart.



**STEP TWO:** Cut along your top pencil line. Put glue on the side with the pencil line, flip your paper over and glue it at the top of the black paper.



**STEP THREE:** Cut along your second pencil line. Put glue on the side with the pencil line. Line up your cut lines. Leave a gap to create a negative space line.

## LINES DRAWING

### EARLY FINISHER ACTIVITY

Follow the instructions below to create a lines drawing.



**SUPPLIES:** You will need a sheet of paper, crayons, colored pencils, or markers.



**THINK LINES!** You will create a drawing using lines only! What types of lines can you use to create drawings?

**TIP:** test out lines on a scrap piece of paper.



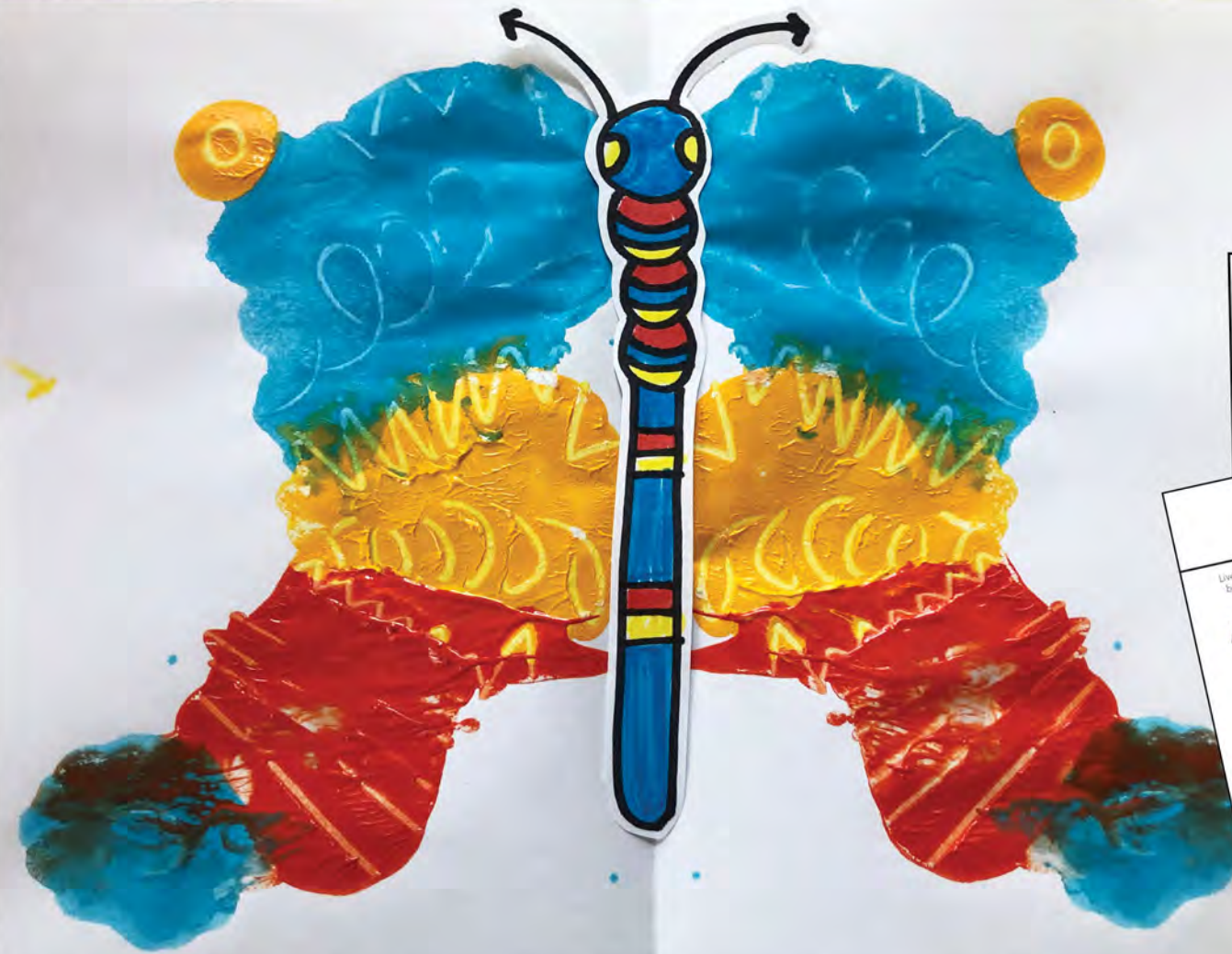
**STEP ONE:** Using lines only create drawings of people, animals, objects, whatever you want to draw!

# LESSON SEVEN:

# LINE COLLAGE

LESSON PLAN, GUIDES, PRESENTATION, ACTIVITIES, MORE





**BUTTERFLY MONOPRINT**  
STEP BY STEP INSTRUCTIONS

Follow the below steps to create a butterfly monoprint.

SUPPLIES: 2, 8.5"x11" sheets of paper, pencils, eraser, Sharpie, primary paint colors, white colored pencil, coloring materials, scissors, glue

STEP ONE: Take your sheet of paper and...  
STEP TWO: ...

**How to Draw a Butterfly**  
Step by Step Instructions

**EDGAR DEGAS**  
ABOUT THE ARTIST

Lived from 1834 - 1917, was French impressionist painter. He is best known for his oil paintings and panels but he also created sculptures, prints, drawings, and more. He originally planned to be a history painter, painting important scenes in history, but ended up painting scenes of contemporary life.

1. **Edgar Degas** is best known for his artwork depicting dancers. He was good friends with dance master, Jules Perrot, who let him attend dance rehearsals.
2. **Edgar Degas** is credited with being one of the founders of the Impressionism movement. However, he didn't like the term and preferred to be called a realist. Unlike Impressionist painters, he didn't paint outdoors and planned his works out rather than making them spontaneously.

**EDGAR DEGAS**  
PRACTICE THEIR STYLE

Edgar Degas is known for his paintings and sculptures of ballet dancers.

Channel Edgar Degas by coloring in the image below, which is based on his painting, *Dancer with a Bouquet of Flowers*, painted in 1878. Try out his style, be loose and use pastel colors.

# LESSON EIGHT:

# BUTTERFLY MOBILE

LESSON PLAN, GUIDES, PRESENTATION, DEMO VIDEO, MORE





### Warm Colors Landscape Drawing

Step by Step Instructions

Step 1: Think of some things that are warm or hot, such as lava, a rising sun, fire. Think about what colors you see. Color the warm and hot colors you think of below.

Warm and Hot Colors:

Step 2: Draw a hot desert landscape scene. Follow along with the cactus steps to help you with your drawing.

Step 3: Color in your landscape scene using warm colors. Look at the warm colors you colored in step one.

Optional: Use your imagination to draw another warm landscape scene. It could be a sunset, volcano, it's up to you!

Step 4: For a cactus, start by drawing a vertical line, with a curved line coming off the side. TIP: draw these lines lightly.

Step 5: Outline your vertical and curved lines.

Step 6: Erase the vertical and curved lines, leaving just the outline.

TIP: Add two curved lines to your vertical line for another cactus shape.

Step 7: Add a curved line from the top of the vertical line to the top of the curve.

Step 8: Draw a curved line from the top of the vertical line to the top of the curve.

Step 9: Add a vertical (straight up and down line) in the middle of the curve.

Step 10: Draw two hills from the bottom of the curve to the vertical line.

Step 11: Add 2 hills to the other side.

Step 12: Add a curved line from the top of the vertical line to the top of the curve.

Step 13: Draw a curved line from the top of the vertical line to the top of the curve.

Step 14: Draw a curved line from the top of the vertical line to the top of the curve.

