

Teacher's Handbook

ARTS ATTACK

Marcia L. Osterink



Grade 1

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LESSON OBJECTIVES – GRADE 1

(with tape running times)

LINE: TURTLE Students identify lines in their environment and in works of art. They do a warm-up, experimenting with the different characteristics of line, and then create a turtle drawing filled with a variety of lines and line patterns. (12: 10)

COLOR: WANDERING BLACK LINE Students learn the three primary colors and how to mix them to make secondary colors. They paint a color wheel; and then paint a free flowing, curving and crisscrossing black line, creating spaces that they fill in with the primary and secondary colors. (15:32)

SHAPE: SHAPE CREATURE Students learn to identify shapes in their environment, learn that complex shapes are often made up of simple shapes, and learn how to tear paper to create desired shapes in order to make shape creatures. (12:40)

COLOR: TUMBLE CLOWNS Students review the color wheel and color mixing concepts while creating brightly colored and decorative clowns. (13:30)

DRAWING: FROGLAND Students learn to draw by looking very carefully at the subject, and they learn to look for recognizable shapes and lines when drawing. They do warm-ups from model frogs, and then create their own frogland pictures using their new drawing skills. (17:00)

COMPOSITION: PETER, PETER PUMPKIN EATER Students listen to the rhyme Peter, Peter Pumpkin Eater and discuss the elements of the story. They discuss the proportions of the pumpkin, study real pumpkins in detail, and discuss how to make things large in order to make their pictures interesting. They then learn how to use chalk dipped in starch and use this medium to create a picture telling the story of the rhyme. (13:30)

DRAWING: RAGGEDY ANN AND ANDY Students learn to look for simple shapes and lines when they draw from an object. They study Raggedy Ann and Andy dolls for recognizable shapes and lines and then draw a doll while looking at it very carefully. (7:45)

SELF-EXPRESSION: MY HERO Students learn the meaning of hero, discuss who they look up to, who they respect and who they would like to be like. They then create a drawing of their hero. (11:00)

SELF EXPRESSION: HOLIDAY SYMBOLS Students discuss the meaning of the word *symbol* and discuss which symbols represent the holidays to them. They listen to the book, The Sweet Smell of Christmas by Patricia Scarry, stimulate holiday memories through the sense of smell, decide on a symbol that represents the holidays to them, and create a large painting of a holiday symbol. (11:45)

MEDIA: POTATO HEAD INDIAN AND COWBOY Students learn how to make an oval head-shaped print from a large halved potato, create two oval prints to be used for the heads of an Indian and a cowboy, and draw from costumed models of a cowboy and an Indian. (15:25)

SELF-EXPRESSION: SNOWY DAY Students discuss and learn to identify cool colors. They discuss fun activities on a snowy day, and learn to paint white on a blue background while creating a picture of fun and play in the snow. (11:30)

SPACE: EYES IN SPACE Students study the concept of creating visual space. They learn that things up close look bigger than things far away and they learn to overlap shapes to make one look in front of the other. They then create a drawing, incorporating small moving eyes as a motivational element. (9:55)

MEDIA: MYSELF Students perceive things about themselves and each other through sight and touch. They think about their choices of clothing and hairstyles as a statement about themselves. They select fabric, learn to cut and sew from patterns, learn to create their hair styles with yarn and glue, and feel the features of their faces in order to accurately draw themselves. (35:00)

FORM: CLAY CHARACTERS Students discuss how to create a character in art that is recognizable by its details. They learn how to create with clay, using the technique of building on a dome shape, and learn how to shape and attach pieces of clay and add details to them. (19:00)

DRAWING: HUMPTY DUMPTY Students focus on drawing from an object by identifying simple shapes and lines. They learn to tell a whole story with one picture by drawing the important details of the story and then illustrate the nursery rhyme *Humpty Dumpty*, after doing a warm-up drawing from a Humpty Dumpty model. (10:50)

DRAWING: BUTTERFLIES Students learn the term "symmetrical" through studying butterflies, learn how to draw a symmetrical butterfly, and create beautifully designed wings using the crayon-resist technique. (15:50)

SPACE: HAPPY BUG'S GARDEN Students study how the appearance of things changes in space as the point of view of the artist or viewer changes. They discuss the "bugs-eye" or "worms-eye" view, listen to a story about Happy Bug and his garden, and illustrate the story after examining real vegetables - drawing from the "bugs-eye" view and then painting with tempera. (14:40)

ARTIST APPRECIATION: PAUL KLEE – CASTLES AND COLOR Students study one phase of Paul Klee's art, focusing on his use of line over different backgrounds. They discuss Klee's use of color to create mood and study pictures of castles. They then draw a castle with line using crayon and create an atmosphere (stormy or sunny, etc.) in the background using the wet-into-wet technique, dabbing colors and allowing them to run together. (12:35)

SHAPE: SCHOOL BUS Students review the concept of identifying and seeing shapes in their environment and see how large complicated shapes are made up of small simple shapes. They study and draw a school bus by identifying the shapes, learn to mix different flesh tones, and paint a school bus picture. (13:45)

PATTERN: STYLIN' STAN AND DAISY, THE PATTERN QUEEN Students define and identify pattern by examining fabrics and their own clothing. They learn to draw a figure using simple shapes and listen to two descriptive poems about Daisy and Stylin' Stan, while focusing

on remembering every detail of the clothing described in the poems. They then draw a picture of Stan and/or Daisy. (16:15)

DRAWING: HEY DIDDLE DIDDLE Students study how to draw the action sequence of a story using a cartoon-type strip of empty boxes; listen to the nursery rhyme Hey Diddle Diddle, discuss the sequence of the story in the rhyme, and create an action strip using four boxes while drawing with colored marking pens. (9:25)

ARTIST APPRECIATION: JOAN MIRÓ Students study the art of Joan Miró, focusing on his amoeba-like forms, bright primary colors, and black line figures. They do a warm-up of Miró-like black line figures and amoeba shapes, and then create a Miró-like painting. (14:25)

DRAWING: FLOWERS – CRAYON RESIST Students practice seeing things carefully by studying real flowers, looking at details and color, and touching and smelling them. They draw flowers with crayons by observing them, create designs of flowers using their whole papers, and paint watercolors over their pictures. (13:10)

SELF EXPRESSION: USING YOUR SENSES Students learn to respond to their sense of taste, touch, smell and hearing to create a visual picture. They focus on how the other senses may evoke either favorable or unfavorable responses by stimulating memories of past experiences. They create a visual picture that is a response to the other four senses. (9:00)

SUMMARY OF ART SUPPLIES REQUIRED

This supply list is for a group of 10 students, and is provided as a planning aide. Quantities of paper allow for extras needed throughout the year. It is more economical to purchase supplies in bulk or large quantities. Store brushes with long handles upright in old tennis ball cans. Nest water cans. Stack sponges on top of each other in their tray containers. Store sponges and water cans in plastic dishpans. Store pencils and black and colored marking pens upright in tin cans.

BRUSHES	3/4 " easel brushes	10 each
	# 10 general purpose camel hair brushes	10 each
TEMPERA PAINT	Red, yellow, blue tempera	1 quart each
	Brown and peach	½ pint each
	White and black tempera	1 pint each
WATERCOLORS	Watercolor pans (8-color pans)	10 pans
SPONGES	3" x 5" in individual trays	10 each
MARKING PENS	Fine tipped, black felt water-based marking pens	12 each
	Colored marking pens (8 colors)	5 sets
PENCILS	Primary pencils	12 each
ERASERS	Pink pearl erasers	12 each
SCISSORS	Fiskars for Kids recommended	10 each
CRAYONS	Crayons (16 colors or more)	10 boxes
COLORED CHALK	8-colors (or 1 box of 144 colors for whole class)	10 boxes
LIQUID STARCH		1 quart/class
CERAMIC CLAY	Medium to high fire -25# bag	2/3 Bag
CLAY MODELING TOOLS	Garlic press (2), large paper clips, pencils, clay slicing tool (string with wooden pegs on each end)	
WHITE GLUE	4 oz. Bottles (It is most economical to buy glue by the quart to refill the bottles)	10 each
OIL PASTELS	Boxes of 8 or more colors	5 boxes
PAPER PLATES	White (Purchase in packages of 100 or 500.)	170 each
TAG BOARD	18" x 24"	4 sheets
WHITE DRAWING PAPER	60# - 12" x 18"	135 sheets
	60# - 18" x 24"	100 sheets
	60# - 9" x 12"	35 sheets
NEWSPRINT	Use for warm-up or scratch paper - 9" x 12"	85 sheets
LARGE POTATOES	For cowboy & Indian printing lesson	5 each

GLUE-ON EYES	Round, movable eyes (2 sizes) – found in sewing stores	20 pairs
COLORED CONSTRUCTION PAPER	Light Blue - 12" x 18"	12 sheets
	Gray - 18" x 24"	12 sheets
	Blue - 18" x 24"	12 sheets
	Package of 50 assorted colors - 12" x 18"	2/3 package

MATERIALS FOR THE WHOLE CLASS

BUTCHER PAPER	Brown (24" wide) on a roll (for portfolios)	3 ft./student
	Black (48" wide) on a roll (for art show & mural)	1 roll / school
MASKING TAPE		1 roll
TIN CANS	For water & storage of pencils, brushes, pens, etc.	1 per student
PAPER CUPS	Small, use as paint containers in some lessons	100 each
PAPER CLIPS		1 box
PLASTIC PAILS	Large, use as water buckets	2 each
FLAT CONTAINERS	Pie plates, frozen food trays, etc. (for sponges, chalk, etc.)	
LARGE BOX	18" x 24" for holding student portfolios	1 each
LARGE SPONGES	For cleaning up	2 each
PAPER TOWELS		12 rolls
PLASTIC DISH PANS		2 each
TRASH BAGS	Large – Optional	
MATERIAL SCRAPS	Material scraps & trims (ribbons, lace, buttons, shoe laces, etc.)	
YARN	Brown, black, light yellow, copper	1 skein each
MISC. SUPPLIES		
Frogland:	Frog models and/or stuffed or toy frogs	
Peter, Peter:	Pumpkins	
Raggedy Ann/Andy:	Raggedy Ann and Andy dolls	
Holiday Symbols:	Candy canes, cinnamon, chocolate shavings, pine needles, evergreen clippings, gingerbread, etc.	
Humpty Dumpty:	Humpty Dumpty doll, wall decoration or picture	
Stylin Stan & Daisy:	Samples of pattern-covered fabric or paper	

<h2 style="text-align: center;">GRADE 1 DVD CONTENTS</h2> <p style="text-align: center;">WITH RUNNING TIMES</p>

DVD ONE:	1. Line and Pattern	TURTLE	(12:10)
	2. Color and Line	WANDERING BLACK LINE	(15:32)
	3. Shape	SHAPE CREATURE	(12:40)
	4. Color	TUMBLE CLOWNS	(13:30)
DVD TWO:	5. Drawing	FROGLAND	(17:00)
	6. Composition	PETER, PETER PUMPKIN EATER	(13:30)
	7. Drawing	RAGGEDY ANN AND ANDY	(7:45)
	8. Self-expression	MY HERO	(11:00)
DVD THREE:	9. Self-expression	HOLIDAY SYMBOLS	(11:45)
	10. Media Exploration	POTATO HEAD INDIAN/COWBOY	(15:25)
	11. Self-expression	THE SNOWY DAY	(11:30)
	12. Space	EYES IN SPACE	(9:55)
DVD FOUR:	13. Media Exploration	MYSELF	(35:00)
	14. Form	CLAY CHARACTERS	(19:00)
	15. Drawing	HUMPTY DUMPTY	(10:50)
	16. Drawing	BUTTERFLIES	(15:50)
DVD FIVE:	17. Space	HAPPY BUG'S GARDEN	(14:40)
	18. Artist Appreciation	PAUL KLEE - CASTLES & COLOR	(12:35)
	19. Shape	SCHOOL BUS	(13:45)
	20. Pattern	STYLIN' STAN AND DAISY	(16:15)
DVD SIX:	21. Drawing	HEY DIDDLE DIDDLE	(9:25)
	22. Artist Appreciation	JOAN MIRÓ	(14:25)
	23. Drawing	FLOWERS – CRAYON RESIST	(13:10)
	24. Self-expression	USING YOUR SENSES	(9:00)

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Turtle

Grade 1

Line Lesson

Concepts:

1. There are many different kinds of lines.
2. Line has different characteristics. Thick/thin, straight/curved, long/short, ragged/wiry, curly, broken, jagged, smooth, etc.
3. A line is a point (dot) moving in a direction.