Step 15: Draw a curved line from the top of the vertical line to the top of the curve.

Step 16: Draw a curved line from the top of the vertical line to the top of the curve.

Step 17: Draw a curved line from the top of the vertical line to the top of the curve.

Step 18: Draw a curved line from the top of the vertical line to the top of the curve.

Step 19: Draw a curved line from the top of the vertical line to the top of the curve.

Step 20: Draw a curved line from the top of the vertical line to the top of the curve.

### Cool Colors Landscape Drawing

Step by Step Instructions

Step 1: Think of some things that are cool or cold, such as a chilly lake, cool forest, misty mountains, deep ocean, or a rainstorm. Think about what colors you see. Color the cool and cold colors you think of below.

Cool and Cold Colors:

Step 2: Draw a landscape scene with an umbrella and raindrops falling all around it. Follow the how to draw an umbrella steps to help you with your drawing.

Step 3: Color in your landscape scene using cool colors. Look at the cool colors you colored in step one.

Step 4: For an umbrella, start by drawing a curved line.

Step 5: Add a vertical (straight up and down line) in the middle of the curve.

Step 6: Draw two hills from the bottom of the curve to the vertical line.

Step 7: Add 2 hills to the other side.

Step 8: Add a curved line from the top of the vertical line to the top of the curve.

Step 9: Draw a curved line from the top of the vertical line to the top of the curve.

Step 10: Draw a curved line from the top of the vertical line to the top of the curve.

Step 11: Draw a curved line from the top of the vertical line to the top of the curve.

Step 12: Draw a curved line from the top of the vertical line to the top of the curve.

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Step 16: Draw a curved line from the top of the vertical line to the top of the curve.

Step 17: Draw a curved line from the top of the vertical line to the top of the curve.

Step 18: Draw a curved line from the top of the vertical line to the top of the curve.

Step 19: Draw a curved line from the top of the vertical line to the top of the curve.

Step 20: Draw a curved line from the top of the vertical line to the top of the curve.



### Warm and Cool Colors Design

Step by Step Instructions

Look and See: Overlapping

- Place your hand over part of your pencil.
- Which is closer to you, your hand or the pencil?
- How do you know it's closer?

Overlapping is when an object is in front of another object, which means the closer object covers up part of the object behind it. Your hand was overlapping your pencil, which means your hand was closer.

Step 1: Lightly draw wavy lines from the drawing paper.

Step 2: Choose one or more shapes (circles, squares, hearts, etc.). Draw several on top of, or overlapping, the wavy stripes. Make each shape as big as a large strawberry or bigger.

### Warm and Cool Colors

The Color Wheel

A color wheel is a grouping of colors in a circle. On a color wheel warm colors fall on one side of the wheel and cool colors fall on the other.

Warm colors include reds, yellows, and oranges. Warm colors give you a sense of warmth, comfort, and energy since they look like the sun or fire.

Cool colors include blues, greens, and purples. Cool colors feel cool, refreshing, and calming since they look like grass and water.

THE COLOR WHEEL

WARM COLORS

COOL COLORS

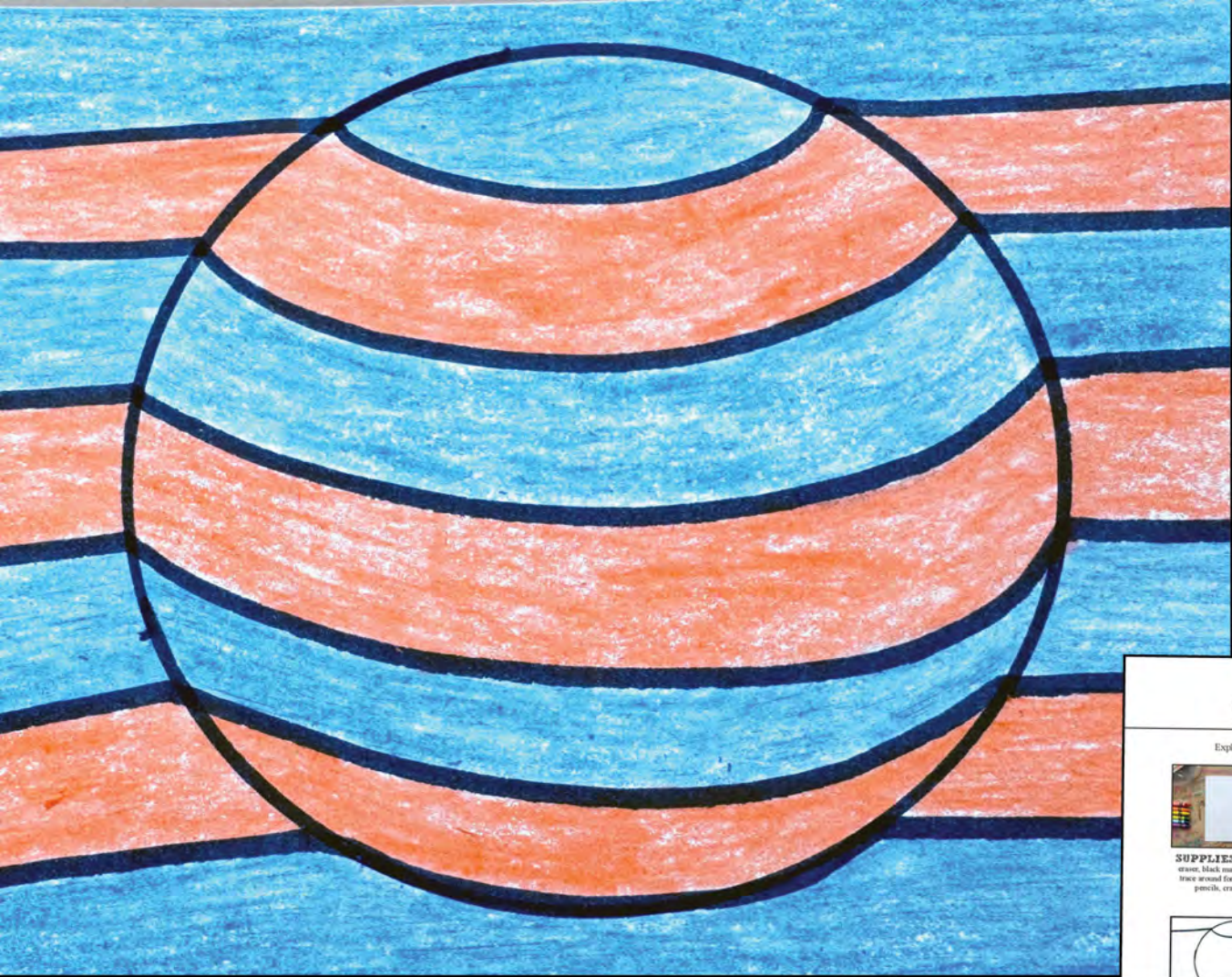
VINCENT VAN GOGH painted both the

# LESSON NINE:

# WARM & COOL LANDSCAPES

LESSON PLAN, GUIDES, PRESENTATION, DEMO VIDEO, MORE





**OP ART SPHERE DESIGN**  
PROJECT GUIDE

Explore lines, shape, form, and optical illusions by following the instructions below.

**SUPPLIES:** White paper, pencil, eraser, black marker, a round object to trace around for your circle, coloured pencils, crayons, or markers

**STEP ONE:** Place your round object in the center of your paper. Hold it down and carefully trace around it to create a circle.

**STEP TWO:** Starting on the top, left side of your paper draw a straight line until you hit the edge of the circle and stop.

ELEMENTS OF ART  
**COLOUR**

Fill in your own colour wheel. Next, fill in the complementary colour pairs to below the colour pairs. **TIP:** The complementary colours are across from each other.

**Teacher Notes**

- Scaffolding:**
  - Students will build off of their understanding of shape and form and reinforce use of curving lines to create forms.
  - Students will add color schemes to their color vocabulary.
- Materials:**
  - Paper size: 1 use 6" x 9" paper but half that size can be used if it needs to be completed more quickly or students can make 2 in different color schemes.
  - Colored pencils, markers, or crayons will work for this activity.
- Additional optical illusion activity:** Have students choose a color scheme to use. Old students can use complementary colors.
  - students can use complementary colors.
  - Cut out 2 identical shapes in complementary colors.
  - Place each shape down to the center of a large sheet of white paper (12" x 12").
  - Push each shape down to the center of the paper.
  - Push each shape down to the center of the paper.
  - Push each shape down to the center of the paper.

Name: \_\_\_\_\_

**OP ART SPHERE DESIGN**

TOPIC	POINTS	COMMENTS	SCORE
<b>DRAWING:</b> A circle was traced in the center of the paper. Lines were drawn horizontally across the circle, starting straight outside of the circle and curving in to touch the circle. The lines are placed evenly and have a consistent width.	35		
<b>COLORING:</b> A color scheme was selected to add color to the top and design. The colors are placed evenly across the design. The stripes are completely filled in to emphasize the illusion.	35		

# LESSON TEN:

# OP ART CIRCLE TO SPHERE

LESSON PLAN, GUIDES, PRESENTATION, DEMO VIDEO, MORE





# LESSON ELEVEN:

# EGYPTIAN COLUMN DESIGN

LESSON PLAN, GUIDES, PRESENTATION, DEMO VIDEO, MORE





### BUTTERFLY MOBILE

PROJECT INSTRUCTIONS

Follow the instructions below to complete your symmetrical butterfly, asymmetrical balanced mobile

SUPPLIES: paper, pencil, eraser, colored pencils, markers, or crayons, scissors, pipe cleaners, string

**STEP ONE:** Fold your paper in half, hot dog style, in half again, hamburger style, and fold the lower half 1/3 of the way up. TIP: Follow the paper fold guide and fold along the dotted lines.

**STEP TWO:** Leave the paper folded hot dog style, cut the paper into three sections following the dotted lines. Leave the long, hot dog fold, intact.

**STEP THREE:** Draw HALF your butterfly on each sheet of paper, a large medium, and small. Draw a half circle for the head and a half oval for the body only the fold line. Draw butterfly wing C, connected to the body.

**STEP FOUR:** Starting on the fold line, start cutting out your butterfly. Open it up to see the magic of a full, symmetrical butterfly.

**STEP FIVE:** Draw the head and body. Add shapes and lines to create patterns on the wings. Draw the same patterns on both wings to create a symmetrical butterfly.

### How to Draw a Butterfly

Step by Step Instructions

**STEP 1:** Draw a horizontal oval (imagine holding an egg sideways) on top of a vertical oval (imagine holding an egg straight up and down).

**STEP 2:** Draw a long cylinder bottom of the vertical oval.

**STEP 3:** Draw a long cylinder bottom of the vertical oval.

**STEP 4:** Draw the head and body. Add shapes and lines to create patterns on the wings. Draw the same patterns on both wings to create a symmetrical butterfly.

### Balance Worksheet

Circle and color each picture that is balanced.

### ALEXANDER CALDER

Practice Their Style

Add your own design to the Calder mobile below. Add lines and shapes to create patterns and your choice of color. Use colored pencils, crayons, or markers.

# LESSON TWELVE:

# BUTTERFLY MOBILE

LESSON PLAN, GUIDES, PRESENTATION, DEMO VIDEO, MORE





### CUT SNOWFLAKES

HOW TO GUIDE

Follow the steps below to create multiple snowflake works of art that show positive and negative space.

**STEP ONE:**  
Get a square piece of paper and scissors.

**STEP TWO:**  
Fold your paper in half into a triangle shape.

**STEP THREE:**  
Fold the paper in half to create a smaller triangle.

### SNOWFLAKE RUBBINGS

HOW TO GUIDE

Follow the below steps to create a texture rubbing of cut snowflakes.

**STEP ONE:**  
Cut out snowflake designs from heavy drawing paper. Arrange them on your table top.  
**TIP:** Focus on 1-3 snowflakes.

**STEP TWO:**  
Place a thin sheet of paper on top of your cut snowflakes. Rub over them with the side of a crayon with the crayon wrapping removed.

**STEP THREE:**  
Colour over your cut snowflakes until you see the pattern appear on your paper. Enjoy your snowflake rubbings!

### TEACHER NOTES

Follow the steps below to create a negative space snowflake design.

- **SCAFFOLDING:**
  - Students add to their knowledge of shape and space through geometric shapes and positive and negative space.
  - They are reintroduced to printmaking, which they may have with the [fish bubble print project](#).
  - This project leads into a new scratch foam printing technique the [fold over butterfly print](#).
- **MATERIAL TIPS:**
  - Thinner paper (lightweight copy paper) for snowflakes will cut for younger students. Don't over wet these with the spray, soak through the paper.
  - I usually cut squares 4" x 4" and print on 9" x 12" heavy paper. Make sure spray is not too heavy and paint is diluted to desired. It will also prevent the paint from soaking through the paper.
  - A tiny piece of double-sided tape can be stuck on the back of before stenciling if needed.
  - Extra snowflakes can be saved and added to the snowman themed bulletin boards.
- **TEACHING TIPS:**
  - I usually have students take wet stencils to the drying rack then them to the classroom teacher when they are dry to send home.
  - Review positive and negative space with the cut snowflakes, positive, the space around the snowflake is negative. Look at snowflake is positive, the cut outs are negative. Look at the space around the snowflake is positive space and the material added creates the negative space.

### SNOWFLAKE STENCIL

HOW TO GUIDE

Follow the steps below to create a negative space snowflake design.