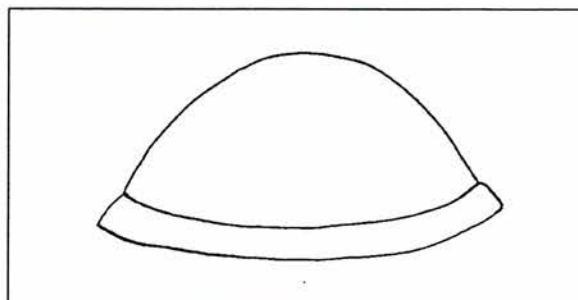
Materials:

Warm-up paper, 12" x 18" white paper, black drawing pens (fine point), pencils (chalk and crayon optional), heavy string.

Procedure:

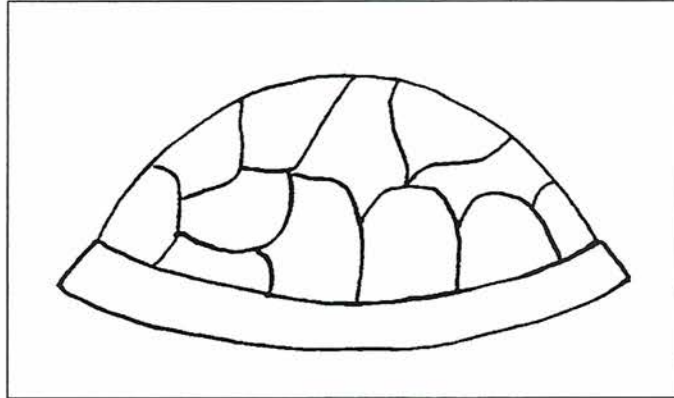
1. Introduction: "Today we are going to talk about line. What is a line?" Define. Get responses from class. Show on board or easel. "Where do we see line? Let's look for lines in the room. Where do you see lines?" Responses from students.
2. "Now we are going to do a line warm-up. Look for a line in the room you like, and draw it on your scratch paper. Now draw the line again and make it fat; next make it skinny; make it furry. What would it look like if it fell off a mountain?" This is done with pencil, chalk, or crayon. Encourage the students to use the side of the lead or the chalk when making fat lines (make many kinds of lines: curvy, jagged, straight, broken, etc.).
3. Looking at prints: "Now let's look at some pictures that other artists have done. What kinds of lines do you see? Find a hard line, find a soft line, etc. How do the lines in this picture make you feel?"
4. "Today we are going to make a turtle using all different kinds of lines. We are going to make it big to fill up the paper." Show on board or easel. Draw a rectangle representing the paper and draw a turtle shell shape. Have everyone do this.

Step 1:



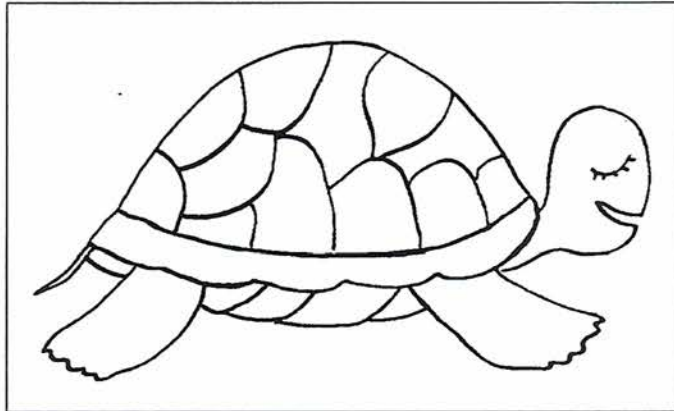
5. Now divide the shell into sections.

Step 2:



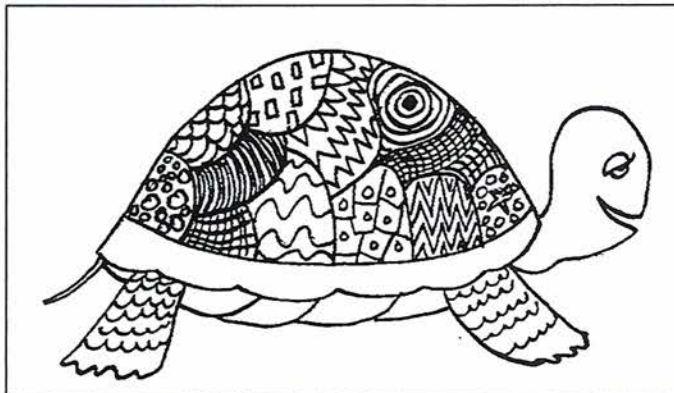
6. Next add the head, feet, tail, and bottom shell.

Step 3:



7. Decorate the sections of the turtle using all kinds of lines. Make each section of the shell contrast with the others.

Step 4:



Wandering Black Line

Grade 1

Color Lesson

Concepts:

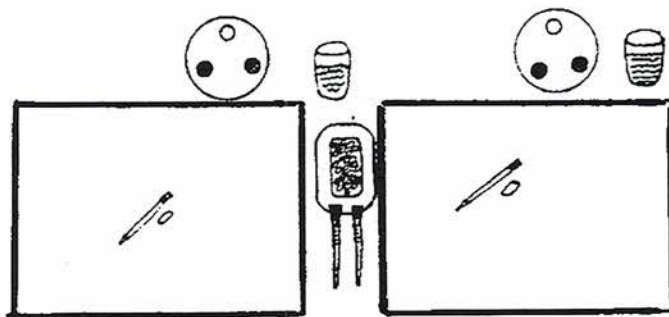
1. There are three primary colors: red, yellow, and blue.
2. The primary colors can be mixed to make secondary colors: green, violet, and orange.
 - a. Red and yellow make orange.
 - b. Yellow and blue make green.
 - c. Blue and red make violet.
3. When mixing colors, always start with the lightest color and add a very small amount of the darker color until the desired color is achieved.
4. When you mix primary colors with secondary colors, you get intermediate (tertiary) colors: yellow-green, blue-green, yellow-orange, red-orange, red-violet, and blue-violet.
5. All the primary colors mixed together make brown.

Materials:

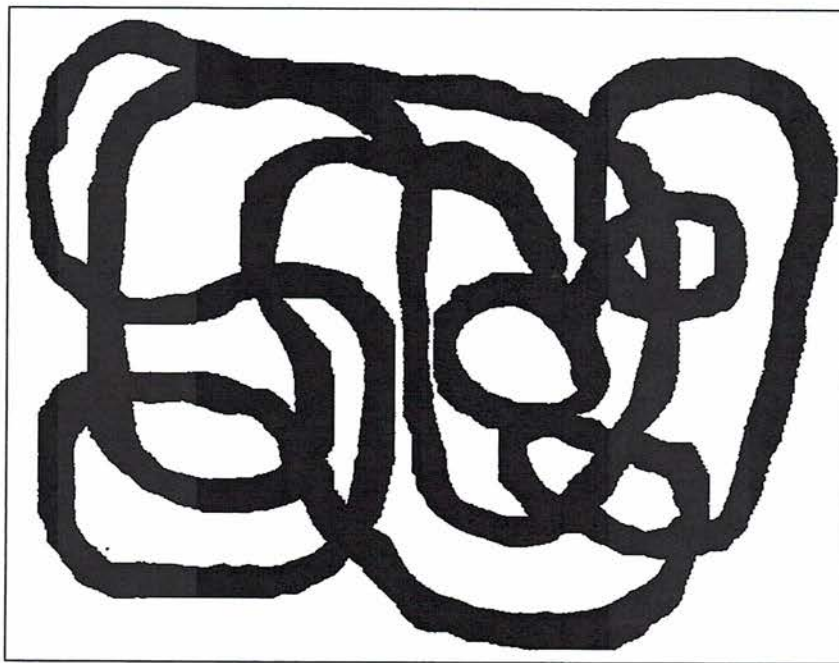
Paper plates (two per student), tempera paints (red, yellow, blue and thinned black in small cups), brushes, sponges, 12" x 18" white paper, pencils, erasers, white scrap paper for warm-up, water cans.

Procedure:

1. Before you start this lesson, give the students this rule: "Do not touch the art materials while I am talking. Fold your hands on top of the table."
2. Teach how to work with paint. Point out how the area is set up. Tell them they will learn how to mix colors – so that they will only be needing three colors. "These colors are called primary colors. The plate your paints are on is called a palette."

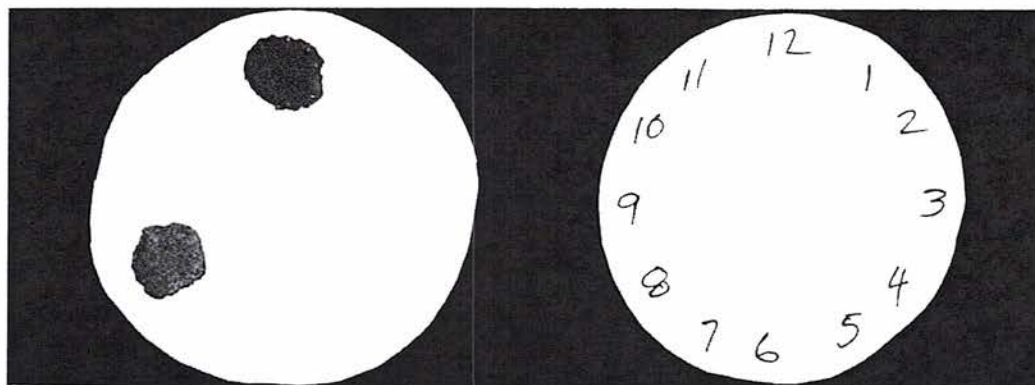


3. On a paper taped on the board, show different ways to work with paint:
 - a. Dip your brush in water to rinse it.
 - b. Blot off the extra water on your sponge, if necessary.
 - c. Paint with undiluted paint first.
 - d. Show how it flows slowly and looks opaque.
4. When changing colors, show how to rinse out the brush thoroughly by swishing it back and forth in the water and blotting it on the sponge.
5. Now have students do these steps. Instruct them to paint lines of thick undiluted paint on their scratch paper, rinse their brushes, and blot them on their sponges.
6. Now demonstrate what it is like to paint with paint diluted with water. Have students try it on their warm-up paper. Remind them to rinse and blot whenever they change colors.
7. Continue warm-up. Have students paint fine lines using the tip of their brushes. Have them paint thick lines using the whole width of their brushes. Try quick brush strokes. Experiment! Remind them to blot brushes on sponges to control water. Stress rinsing brush and blotting on sponge to control water.
8. Each two students should have some diluted black that will flow smoothly. Do not put black on plate, but in a separate container (paint cup).
9. Demonstrate: "We are going to paint a long continuous line that will wander all over the paper, crossing itself and making shapes and spaces in which we will paint our colors. Let's pretend our line is taking a walk. Sometimes it will wander all the way to the edge of the paper." Set this aside to dry.