#### Positive & Negative Space:

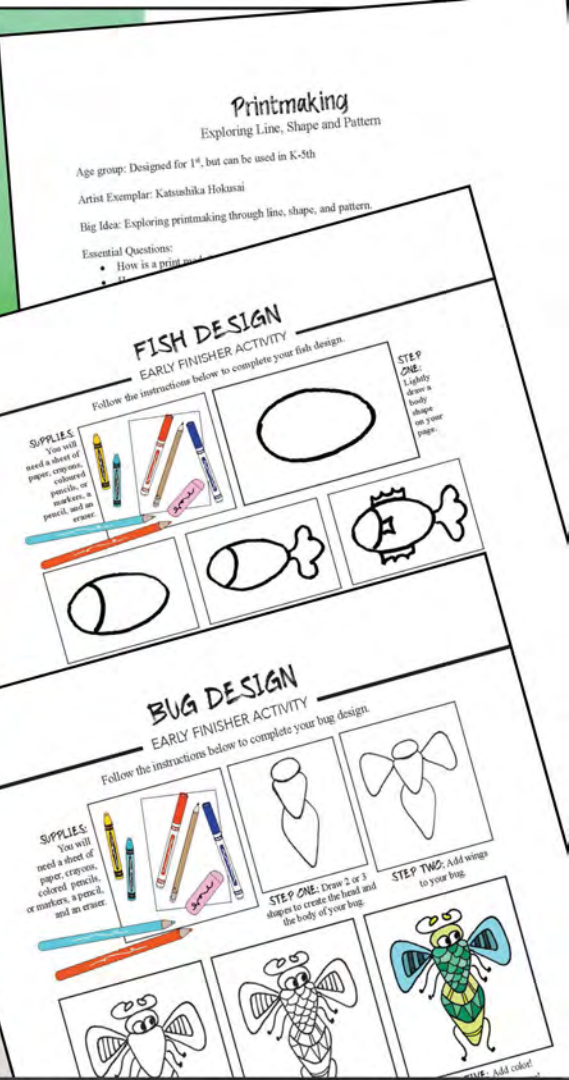
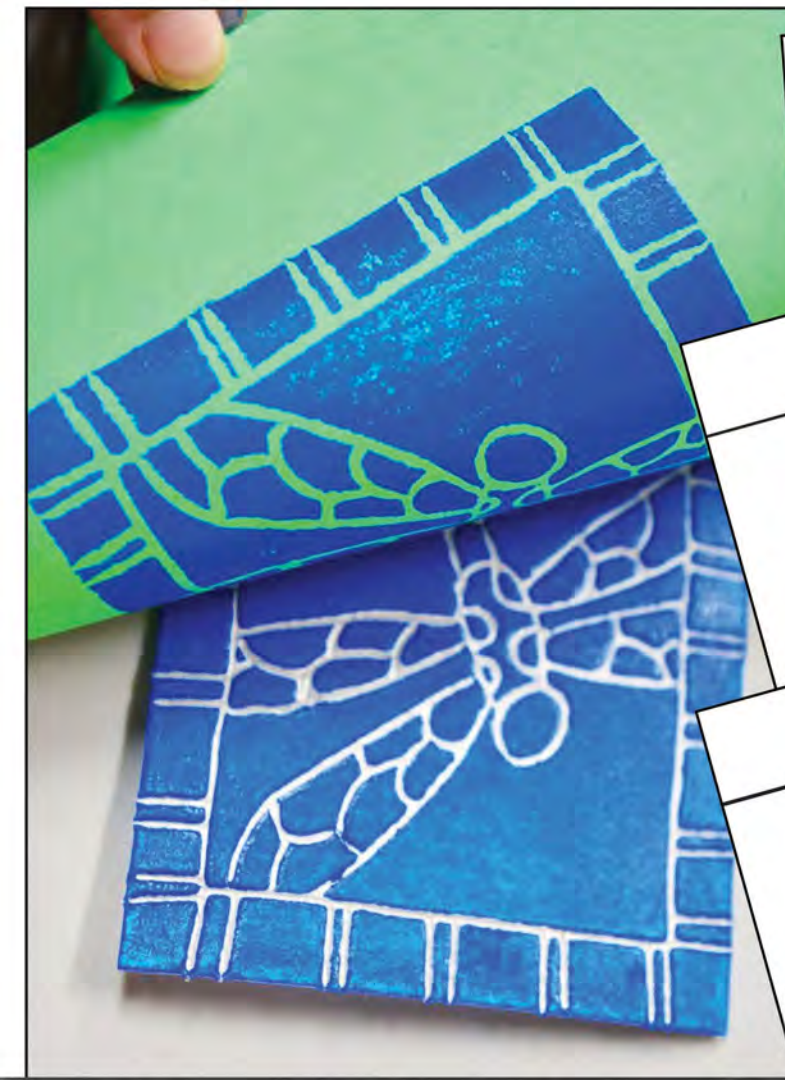
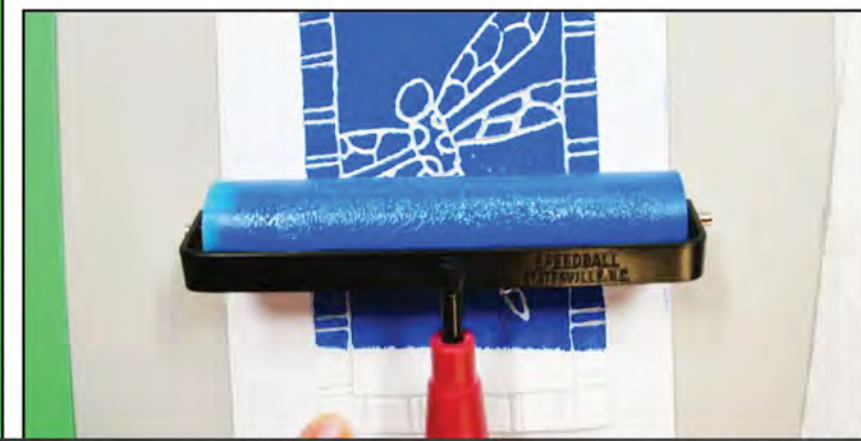
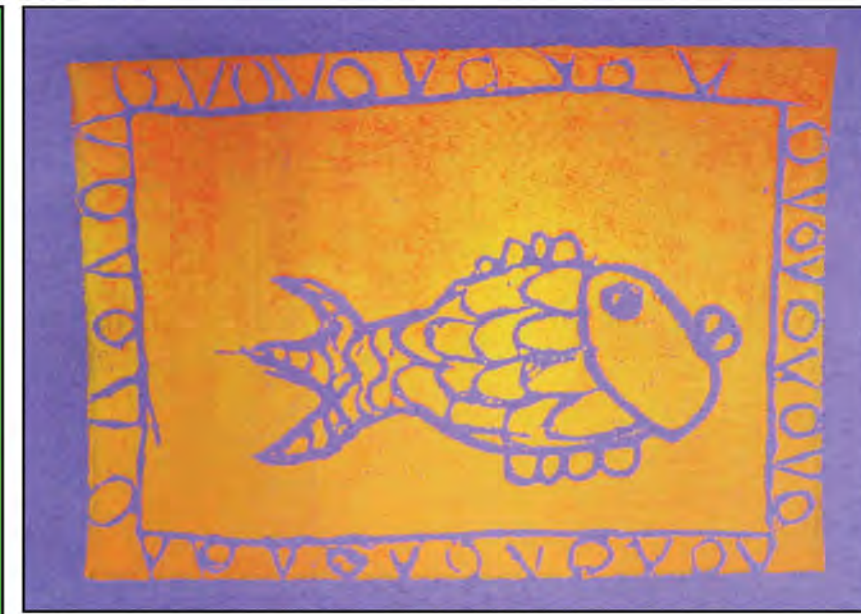
- Positive space refers to the object in the work of art.
- Negative space refers to the area around the work of art.
- In the picture, what is the positive space and what is the negative space?

# LESSON THIRTEEN:

## CUT SNOWFLAKE ACTIVITIES

### 3 ACTIVITIES ON POSITIVE & NEGATIVE SPACE





# LESSON FOURTEEN:

## SCRATCH FOAM PRINT

LESSON PLAN, 3 ACTIVITIES, PRESENTATIONS, & MORE





## WINTER ACTIVITY DRAWING

ACTIVITY

### SUPPLIES:

- Paper
- Pencil
- Eraser
- Colored pencils, crayons, or markers

### ACTIVITY:

- Read through the winter activity guide.
- Look at examples on the front for ideas to include in your winter activity scene.
- Look at steps on the back to bring those drawings together to create a complete scene.
- Draw your design on a separate sheet of paper.
- If you finish one drawing work on a second drawing of another winter activity.
- TIPS:
  - Fill up the space! Have at least one drawing go off the top of your paper.
  - Use the bottom edge of your paper.

## WINTER ACTIVITY LANDSCAPE

TIPS FOR IMPLEMENTING

### AGE GROUP:

- This was designed with elementary art students in mind, but this can also be a fun activity for early middle school.
- Kindergarten to 1<sup>st</sup> grade can complete the activity with help.
- 2<sup>nd</sup> grade and up can follow the instructions and complete the activity independently.

### IMPLEMENTATION TIPS:

- Print one copy per table and laminate it for students to reference as needed. Have students work on a separate sheet of paper.
- Pass one handout out per student to read information and complete the activity on a separate sheet of paper.
- Send this handout home with students as a practice at home activity.

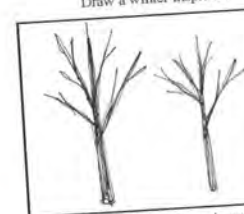
### BEFORE A PROJECT:

- Pass out the handout for students.
- This...

## WINTER ACTIVITY SCENE

WINTER INSPIRATION

Draw a winter inspired landscape. Check out ideas to add to your landscape below.



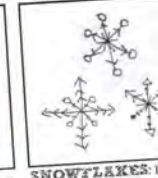
**BARE TREE:** Use lines to draw a tree with no leaves. TIP: Use diagonal lines to draw the branches.



**EVERGREEN:** Stack triangles on top of each other going large to small to create an evergreen tree. Be sure to add a trunk!



**LAMP POST:** Draw a vertical line with a rectangle on top and a triangle on top of the rectangle. Add warm colors to look like light.

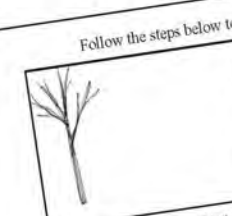


**SNOWFLAKES:** Draw...

## WINTER ACTIVITY SCENE

WINTER INSPIRATION

Follow the steps below to draw a winter scene. Include your favorite winter activity in it.



**STEP ONE:** Draw a tall object, such as a lamp post, above the bottom edge of your paper. Draw it off the top of your paper.



**STEP TWO:** Add more tall, winter details to fill up space. Place everything above the bottom edge of your paper. Think about other trees, snow falling, and similar. Look at the front for ideas.



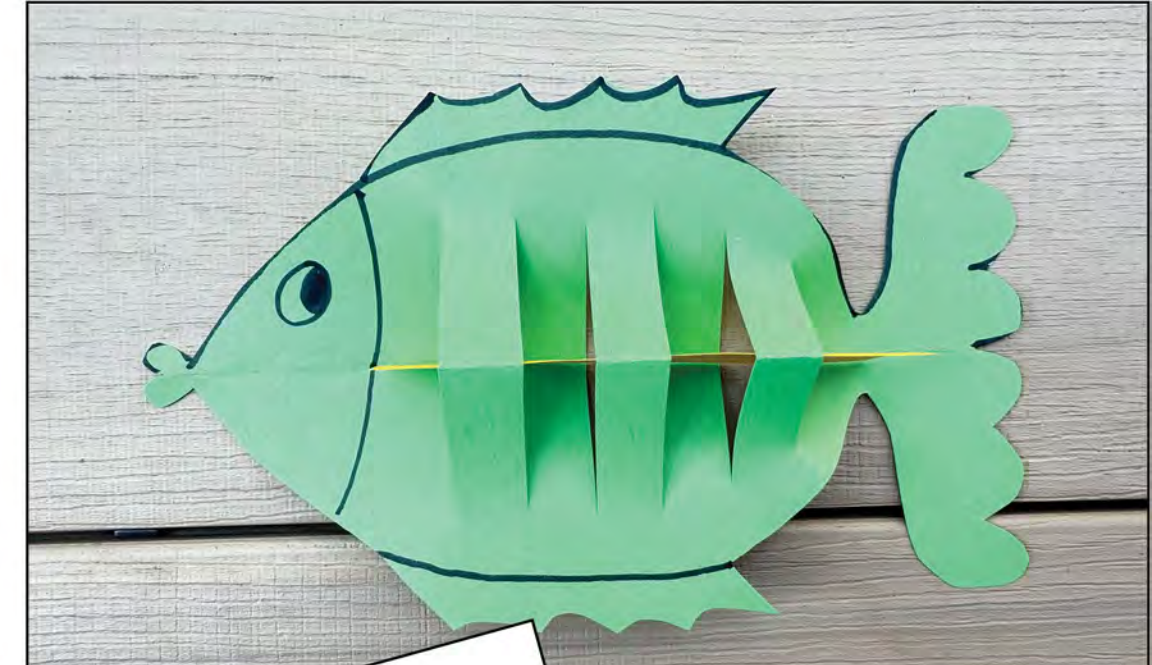
**STEP FOUR:** Draw a horizontal line and above the...

# ACTIVITY:

# WINTER SNOW SCENE

TEACHER NOTES, ACTIVITY GUIDE, SUB HANDOUT





**FISH WEAVING PROJECT**  
Exploring Form Through Weaving

Age Group: 1st grade and up  
Big Idea: Exploring form through weaving.  
Artist Exemplar: Anni Albers

Essential Questions:

- What is the element of art, form?
- What is weaving?
- How can you use weaving to create a work of art that shows form?

I Can...

- Learn about the elements of art and principles of design.
- Explore the element of art, form.
- Learn a new art technique, weaving.
- Create a one-of-a-kind fish design that includes weaving.
- Take care of supplies and clean up after myself.
- Be kind and thoughtful to my table neighbors.

**Step Four:**

- Time to start weaving!
- Take your weft, the strip of construction paper, and weave it into your warp, the cut slits in your fish.
- Weave over your warp, under your warp, over, under until you get to the end.

**ANNI ALBERS**  
ACTIVITY GUIDE

Learn about textile artist, Anni Albers, who lived from 1899 to 1994. Try creating a work of art in Albers' style on the back.

**PRACTICE**

Anni Albers used a lot of geometric shapes, rectangles, stripes, squares, and similar in her drawings, paintings, and prints. Try adding your own spin to the Albers' inspired design below. Try adding designs inside the shapes. Fill the shapes with colours. Experiment and have fun!


# LESSON FIFTEEN:

# FISH WEAVING

LESSON PLAN, 3 INSTRUCTION GUIDES, 3 ACTIVITY GUIDES





**REVERSE WEAVING PROJECT**  
Exploring Line and Variety in Weaving

Age Group: 1st grade and up  
Big Idea: Exploring line variety in weaving.  
Artist Exemplar: Gunta Stözl

Essential Questions:

- What is weaving?
- What is a warp?
- How can you use weaving to create a work of art that uses line to show variety?

I Can...

- Learn about the elements of art and principles of design.
- Explore the element of art, line, and principles of design, variety.
- Learn a new art technique, weaving, using warp and weft.
- Create a one-of-a-kind weaving by weaving in reverse.
- Take care of supplies and clean up after myself.

**REVERSE WEAVING CHECKLIST**

NAME: \_\_\_\_\_

- 3-4 threads were removed on all sides of the burlap.
- The first open area is placed 1" from the top of the weaving, not including the fringe.
- Enough threads were removed to show a space in the design.
- At least 4 open areas are created by removing weft threads.
- 2-3 open areas have a single thread that show a different type of line.
- You can see variety in the design through the lines and spaces created.
- A color construction paper was selected to mount their weaving.
- Their name was written on the back of the construction paper.
- The work of art is well put together and cared for.
- The student cared for supplies and cleaned up after themselves.

**GUNTA STÖZL**  
ACTIVITY GUIDE

Learn about textile artist, Gunta Stözl, who lived from 1897 to 1963. Try creating a work of art in Stözl's style on the back.

*Gunta Stözl, 1929*

*Gunta Stözl, 1929*

*St. Timothy Field, Green, 1927/28*

**PRACTICE**

Gunta Stözl used a lot of shapes and lines, rectangles, stripes, curving lines and similar. Try adding your own spin to the Stözl inspired design below, based on St. Timothy Field. Try adding designs inside the shapes. Fill the shapes with colours. Experiment with different line types.

**PRACTICE**

Gunta Stözl's weaving designs are sometimes compared to landscapes. Try creating your own landscape inspired design using basic lines, shapes, and colours below. Don't be afraid to use bright, bold colours like Gunta Stözl. Create your own landscape inspired-design or use the one on the left as inspiration. Have fun and think creatively.