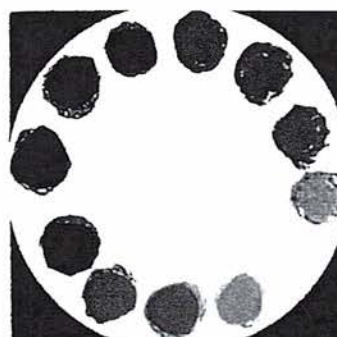
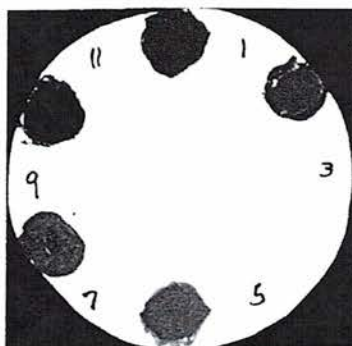


10. Each child will have two paper plates. One plate will have the three primary colors (red, yellow, and blue) evenly spaced on the plate. The other plate will be blank.

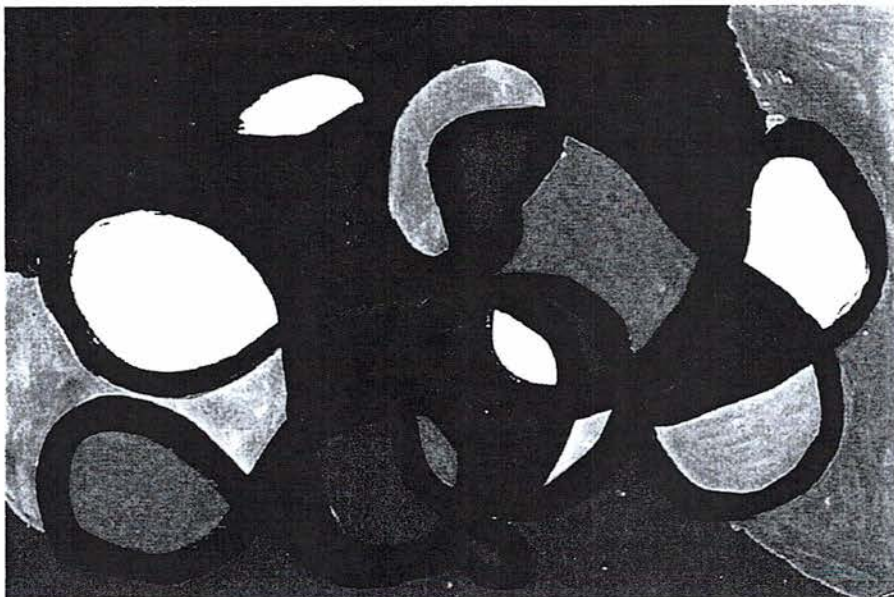
11. Instruct the students to number the blank plate like a clock. Put a 12 on top of the blank plate. Put a 6 directly opposite it. Put a 3 half way between the 12 and the 6, on the edge. Put a 9 opposite the 3. Fill in the rest of the numbers. To save time, do this ahead of time.



12. "Now we are ready to paint. First, let's paint with red. Dip your brush in red and paint a dot on the number 12. Remember to rinse and blot."
13. In the same fashion, paint blue on the number 8.
14. In the same fashion, paint yellow on the number 4.
15. "Now we are ready to mix two colors together. I am going to give you a rule for mixing two colors together. This is the rule: **Whenever you mix two colors together, start with the lighter color and add the darker color to it in small amounts until the desired color is reached.**" Demonstrate.
16. "Now if we are going to mix yellow and red together, which color will we start with? (Yellow) Take your palette and your clean brush, dip your brush in the yellow and put a dab of yellow between the red and yellow. Rinse and blot brush. Now take just a tiny bit of red on your brush and mix it into the yellow dab of paint. What color is it? (Orange) Add enough red to make a good orange. Now put an orange dot on the 2 on your color wheel."
17. "Now, in the same fashion, mix green by adding blue to yellow. Put on number 6."
18. "In the same fashion, mix violet by adding blue to red and painting on the number 10 on the color wheel."



19. If time permits, teach them to mix intermediate (tertiary colors) by mixing the secondary colors with the primary colors and painting on the color wheel.
- a. Orange and red = red-orange (on #1).
 - b. Orange and yellow = yellow-orange (on #3).
 - c. Violet and red = red-violet (on #11).
 - d. Violet and blue = blue-violet (on #9).
 - e. Green and yellow = yellow-green (on #5).
 - f. Green and blue = blue-green (on #7).
20. Have students paint colors in the shapes formed by their wandering line. Have them use each color of the color wheel. Fill up the whole paper. Do not leave any white.



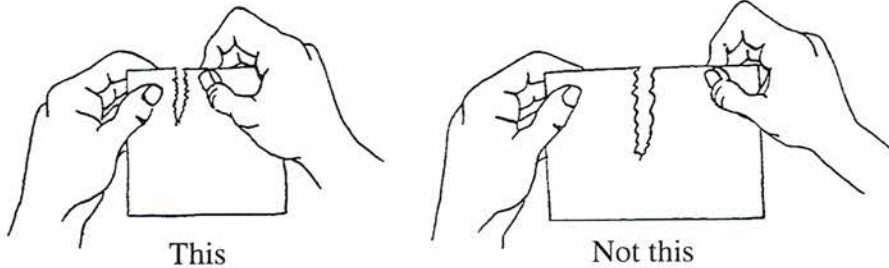
Shape Creature

Grade 1

Shape Lesson

Concepts:

1. A shape is created by a closed line.
2. Complicated shapes are made up of two or more simple shapes.
3. Unusual and interesting shapes can be torn out of paper.
4. Controlled tearing is achieved by taking the paper between thumb and first finger of each hand. Keep the area between the hands small, where the actual tearing takes place.



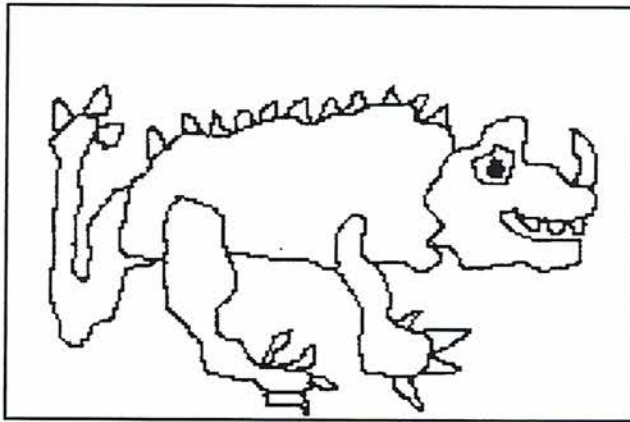
Materials:

12" x 18" white paper, piles of colored paper scraps cut into various sizes (this saves waste), paste, black pens.

Procedure:

1. Define shape. Show on the board or easel how a line can become a shape. Look around the room for shapes. Describe them. "Do you see a square, a rectangle, etc.?"
2. Talk about how the objects in the room are made up of simple shapes.
3. Have a sample of a torn 'shape creature'.
4. Talk about how your shape creature is made up of many simple shapes.
5. Point out how the torn shapes make it more interesting.
6. Show students how to tear. See figures above.
7. Instruct them to start with the largest shapes and paste them down first, and then add the smaller shapes.
8. Students will then design a fanciful, make-believe creature. Talk about what such a creature might look like (teeth, feet, hands, claws, hair, fur, spines, etc.).

9. After everything is pasted down, some may want to add a few lines for detail with a fine-tipped black marking pen.



Tumble Clowns

Grade 1

Color Lesson

Concepts:

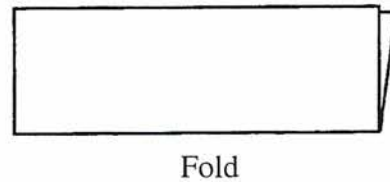
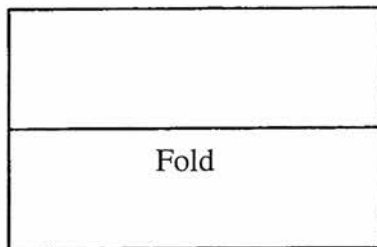
1. There are three primary colors: red, yellow, and blue.
2. There are three secondary colors made by mixing two primary colors together:
 - a. Blue and yellow = green.
 - b. Yellow and red = orange.
 - c. Red and blue = purple/violet.
3. Clowns wear brightly colored and brightly decorated costumes.
4. Clown figures doing cartwheels can be made by starting with the letter "x".

Materials:

18" x 24" white paper, tempera paints (red, yellow, and blue), paper plates, brushes, water cans, sponges, and crayons.

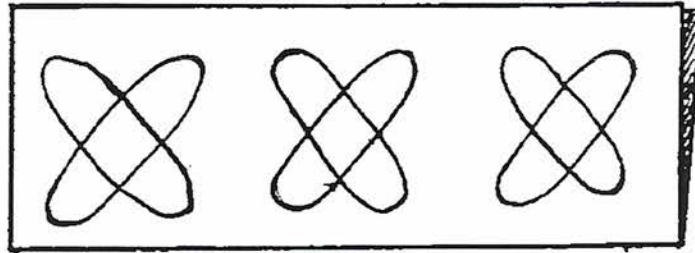
Procedure:

1. Fold the 18" x 24" paper in half lengthwise. You will work on the top half of the paper first.

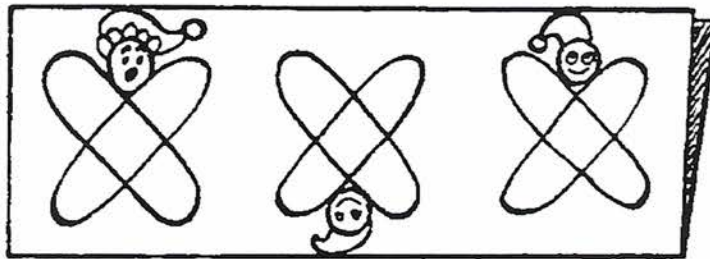


2. Students should place the paper on the table in front of them with the folded edge facing them.
3. Demonstrate on a piece of paper posted on the blackboard. With a crayon make three X's across the paper.

About this big.



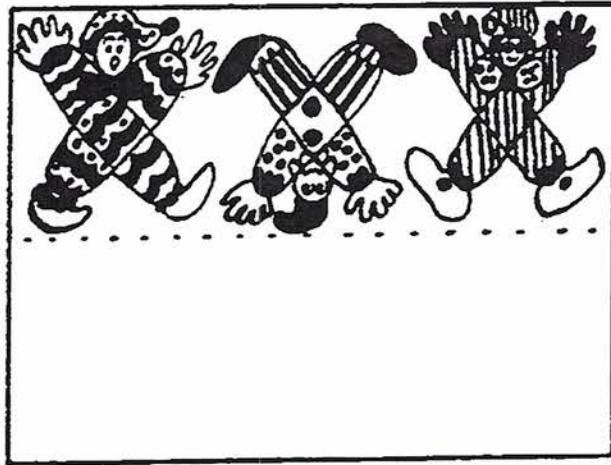
4. Draw in the heads with the hats.