# LESSON SIXTEEN:

## REVERSE WEAVING

LESSON PLAN, POWERPOINT, DEMO VIDEO, ACTIVITY, MORE





**PATTERN PUPPET PEOPLE**  
Exploring Stop Motion

Age group: 1<sup>st</sup> grade and up  
Artist Exemplar: Marcel Duchamp, Ladislav Starevich  
Big Idea: Exploring stop motion

Essential Questions:

- What is stop motion?
- How is a video a form of art?
- How can you make object appear to move on their own?

Objectives: Students will...

- Learn about filmmaker, Ladislav Starevich.
- Learn about how stop motion animation is created.
- Look at how you can create movement in a work of art like Marcel Duchamp.
- Design a puppet to use in a stop motion work of art.
- Create a stop motion movie using the puppets as a group, small group, or individually.
- Work on tissue paper design fast finisher activity.
- Clean up after themselves and care for supplies.

USA National Core Art Standards:  
VISUAL ARTS:  
PK Grade:

- VA-Cr1.1.PK, VA-Cr1.1.PK.a - Engage in self-directed play with materials.
- VA-Cr1.2.PK, VA-Cr1.2.PK.a - Engage in self-directed, creative making.
- VA-Re.7.1.PK, VA-Re.7.1.PK.a - Recognize art in one's environment.

**PATTERN PUPPET PEOPLE**  
PROJECT GUIDE

Read through the steps below to learn how to create a pattern puppet person.

**SUPPLIES:**  
Puppet template  
Cardstock or Poster board  
Pencil  
Thin markers  
Scissors  
Hole punch  
Brads

**STEP ONE:** Trace the templates on a white sheet of paper. Be sure you trace 2 legs and 2 arms. If you aren't tracing a template, skip down to step 2.

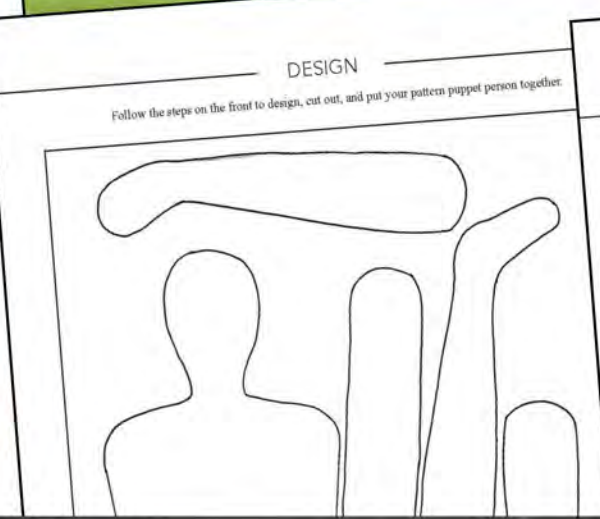
**TIP:** If you are tracing a template, place the pieces near the edge of your paper and glue together. When you trace a leg or arm flip them over to trace them again so the hands and feet are pointing in different directions.

**STEP TWO:** Draw curved lines for the body, arms, and legs.

**STEP THREE:** Fill the stripes you created with lines, shapes, and color to create.

**STEP FOUR:** Cut out the body parts.

**STEP FIVE:** Punch a hole in the top of the arms, legs, top sides and bottom of the body.



**PATTERN PUPPET PEOPLE**  
MOVIE GUIDE

Read through the steps below to learn how to set up and move your puppet to create stop motion animation.

**STEP ONE:** Plan out your storyline and create the characters and props you need for your movie.

**STEP TWO:** Set up your background. Tape parts down that aren't moving so they don't move as you take pictures.

**STEP THREE:** Take a picture of just your character slightly into the frame. Take another picture.

**STEP FOUR:** Move your character a little more. Take another picture. Adjust other elements you want moving between each picture.

**STOP MOTION ANIMATION**  
USING STOP MOTION STUDIO

**STEP ONE:**

- On a smartphone, iPad, or similar, download the Stop Motion Studio app from the App Store.
- Open the app.
- Click the + symbol to create a new movie.

**STEP TWO:**

- Select "Allow" from the pop up requesting access to your camera.
- The app needs access to your camera in order to take pictures to use in the stop motion animation.

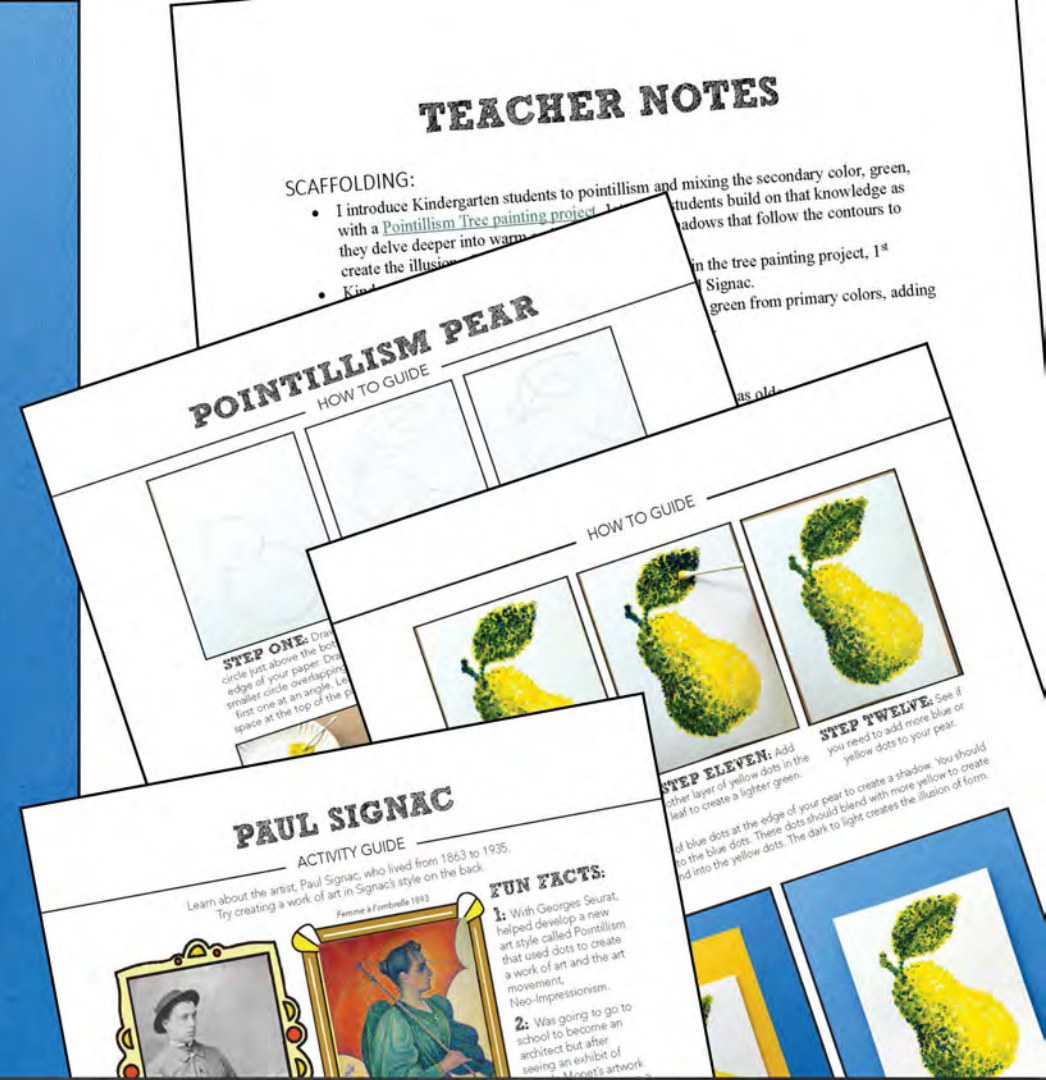
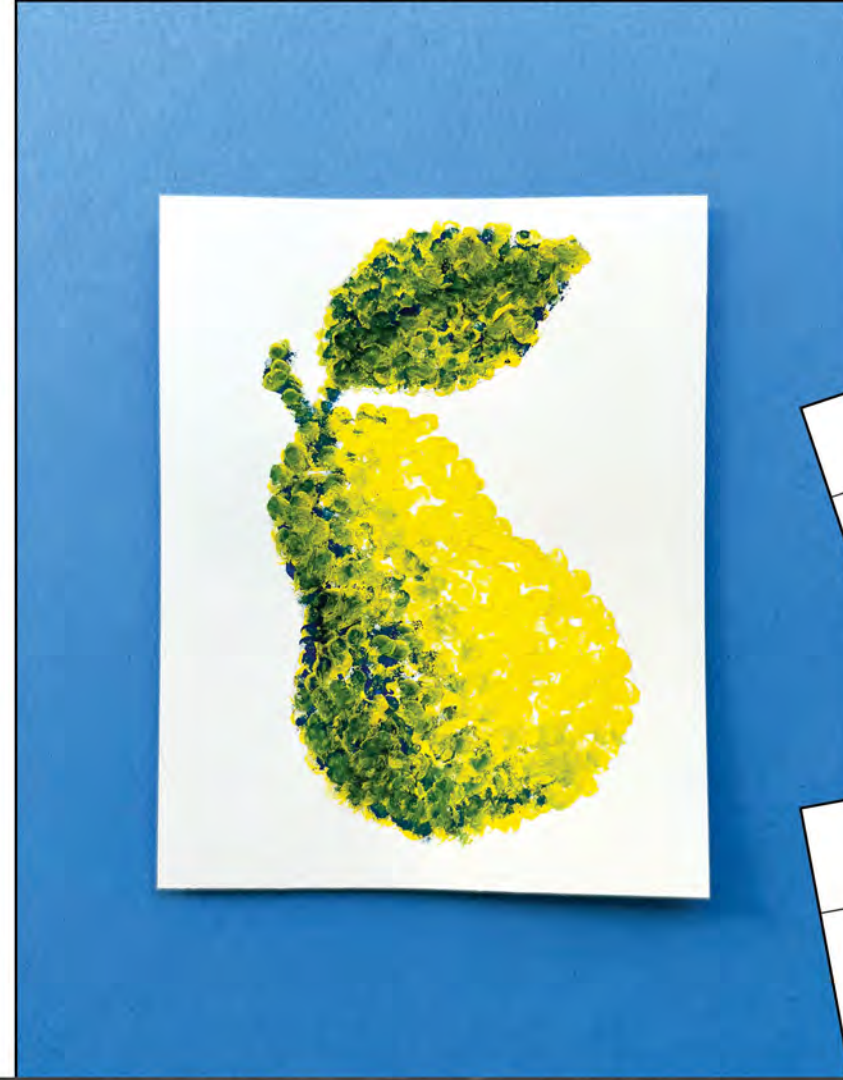
**STEP THREE:**

# LESSON SEVENTEEN:

# PUPPET STOP MOTION

LESSON PLAN, 5 POWERPOINTS, GUIDES, TEMPLATES, MORE





# LESSON EIGHTEEN:

## POINTILLISM PEAR

LESSON PLAN, GUIDES, DEMO VIDEO, CHECKLIST, & MORE

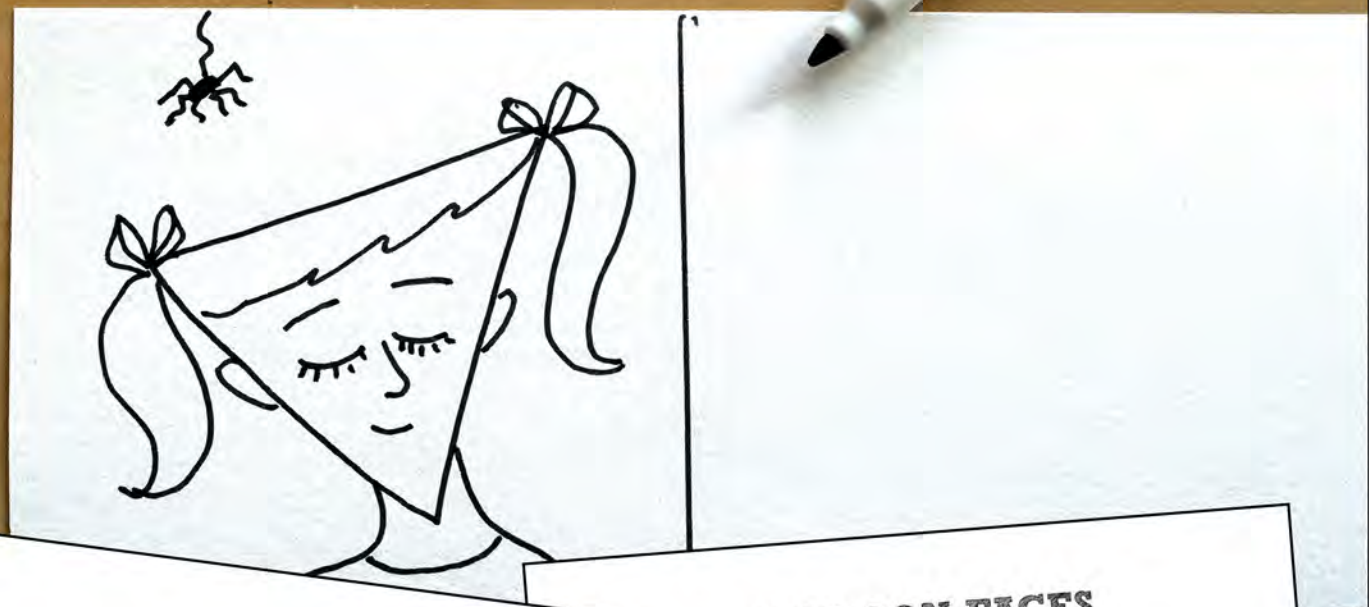




# LESSON NINETEEN: MARBLE MONOPRINT CARD

2 LESSON PLANS, 2 DEMO VIDEOS, GUIDES, & MORE





**CARTOON FACES ACTIVITY**  
TIPS FOR IMPLEMENTING

**AGE GROUP:**

- This was designed with elementary through middle school age students in mind.
- Younger students can complete this activity with some help. For K and 1 students read through the instructions on the front as a group and have them complete the activity independently. Demo how to draw an image, draw a vertical line, and how different expressions can show emotions.
- Older students can follow the instructions and complete the activity independently. Older students can work on a separate sheet of paper to allow space for multiple strips of cartoons for a longer story.


**IMPLEMENTATION TIPS:**

- Print one copy of the activity front sheet per table and laminate it for student reference to follow the steps. Print the back of the sheet for student use.

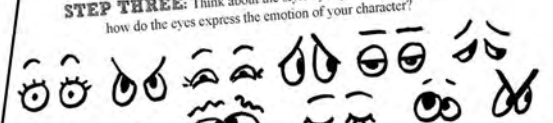
**CARTOON FACES**  
ACTIVITY GUIDE

Follow the steps below to create an emotional cartoon comic strip.

1. Think about what story you want to tell. Is your character happy, sad, excited, angry? How do you want to tell that story in 3-5 pictures, also called frames, of your comic strip.