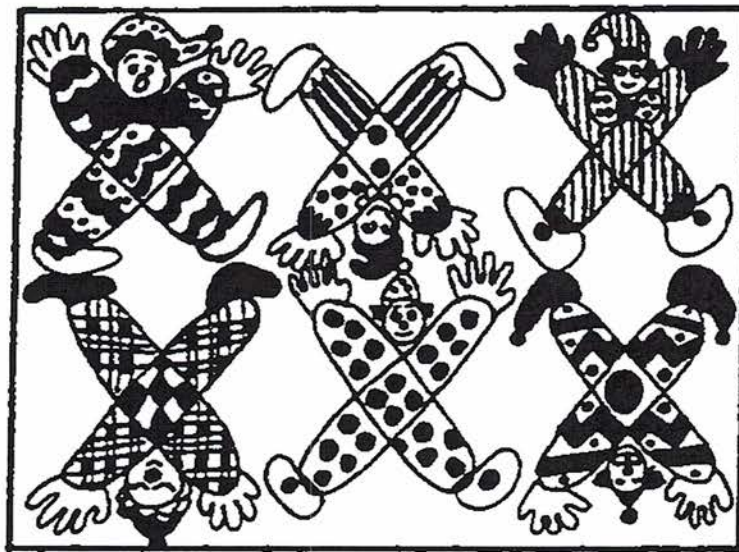
5. Outlining only, make feet and hands. Add collars, bows, and ruffles.



6. After the three clowns are outlined, paint with primary and secondary colors. Review how to mix secondary colors. Encourage the students to paint the clowns in solid colors first. After this layer of paint dries, they can go back and decorate the clowns' costumes with polka dots and lines on top of the flat color.
7. When the first three clowns are finished, open up the folded paper. Demonstrate how to make three X's on the bottom half of the paper. Make the top clowns look like they are standing on the hands or feet of the clowns below them, like acrobats.



8. Take them through the same steps again or encourage them to do the second half of the painting completely on their own.



ASSESSMENT

Guidelines for class discussion

The questions asked students for self-assessment at the end of each lesson are often the same as those asked by the teacher during the process of creation. Use this page as a guideline to your discussion. Start your discussion by defining the vocabulary terms. Then hold up the student artwork and ask some or all of the questions listed below.

VOCABULARY:

- Line • Primary Colors • Secondary Colors • Tertiary Colors • Shape
- Balance • Variety • Contrast

TURTLE:

1. Does the artist use a variety of lines? Describe the types of lines you see.*
2. Has the artist used line to create contrast? Can you tell one section of the turtle from the other? Describe how the artist created contrast.*
3. Can you think of other ways to draw the turtle? (Front, back, top or bottom view)
4. Since doing this lesson, have you noticed lines in your home. Where? Describe them.

WANDERING BLACK LINE:

1. Has the artist used all of the primary and secondary colors?*
2. Has the artist used all of the tertiary colors?*
3. Describe the quality of the wandering black line. (fat, thin, curvy, angular, etc.)
4. Are the colors balanced on the paper? (Example: Is the yellow painted in sections all over the paper or in just one area?)*

SHAPE CREATURE:

1. Has the artist created complex shapes out of simple shapes? Has the artist started with large shapes and worked down to smaller shapes? How can you tell?*
2. Describe some of the shapes you see.*
3. What details do you see that you think make the artwork interesting?*
4. Was the artist skillful at tearing shapes?

TUMBLE CLOWNS:

1. Did the artist use all of the primary and secondary colors? What colors do you see?*
2. Did the artist use contrasting colors? Describe where you see contrasting colors.*
3. Are the colors balanced or does the artist use more of one color than another?*
4. Did the artist keep his/her colors clean?*

ANALYZING ART PRINTS: After assessing the four lessons, you are ready to apply some of the same questions (indicated with stars) to the artwork of famous artists. Suggested art prints for the discussion are:

HOUSES AT AUVERS

MOTHER AND CHILD

PORTRAIT OF Mlle. VIOLETTE

Vincent van Gogh

Pablo Picasso

Odilon Redon

Frogland

Grade 1

Drawing Lesson

Concepts:

1. Drawing is easier when you look for simple recognizable shapes and lines in the object being drawn. Examples: looking for dots and circles.
2. Practicing drawing makes it easier.
3. When trying to tell a story in a picture, it is good to use lots of details.

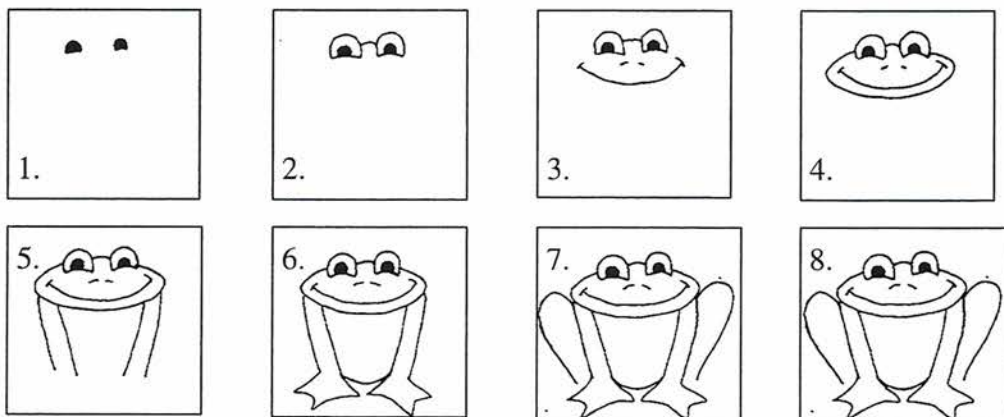
Materials:

12" x 18" white paper, practice paper, pencil, erasers, black marking pens, colored marking pens, models of frogs (stuffed toy frogs work well).

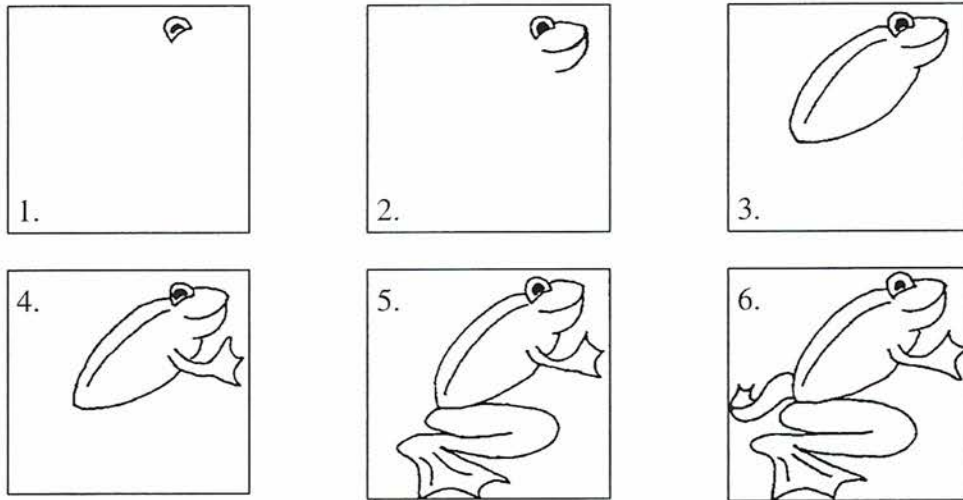
Procedure:

1. Have one or more frog models for the students to look at while they are drawing. (Stuffed animals, garden statues, small china or metal frogs.)
2. Hold a model of a frog up so everyone can see. "This frog is going to be our model today. Do you see any shapes on it you recognize? What kinds of lines do you see? Today we are going to make a wonderful frog picture called Frogland. What do you think would be in a picture called Frogland? Where do frogs live? What will you see there?" (pond, lily pads, cattails, rocks, bugs, many frogs sitting, jumping, swimming.)
3. "On our warm-up paper with our black marking pen, let's do a practice frog. I will show you step by step how to look for and draw shapes you already know how to draw."
4. Demonstrate on board or easel. Have students work along with you through the steps.

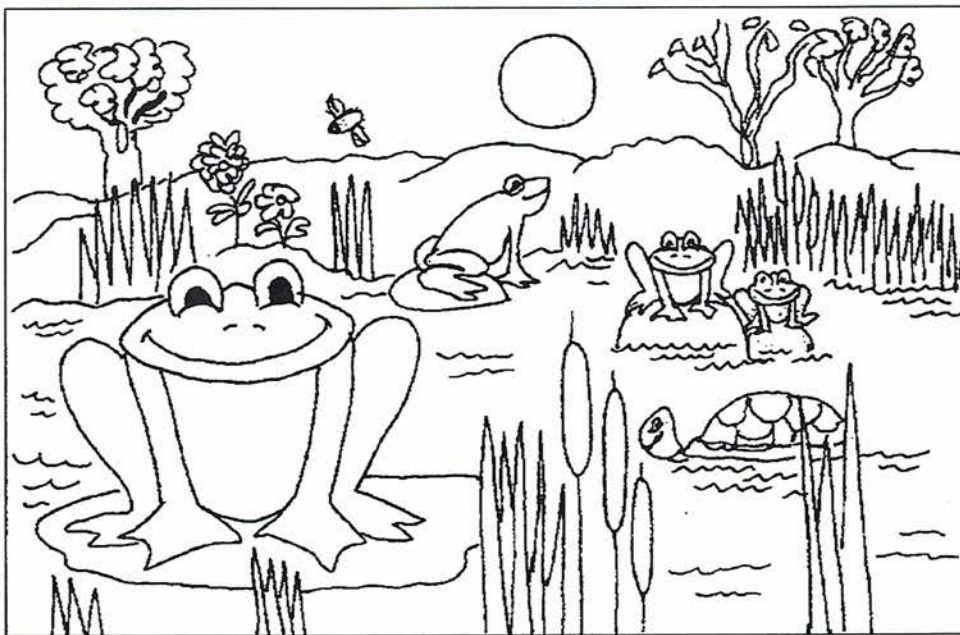
Frog 1: Front View



Frog 2: Side View / Jumping



5. Start your picture by drawing one large frog somewhere on the paper. This frog will be up close.
6. Create a frogland in the background with other frogs, the pond, lily pads, trees, flowers cattails, rocks, turtles, bugs, fish, tall grasses. Encourage them to add their own ideas.
7. Color with marking pens.
8. This lesson could also be done in crayon resist.



Peter Peter Pumpkin Eater

Grade 1

Composition Lesson

Concepts:

1. A picture can tell a story.
2. Looking at things while we draw helps us to draw them.
3. Larger objects in a picture are easier for the viewer to see.

Materials:

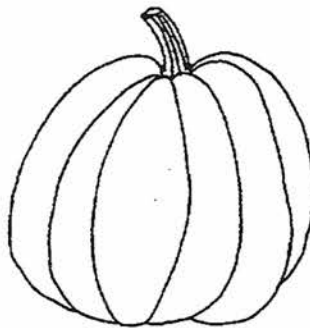
12" x 18" light blue paper, colored chalk dipped in liquid starch (or crayons or oil crayons), pumpkins.

Procedure:

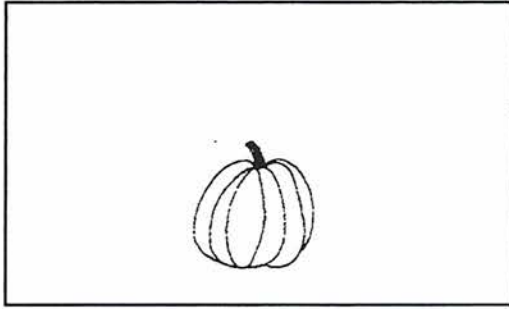
1. Bring one or more large pumpkins to class. Bring a pumpkin vine with leaves, if available.
2. Discuss the rhyme "Peter. Peter":

*"Peter, Peter, pumpkin eater,
Had a wife and couldn't keep her,
Put her in a pumpkin shell,
And there he kept her very well."*

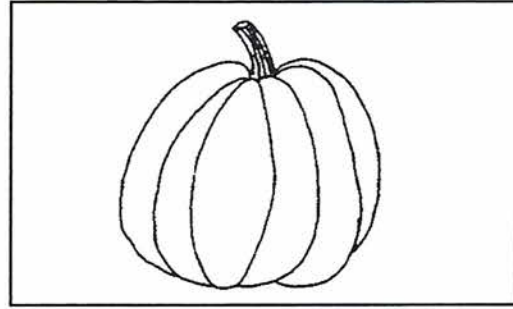
3. Discuss the size and proportions. Either the pumpkin must have been very large or Peter and his wife must have been very small.
4. Look at the real pumpkins brought into the classroom. Discuss texture, color, and shape. Point out the sections of the pumpkin. It has grooves.



5. "To tell the whole story of Peter and his wife with a picture, what must be in the picture?"
6. "How big do you think the pumpkin should be on your paper?"

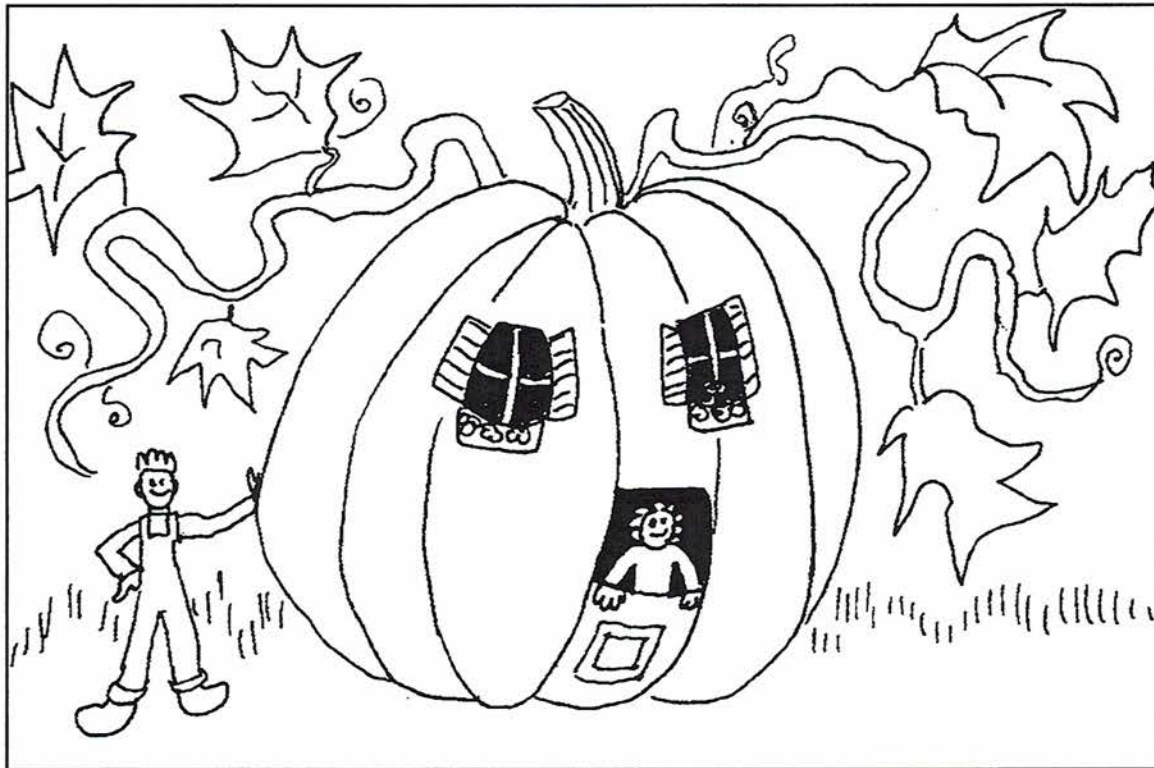


Like this? NO



Like this? YES

7. Talk about how pumpkins grow on vines with big leaves along the ground.
8. "Do you think Peter made his pumpkin into a house with doors and windows?"
9. When motivation is complete, demonstrate the use of chalk dipped in starch. Each pair of students will have liquid starch, preferably in a flat container, and a selection of colored chalk. Demonstrate how, when the tip of the chalk is dipped in the starch, it becomes soft and spreads on the paper thickly. The colors are bolder and will not rub off like dry chalk colors.



Raggedy Ann and Andy

Grade 1

Drawing Lesson

Concepts:

1. Drawing from an object is easier when you look for simple recognizable shapes and lines in the object (dots, circles, curved lines, straight lines, squares, rectangles).
2. When drawing from an object, you must look very carefully at what you are drawing.

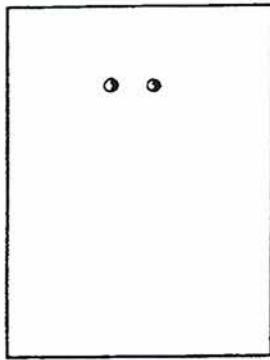
Materials:

9" x 12" white paper, black marking pens (fine-tipped), Raggedy Ann and Andy dolls.

Procedure:

1. Have a Raggedy Ann and a Raggedy Andy doll to hold up and show the students. Tell the students that they will be drawing the doll of their choice. Ask, "What is the most important thing to do when you are drawing from something such as this doll?" Answer: "To look at it very carefully."
2. "Let's look at Raggedy Ann and Andy carefully. Do you see any shapes that you recognize? (Dots for eyes, triangle nose, etc.) What kinds of lines do you see? (Curved, straight.)"
3. "Let's draw Raggedy Ann or Andy in steps, and see how we do."
4. Demonstrate the steps (see next page) on a piece of paper or on a blackboard. Have students work along with you.
5. Use this either as a final picture or, preferably, as a warm-up for a picture depicting Raggedy Ann or Andy as the subject of a larger, story-telling picture.

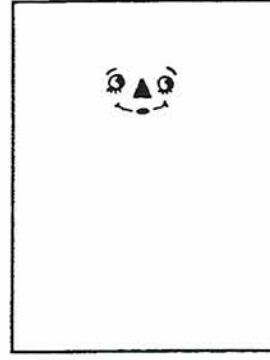




Eyes



Nose



Mouth and Eyebrows



Hair



Hat



Collar and Bow



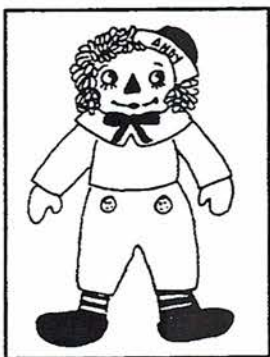
Shirt



Hands



Pants



Shoes



Checks



Background

My Hero

Grade 1

Self-Expression Lesson

Concepts:

1. A hero is someone we look up to and have great respect for.
2. Thinking about whom our heroes are helps us to understand what kind of people we are or would like to be.

Materials:

12" x 18" white paper, pencils, erasers, colored marking pens.

Procedure:

1. Discuss what a hero is. Discuss the "Super Heroes" (Superman, Wonderwoman, etc.). "Why are they called 'Super Heroes'?" (They perform great deeds.) Discuss how not all heroes have to be super-human or perform miraculous deeds. A hero may be anyone we look up to and admire.
2. Now discuss: "Who are your heroes and why?"
3. "Today we are going to make a picture of our heroes. What kinds of details would your picture need, so that everyone would understand who your hero is?" (Clothing, background details, details showing what the hero does or has done to be a hero to you.)
4. "Would a hero be small on the paper? Make your hero big. Make your picture tell a story about your hero."



ASSESSMENT

Guidelines for class discussion

The questions asked students for self-assessment at the end of each lesson are often the same as those asked by the teacher during the process of creation. Use this page as a guideline to your discussion. Start your discussion by defining the vocabulary terms. Then hold up the student artwork and ask some or all of the questions listed below.

VOCABULARY:

• Line • Shape • Space • Balance • Variety • Contrast

FROGLAND:

1. Describe the details or clues that show this is a Frogland or a place where frogs live.
2. What kinds of line do you see? What shapes do you see?*
3. Is the picture balanced? Is one area just as important as another?*
4. Are the frogs carefully drawn? Are any of the frogs moving? How can you tell?
5. What do you look at first in this picture? Is one area more important than another?*
6. How has the artist created variety?*

PETER PETER PUMPKIN EATER:

1. Does the picture tell the story of Peter Peter Pumpkin Eater? Describe the important parts of the picture that tell the story.
2. Has the artist made the pumpkin large, so that it is the most important thing in the picture?
3. How has the artist used the space on the paper? Has he/she filled it up or left large empty spaces?*

RAGGEDY ANN AND ANDY:

1. Has the student artist carefully drawn the shapes and lines of Raggedy Ann or Andy?
2. Describe some of the shapes that you see.*
3. What details do you see that you think make the artwork interesting?*
4. What do you think is the best part of the drawing (or picture)?*

MY HERO:

1. Can you tell who the artist's hero is? How? Describe the details that allow you to recognize the hero.
2. Has the artist made the hero the most important thing in the picture? How?
3. Does the picture tell you something about the artist? What have you learned about the artist by looking at his/her artwork?*

ANALYZING ART PRINTS: After assessing the four lessons, you are ready to apply some of the same questions (indicated with stars) to the artwork of famous artists. Suggested art prints for the discussion are:

ENAMEL SAUCEPAN

SUNFLOWERS QUILTING BEE AT ARLES

HARVESTERS

Pablo Picasso

Faith Ringgold

Pieter Brueghel, the Elder

Holiday Symbols

Grade 1

Self-Expression Lesson

Concepts:

1. A picture can be an expression of our feelings about something that is a response to the stimulation of our senses (how it feels, smells, looks, etc.).
2. Without seeing things, we can identify them by smelling them or feeling them.
3. Memories (good or bad) are stimulated by the sense of smell.
4. A visual symbol is an object or picture that represents something else.
5. A holiday symbol is something that represents the holidays to us. Example: A Christmas tree is a symbol of Christmas; a menorah is a symbol of Hanukkah.

Materials:

12" x 18" or 18" x 24" white paper, tempera paints, paper plates, sponges, brushes, water cans, pencils or crayons for drawing, black marking pens. Motivational: candy canes, cinnamon, chocolate shavings, pine needles, evergreen clippings, gingerbread, etc.).

Procedure:

1. The best way to start this lesson is to read the book The Sweet Smell of Christmas by Patricia Scarry. Show the pictures by J. P. Miller as you read.
2. Explain what a symbol is. Discuss how the different smells in the book were symbols of Christmas to Little Bear. Discuss how pictures of things can become symbols. Go back and show the pictures of the apple pie, the tree branch, the candy cane, the gingerbread boy, the hot chocolate, and the Christmas stocking. Discuss how big the artist made them on the page.
3. Now, stimulate the student's sense of smell by passing around in a bag objects with different smells. Have the students close their eyes and sniff the objects. Ask them what these smells make them think of. Do they bring back a memory? (Example of smell: crushed candy canes.)
4. "Today we are going to paint a holiday symbol. We are going to fill up our whole page with one symbol that represents the holidays to us. What holiday do you celebrate? What symbolizes the holiday for you? "

5. The paper may be used horizontally or vertically. Fill up the paper. Draw it first with pencil, crayon, or black marking pen. Paint the symbol and the background. Use black marking pen for fine details after paint dries.