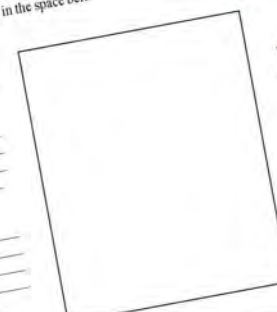
**STEP THREE:** Think about the style eyes you want to include. How do the eyes express the emotion of your character?



**BRAINSTORM & CREATE**

Brainstorm ideas for your character and story. Once you have a design and idea you like, draw your cartoon character comic strip in the space below. Look at the front for ideas and instructions.

1. What emotion or emotions do you want to show in your story?
2. What is your story about? What will happen to your character or what will your character do?
3. What details will you add to help tell your story?
4. Practice drawing your character in the box to the right. When you are ready, start your comic strip in the space below. Have at least 3 frames (or sections) in your story.



**CARTOON FACES**  
ACTIVITY

**SUPPLIES:**

- Cartoon Faces sheets
- Pencils, erasers
- Black pens
- Markers, thin tip, colored pencils, or crayons
- Strips of drawing paper for comic strips (or use the back of the handout)

**ACTIVITY:**

- Read through the cartoon faces activity guide.
- Collect your supplies, pencil, erasers, and coloring supplies.

**TIPS:**

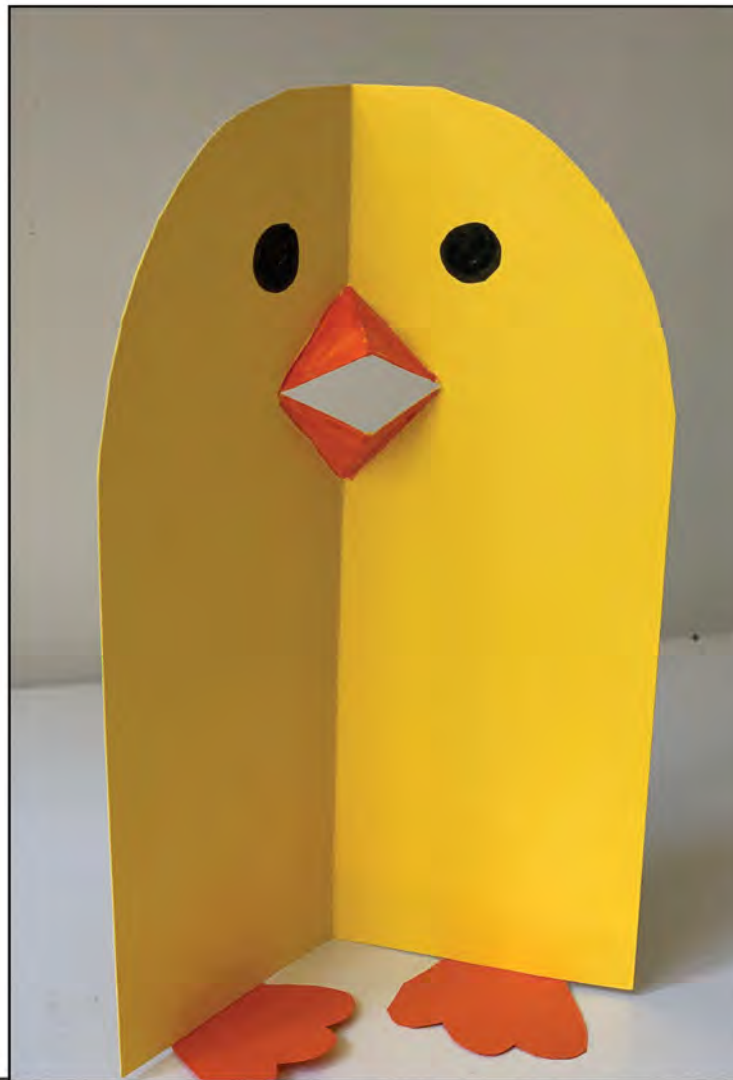
- Think through your story before you start through the drawing.
- Practice drawing your character on scrap paper.
- Plan how many frames, or sections, you want in your cartoon comic strip to have and how you will tell the story.
- Use drawing paper that is larger than a single string work on a separate sheet of paper and draw your character and story on the back of the paper.
- Use speech bubbles to help tell your story.

# ACTIVITY:

# CARTOON FACES COMIC STRIP

TEACHER NOTES, GUIDE, SUB HANDOUT, CHECKLIST





# LESSON TWENTY:

## 3D CHICK POP UP

LESSON PLAN, DEMO VIDEO, GUIDE, & MORE





# LESSON TWENTY ONE:

## FLIP BOOK ACTIVITY

LESSON PLAN, PRESENTATION, DEMO VIDEO, GUIDES, & MORE





# LESSON TWENTY TWO:

# THAUMATROPE ACTIVITY

LESSON PLAN, PRESENTATION, DEMO VIDEO, GUIDES, & MORE





### SUMMER VACATION DRAWING

TIPS FOR IMPLEMENTING

**AGE GROUP:**

- This was designed with elementary art students in mind, but this can also be a fun activity for early middle school.
- Kindergarten to 1<sup>st</sup> grade can complete the activity with help.
- 2<sup>nd</sup> grade and up can follow the instructions and complete the activity independently.

**IMPLEMENTATION TIPS:**

- Print one copy per table and laminate it for student use.
- Students work on a separate sheet of paper.
- Pass one copy to each student.

### SUMMER VACATION DRAWING

ACTIVITY

**SUPPLIES:**

- Paper
- Pencil
- Eraser
- Colored pencils, crayons, or markers

**ACTIVITY:**

- Read through the summer vacation activity guide.
- Look at examples on the page.
- Let students draw their own summer scene.

### SUMMER VACATION SCENE

SUMMER INSPIRATION

Draw what you plan to do or did over summer or what you wish you are doing or did over summer. Check out ideas to add to your landscape below.

**LOCATION:** Think about where you would want to go on your dream vacation or where you plan to go this summer. It could be the beach, a city, or even your neighborhood playground.

**WHAT ARE YOU DOING?** What will you be doing in this location? Building sand castles? Fishing in a pond? Playing soccer? How can you show that in your picture?

**DETAILS:** Think about what other details there might be. Are there plants around? What shape are they? What color are they? What are the colors of the sky and water?

### SUMMER VACATION SCENE

SUMMER INSPIRATION

Follow the steps below to draw a summer scene. Include your favorite summer activity in it.

**STEP ONE:** Draw a tall object, such as a tree, above the bottom edge of your paper. Draw it off the top of your paper.

**STEP TWO:** Add more tall details to fill up space. Place everything above the bottom edge of your paper. Think about other trees, plants, buildings, and similar. Look at the front for ideas.

**STEP THREE:** As you add to your drawing think about the activity you want to do in this location and add it in.

**STEP FOUR:** Add people or animals participating in the summer activity in your scene.

**STEP FIVE:** Draw a horizontal line that goes behind and above the bottom edge of your drawings. TIP: add curving lines to create hills.

**STEP SIX:** Color in the ground and sky if you want to! Add any final touches to your summer scene.

# LESSON TWENTY THREE:

## SUMMER DRAWING

TEACHER NOTES, ACTIVITY GUIDE, SUB PLAN



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"Fabulous resource! Students loved it!!!  
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# LOOK BETWEEN THE LINES

## BY WHITNEY PANETTA



I'm Whitney, a former art teacher turned art curriculum developer. I now focus on designing art lessons, resources, & full curriculums for elementary, middle, high school art teachers, homeschool parents, & general art enthusiasts.

I am so glad to still be connected to the world of art education and I love seeing my resources "in the wild" all over the globe. Reach out anytime with questions or comments at [whitneywpanetta@gmail.com](mailto:whitneywpanetta@gmail.com).