Potato Head Indian and Cowboy

Grade 1

Media Exploration Lesson

Concepts:

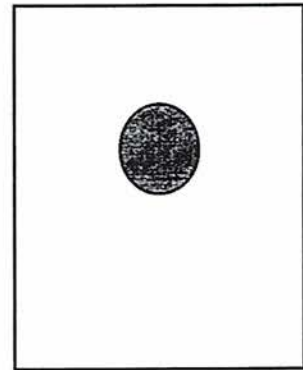
1. A print can be made by painting or inking an object, and then pressing it down on a piece of paper.
2. All kinds of objects can be used for making prints.
3. After a tempera print has dried, it can be colored or drawn upon with crayons, oil crayons, chalk, or other materials.

Materials:

Large long shaped potatoes cut in half lengthwise, 9" x 12" or 12" x 18" white paper, thick tempera paint (red-brown), paper plates, brushes, water cans, sponges, crayons or oil crayons.

Procedure:

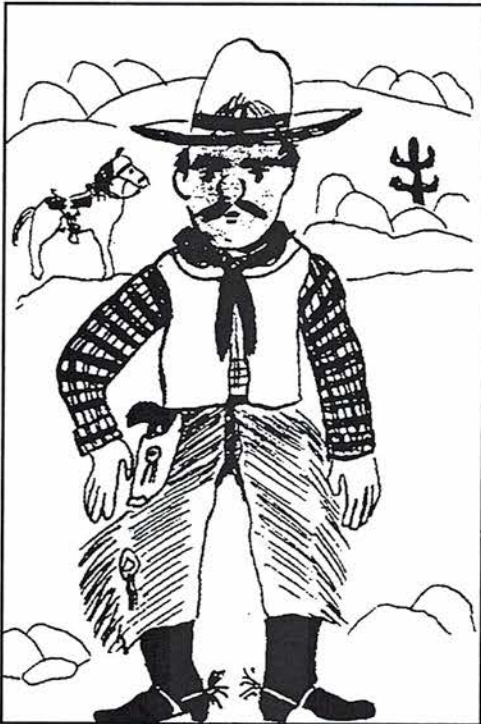
1. Explain that you will be using the potato to make two prints to be used for an American Indian and an American Cowboy picture. Demonstrate how it will be done.
 - a. Paint cut flat side of potato with thick tempera.
 - b. Press potato down on paper. Push down hard. You can also carefully pick up the potato with the paper stuck to it and rub it on the paper side.
 - c. Pull paper off. Emphasize the placement of the potato head shape on the paper.
 - d. Print two papers (one for cowboy and one for Indian).
2. You may choose to have the whole class do this together or you may wish to set up a printing station where only a few students work at a time to create their potato prints.
3. After the prints have dried you are ready to draw on them.



Cowboy Lesson:

1. Discuss what a cowboy wears. Show pictures of cowboys from books, calendars (Example: Louis L'amour's Western Calendar), and prints of paintings. (Hat, bandana, vest, long sleeved shirt, chaps, boots, spurs, gun and holster, jeans.)

2. Discuss why some of these things are so important for a cowboy. (Example: A hat keeps the sun off his face.)
3. Collect all of the cowboy clothes ahead of time, and have a student put them on and pose for the other students. (If there is only one student, have him/her look in the mirror.)
4. Now use your potato print to draw a cowboy. Instruct students to look at the details of clothing on the model.
5. If using wax crayons, press on the crayons to get bold dark colors.
6. Remind the students to make the background interesting. What might they see surrounding a cowboy?



American Indian Lesson:

1. Show prints of North American Indians. (Examples: Buffalo Bull's Back Fat, Head Chief, Blood Tribe, 1832 by George Catlin; Young Omahaw, War Eagle, Little Missouri and Pawnees, 1821 by Charles Bird King.)
2. Discuss Indian dress (feathers, headdress, buckskin, furs, woven wraps, etc.).
3. Dress a student as a model. Start early collecting Indian items for model. Souvenir Indian items are usually made and sold by Indian tribes. Pose student with headdress with feathers, wrapped in an Indian blanket, holding an Indian spear.
4. Now direct students to draw the face of the Indian, possibly with war paint. Have them look at the model as they draw. Instruct them to color darkly with crayons or oil crayons.
5. Ask the students what they might put in the background of an Indian picture.

The Snowy Day

Grade 1

Self-Expression Lesson

Concepts:

1. Winter skies are gray, white, or blue.
2. Blue is a cool color.
3. There are many fun activities to do in the snow.
 - a. Making and throwing snowballs.
 - b. Digging and throwing snow.
 - c. Taking sleigh rides.
 - d. Sliding with sleds or toboggans.
 - e. Skiing and skating.
 - f. Building forts and snowmen.
 - g. Making angels in the snow.
4. A picture with lots of activities is interesting.

Materials:

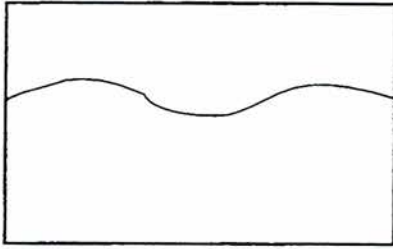
18" x 24" gray or light blue paper, tempera paints, brushes, water cans, sponges, paper plates.

Note: Drawing can be done with chalk, pencil, or crayon.

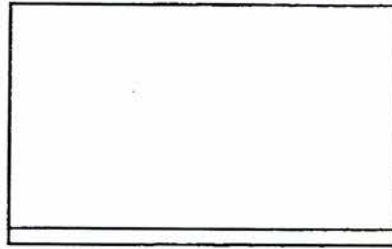
Procedure:

1. Read the book, Snow, by Roy McKie and P. D. Eastman. Show the pictures as you read.
2. Allow time for discussion:
 - a. What does snow look like? Feel like? Taste like?
 - b. What fun things have you done in the snow?
 - c. What is a snow blizzard or snowstorm like? Is it difficult to see?
 - d. How do you dress in the snow?
 - e. What do trees look like in the snow?
3. Now discuss the kinds of things that would go into a "snowy day" painting. What would you like to do if you could play in the snow today?

4. Show on the board how the horizon line doesn't have to be on the bottom edge of paper.



Try this,



instead of this.

5. Instruct students to make a drawing of their picture, keeping shapes big and simple. Remind them that they are going to be doing a painting of a snowy day - not a drawing. Therefore, the shapes must be simple enough to paint. Look at the book again. Point out the simple shapes in the pictures.
6. Discuss how to make it "snowing" in the picture. After the picture is finished, dab dots of white paint all over the painting on top of all areas.

Eyes in Space



Grade 1

Space Lesson

Concepts:

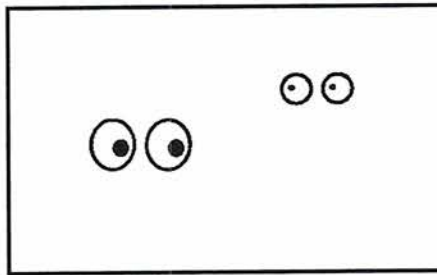
1. Things up close look bigger than things further away.
2. Overlapping shapes makes the ones doing the overlapping look closer than the ones being overlapped.

Materials:

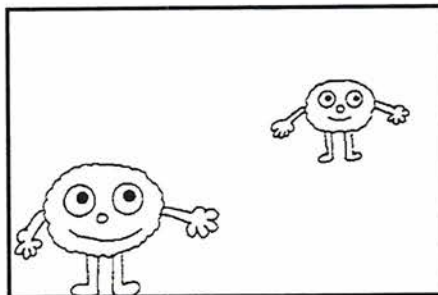
Packages of moving eyes found in fabric stores – two sizes ( ), white glue, black marking pens, 12" x 18" white paper.

Procedure:

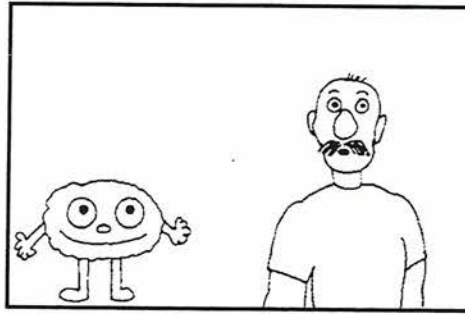
1. Show on board. Ask which eyes look closer. Why? (Things look smaller in the distance.)



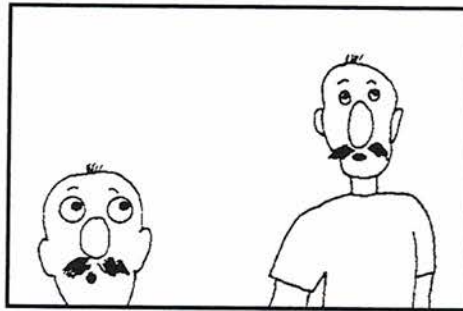
2. These creatures are the same size when they stand side by side, but one is up close and one is far away. Draw the same creature around each pair of eyes. Draw the one with the small eyes smaller, because he is further away.



3. Now change the drawing. The eyes haven't changed, but the little eyes look up closer now. They belong to a larger object that is up closer.



4. Change the drawing again. "Which one is closer now?" (The big eyes look closer.)



5. Each student has two pairs of eyes - one large and one small. Have them move the eyes around the paper so they are arranged the way they want. "Your pairs of eyes belong to two creatures who are exactly the same size. Which eyes will be in the background or further up the paper?" (The small ones.)
6. Glue the eyes down. Draw identical creatures around the eyes - a big one for the big eyes and a small one for the small eyes.
7. "Now draw more eyes on your paper: big pairs of eyes and small pairs of eyes. Put small creatures in the background and large creatures up front."
8. Design the whole paper with big and little pairs of creatures.

ASSESSMENT

Guidelines for class discussion

The questions asked students for self-assessment at the end of each lesson are often the same as those asked by the teacher during the process of creation. Use this page as a guideline to your discussion. Start your discussion by defining the vocabulary terms. Then hold up the student artwork and ask some or all of the questions listed below.

VOCABULARY:

• Stimulate • Senses • Symbol • Details • Surroundings • Balance

HOLIDAY SYMBOLS:

1. Describe the painting. What is the symbol and what do you think it represents?
2. How do you think the artist feels about the symbol in the artwork? How does the painting make you feel? (When looking at art prints, ask: How do you think the artist feels about this place? Why?)*
3. Do the paintings of symbols stimulate any of your senses other than sight? (touch, smell, hearing, taste)
4. Ask the student artist to describe a memory or feeling connected with his/her symbol painting.

POTATO HEAD INDIAN AND COWBOY:

1. What details do you see that show you that the artist has looked carefully at the model?
2. What details do you see in the background that tell you something about the surroundings of the Cowboy or the American Indian.

THE SNOWY DAY:

1. What makes the picture feel cool? Is it snowing?
2. Is the picture balanced? Do you think one part of the picture is as important as another?*
3. What is your favorite part of the picture? Why?*
4. What in the picture do you look at first? How has the artist given this part of the picture emphasis and made it important?*
5. What do you think this student artist likes to do (or would like to do) on a snowy day? What details tell you this?

EYES IN SPACE:

1. Which creatures look up close?
2. Tell how the student artist has made the creatures look up close.
3. How has the artist made some of the creatures look far away? (When looking at art prints, ask: In this painting, how has the artist made things look up close or far away?)*

ANALYZING ART PRINTS: After assessing the four lessons, you are ready to apply some of the same questions (indicated with stars) to the artwork of famous artists. Suggested art prints for the discussion are:

THE PANTRY

HARVESTERS

SUNFLOWERS QUILTING BEE AT ARLES

Pieter de Hooch

Pieter Brueghel, the Elder

Faith Ringgold

Myself

Grade 1

Media Exploration Lesson

Concepts:

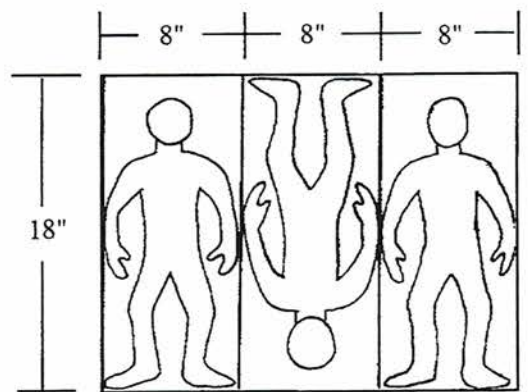
1. Everyone is unique and different. We have different colors and textures of hair, different colored eyes, different colored skin, different heights, shapes, and sizes of feet and hands, and different likes and dislikes (hairstyles, clothing style, etc.).
2. One way of drawing a face to look like ourselves is to feel it as we draw it, focusing on the shapes of our eyebrows, eyes, nose, lips, and the line of our jaw and chin.
3. We can show things about ourselves by the types of clothing we wear and the way we wear our hair.
4. Combining different types of materials can make an interesting piece of artwork.

Materials:

18" x 24 " tag board or bristle board (three figures per board), scissors, pencils, erasers, tempera paints (white, brown, and peach – red, yellow, and blue), plates, brushes, water cans, sponges, fabric scraps, ribbon, yarn (hair colors), white glue, black marking pens, straight pins.

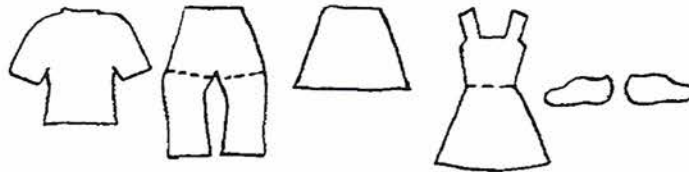
Procedure:

1. It helps to prepare a sample figure ahead of time to show the students. On 18" x 24 " tag or bristle board, draw three 16½" high by 8" wide figures.
2. Cut the board in three sections, so that each student has a figure to cut out.
3. Spend some time discussing our uniqueness. "How are we different from each other? How are we the same? Can you recognize people by the type of clothes they wear or the way they wear their hair? Do some of you have favorite hats or jackets that you wear much of the time?" Example: "Joey always wears his 'San Francisco 49er' hat, making him easy to identify."
4. "Today we are going to start a project of creating ourselves on heavy paper, using a variety of materials." Show sample figure if you have made one. Talk about materials you will use.

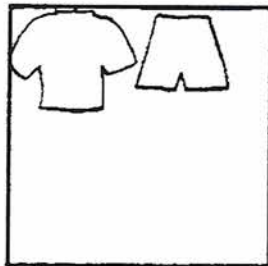


Example

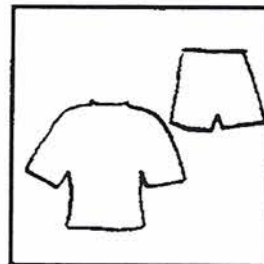
5. Suggestion: Have several parent volunteers assist the children with this lesson.
6. The steps to this lesson are:
 - a. Cut figure out of tag board.
 - b. Paint skin color on legs, arms, head, and neck. (Each plate should have peach color on it, plus a small amount of brown.) The students should try to match their skin color by mixing the paint color to their own skin color by mixing small amounts of brown into some peach color until the color matches. Two students can share the same plate for this. Set figures aside to dry.
 - c. Provide patterns for the clothing. Each student should have a set of patterns:



- d. Students should select fabrics in small groups. Remind them to pick the kinds of fabrics they wear. (Old t-shirts, blue jean fabric, surf shorts, etc. should be included in fabrics.)
- e. Students cut patterns out that they wish to use and pin them on their selected fabrics. Show them how to lay patterns close to the edges of the fabric, not in the middle, so they don't waste fabric.



This.



Not this.

- f. Glue clothing onto painted figure. Select trims and glue on.
- g. Select yarn for hair. Have parent help students with braiding and styling. Glue hair. They may wish to glue hair to back of the head to create accurate hairstyle.
- h. Instruct all students together in drawing their faces. Their eyes will be about in the middle of the head. Have them feel the shape of their eyes and draw them in with pencil. Then have them feel the shape of their eyebrows and draw them in. Ask them, "Are your eyebrows curved or straight? Do they slant up or down?" Next have them feel their nose. "Is your nose wide or narrow, long or short, turned up or down?" Next, with the fingertips, feel the line of the top of the lip, the line where the top and bottom lip meet, and the line under the bottom lip. "Do the corners of your mouth turn up or down? Is your mouth big or small?" This procedure will yield amazing results. The students' drawings will look like them."
- i. After the pencil face is completed, go over it with the black pen.
- j. Display the figures all in a row, as if they are holding hands.

Clay Characters

Grade 1

Form Lesson

Concepts:

1. A character is a person with certain distinctive qualities or traits.
2. To create a character in art that is recognizable to other people, one must include certain identifiable traits and details.
3. A good way to build a character with clay is to first make a dome shape, and then build on that.

Materials:

Part 1: Modeling clay (to be fired), newspaper, pencils, garlic press, clay modeling tool with wire tip. **Part 2:** Tempera paints, sponges, water cans, brushes, paper plates, glossy spray varnish or glazes.

Procedure:

1. Put folded newspapers on desks. A thin layer of newspaper won't work. It will stick to the clay. Each student should have a ball of clay about the size of a softball.
2. Discuss what a character is. Give an example of a cowboy and all the details about him that would allow you to know he was a cowboy. Now get ideas from the students. "What characters can you think of to do in clay that would have interesting traits?" (Witch, wizard, pirate, ballet dancer, clown, etc.)
3. Demonstrate:
 - a. Pull some clay off your ball to use for your head, arms, and other details.
 - b. Roll remaining clay back into a ball.
 - c. Now make a dome, squeezing and rolling the clay ball on the table.



- d. Make a head next and attach it to the dome. To attach pieces of clay and make them stick together throughout drying and firing, you must score both pieces

where they will touch. Take a pencil and "draw" lines in a cross-hatching fashion on both pieces, and then push them together with force and a little twisting.

- e. Have a garlic press to push clay through for hair, fur, etc.
 - f. Add clay details (hats, bats, broomsticks, etc.). Blend small pieces of clay to larger pieces by pushing your pencil tip back and forth along the line being blended.
4. Have students create their own clay characters.
 5. When clay pieces are finished, hollow out the dome with wire tool. Do not take too much out or allow the walls of the dome to become too thin.
 6. Dry for at least a week. Put clay pieces in a place where children cannot reach them. It is too tempting for them to pick up their pieces. The pieces are very breakable at this stage.
 7. Fire the pieces. If you don't have access to a kiln, try contacting your local high school or Junior College.
 8. Paint the pieces with tempera paints and spray with glossy varnish or paint with glazes and refire. **Do not allow students to use the spray varnish; for safety purposes, this must be done outside and only by a parent or teacher.** Be sure to observe safety practices on toxic materials use.



Humpty Dumpty

Grade 1

Drawing Lesson

Concepts:

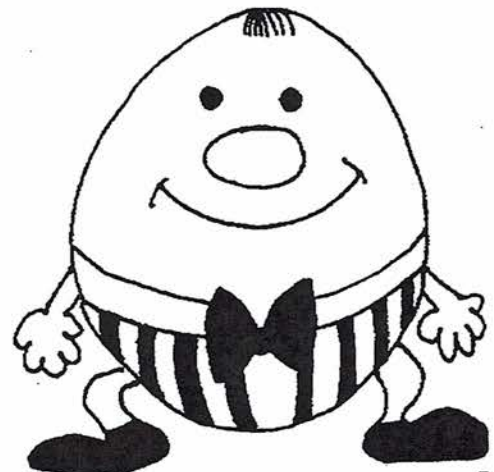
1. Drawing from an object is easier when you look for simple, recognizable shapes and lines in the object. Example: Looking for dots or circles.
2. To tell a whole story with one picture, you need to include all the details of the story with pictures.

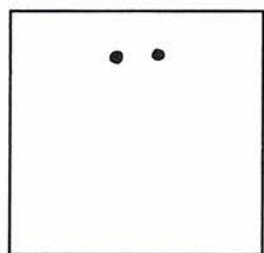
Materials:

18" x 24" white paper (preferred) or 12" x 18" white paper, warm-up paper, black marking pens, tempera paints, paper plates, water cans, brushes, sponges.

Procedure:

1. The main purpose for this lesson is to teach children to look for shapes they can identify within an object.
2. They will tackle the project of drawing an object with ease and confidence when they see that the object is made up of shapes and lines that they already know how to draw.
3. You must have a model for the students to look at while they draw. For this lesson, you must provide some kind of Humpty Dumpty doll, ornament, wall decoration, or picture.
4. The teacher will put the model up high, in a place that all students can see.
5. Discuss how the doll/picture is made up of shapes and lines we know. Ask, "What shapes on the Humpty Dumpty do you see that you can recognize and draw? (Circles, curved lines, straight lines.) Let's do a warm-up while looking at our model. I will take you through the warm-up step by step. We will use our black marking pens to draw."
6. Show the class on a paper posted on the board or easel. Have them work along with you as you demonstrate each step.

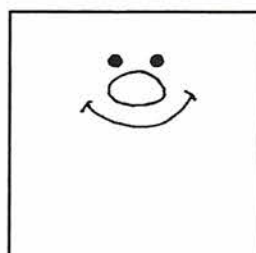




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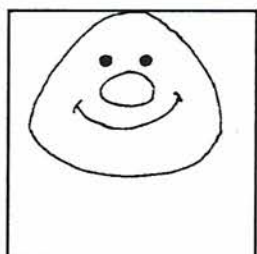
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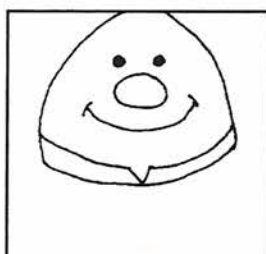
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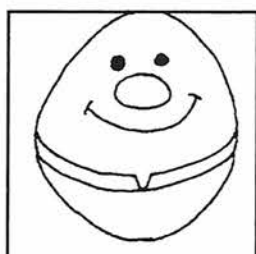
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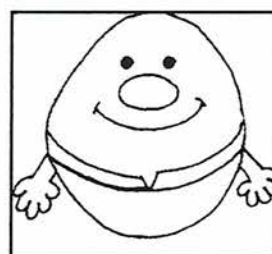
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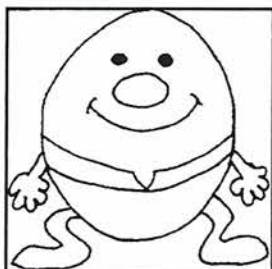
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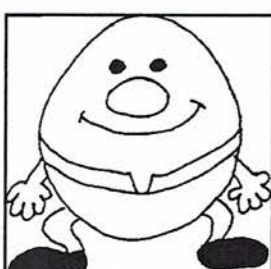
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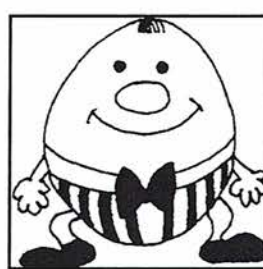
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12.

7. "Now we are ready to put Humpty Dumpty into a picture. Who can recite the Humpty Dumpty nursery rhyme for us?"

*"Humpty Dumpty sat on a wall.
Humpty Dumpty had a great fall.
All the King's horses and all the King's men
Couldn't put Humpty together again."*

8. "If you want to show the story of Humpty Dumpty in one picture, what will your picture need to have in it?" (Humpty Dumpty, a wall, King's horses, King's men.)
9. "Remember that Humpty Dumpty is the most important thing in the story so make him nice and big so that we can see him."
10. Draw directly with black marking pen. Paint with tempera.

Butterflies

Grade 1

Drawing Lesson

Concepts:

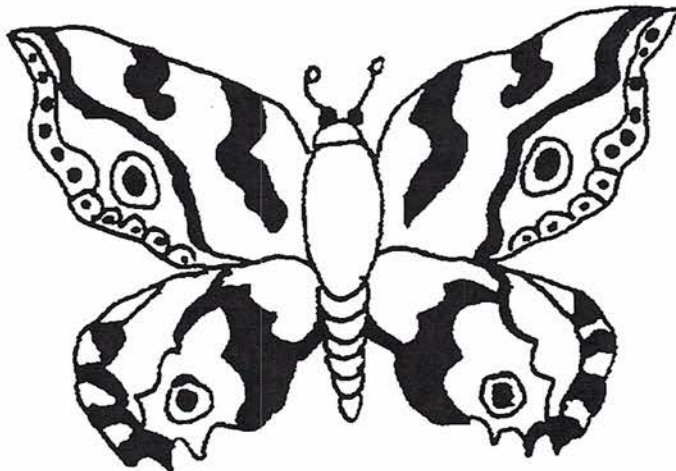
1. The wings of butterflies are symmetrical.
2. Symmetry is when things on each side of a centerline correspond in size and shape.
3. There are many different kinds of butterflies with many different colorful and beautifully designed wings.
4. Butterflies have two pairs of wings.

Materials:

12" x 18" white paper, crayons, watercolors, sponges, brushes, water cans, scissors.

Procedure:

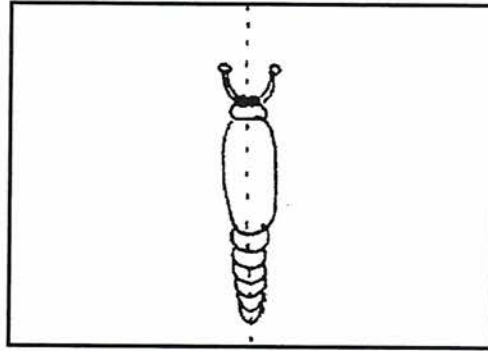
1. Look at samples of butterflies, posters, actual photos, or collections of real butterflies.
2. Discuss symmetry. Look at the symmetrical designs on the butterfly samples. Look at the bodies of the butterflies and their pairs of wings.



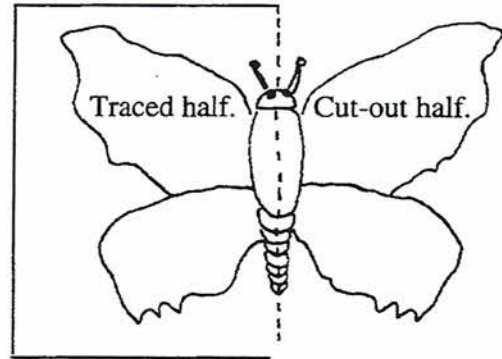
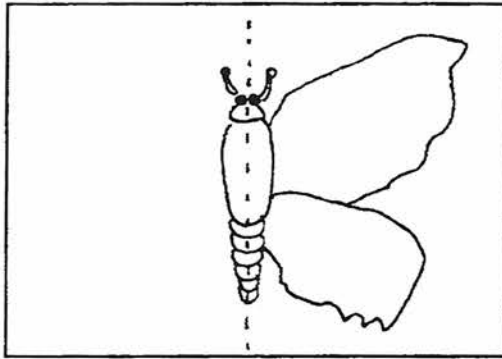
3. "Today we are going to design our own butterflies. We will make our butterflies have pairs of wings and will make their wings symmetrical."

4. Have students follow these directions:

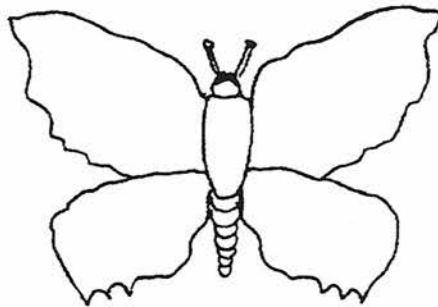
- a. Fold 12" x 18" paper in half.
- b. Open. Make the body with the fold line right down the center. Demonstrate the body.



- c. Now draw a pair of wings on one side only. Go all the way out to the edges of the paper.



- d. Now cut out around the wings and body just up to the fold. Fold cut out wings and body over to the other side of paper. Trace around the wings.
- e. Cut out around the wings on this side of the paper. Unfold butterfly. The butterfly will be symmetrical.



- f. Design the wings on one side first. Use a black crayon to make circles and sections of wings.
- g. Now try to make wings on other side of butterfly symmetrical by drawing corresponding shapes and lines.
- h. Paint the sections with bright watercolors, keeping the colors symmetrical.

ASSESSMENT

Guidelines for class discussion

The questions asked students for self-assessment at the end of each lesson are often the same as those asked by the teacher during the process of creation. Use this page as a guideline to your discussion. Start your discussion by defining the vocabulary terms. Then hold up the student artwork and ask some or all of the questions listed below.

VOCABULARY:

- Unique • Character • Traits • Emphasize • Contrast • Symmetrical
- Characteristics • Identify

MYSELF:

1. Hold up each 'myself' figure. Ask the students to identify who they think it is.
2. What are the unique characteristics or traits that describe this person?*
3. Ask students to describe how the hairstyle and hair color, eye shape and color, type of clothing, eyebrows, lips, skin color, etc. describe the person.

CLAY CHARACTERS:

1. What character do you think the student artist has tried to create?
2. Describe the details or traits that the artist has used to tell you about the character.*

HUMPTY DUMPTY:

1. Describe the shapes you see on Humpty Dumpty.
2. Does the painting tell the story of Humpty Dumpty? Describe the parts of the story that the artist has included in his/her painting.
3. How did the artist emphasize or make Humpty Dumpty the most important part of the painting? (When discussing art prints ask: What do you think is the most important part of the painting? How has the artist made this part important?)*

BUTTERFLIES:

1. Has the student artist made the wings of the butterfly symmetrical?
2. What colors has the artist used?* Has the artist created contrast with the crayon color and the watercolor painted over it?
3. Describe the area where you see the most contrast.*

ANALYZING ART PRINTS: After assessing the four lessons, you are ready to apply some of the same questions (indicated with stars) to the artwork of famous artists. Suggested art prints for the discussion are:

DON MANUEL OSORIO

SINBAD THE SAILOR

PORTRAIT OF Mlle. VIOLETTE

Francisco Goya

Paul Klee

Odilon Redon

Happy Bug's Garden

Grade 1

Space Lesson

Concepts:

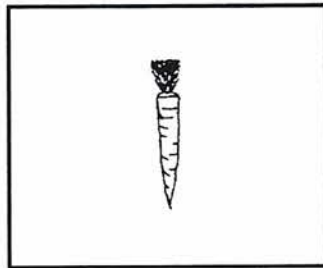
1. Things in a picture may appear large or small depending on the point of view of the observer.
2. If you were a bug (bug's eye view), everything around you would appear very large.

Materials:

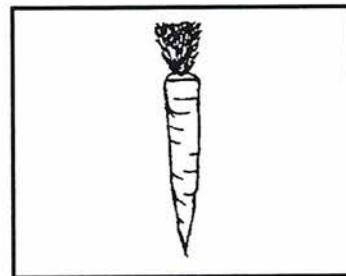
18" x 24" white paper, yellow chalk, tempera paints, paper plates, sponges, brushes, water cans, colored construction paper, scissors, and paste. Instead of tempera paint, you could alternatively use poster chalk and liquid starch.

Procedure:

1. Before you start, make a happy bug about 5" tall. Keep him simple. A good resource is Blue Bug's Vegetable Garden by Virginia Poulet.
2. Place your bug on a background (a print landscape would do) that will make him look like a giant. Ask how big he looks.
3. Now place him on a background of something enlarged. A painting of enormous vegetables would be the best background. Now ask how big he looks.
4. Discuss how your bug hasn't changed his size, but he looks either large or small depending on his surroundings.
5. Now tell the story of "Happy Bug's Garden".
6. Have some vegetables with you. (Examples: beets, carrots with tops, celery, peppers, cucumbers, potatoes, radishes, tomatoes) Ask how you would put them on the paper if you were to be the size of a little bug. Show on board or easel.



Like this? No!



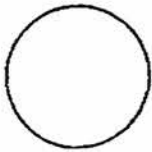
Like this? Yes!

Part 1:

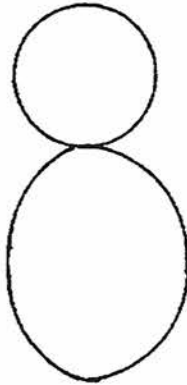
7. Have the students draw giant vegetables on their large paper with yellow chalk. Paint them.

Part 2:

8. Make a Happy Bug with cutout colored construction paper and paste. Make a sample. If students need guidance, instruct them through the bug construction step-by-step. Paste the finished bug on the painting of vegetables.



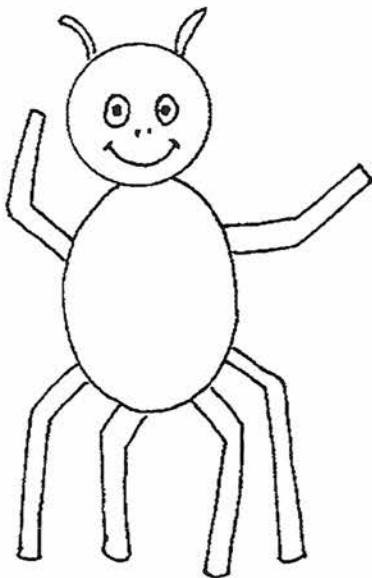
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Happy Bug's Garden

By Marcia Osterink

Once upon a time there was a happy little bug. One day when he was walking along the ground he found some little seeds. Happy Bug loved to eat seeds.

"Yum, Yum, Yum!" Happy Bug was having a meal.

"These seeds are so good, I am going to save some." So Happy Bug buried the remaining seeds all in a row.

As Happy Bug was walking along, he found some more seeds. These seeds were even bigger and tastier than the little ones. He ate two big seeds and was so full that he decided to bury all the rest of them in nice neat rows. After all this hard work, Happy Bug became very sleepy.

"I think I'll take a little nap under this giant leaf." He curled up and was soon fast asleep. But when he woke up it was raining.

"Oh well," said Happy Bug, "I'll just take another nap." And that is what he did. It rained and rained for several days. Finally, one morning when Happy Bug woke up, the sun was shining.

"Boy, I sure am hungry now," Happy Bug exclaimed. "I am going to go and find my seeds and have a feast." Happy Bug looked and looked, but could not find his seeds.

"What is this?" Happy Bug wondered. "Little green leaves are coming up out of the ground where I planted my seeds. Oh my goodness! I think I planted a garden. I would really like to eat these little green leaves up right now, but maybe if I let them grow, they will become great big leaves with big vegetables filled with good seeds."

So Happy Bug decided not to eat all the green leaves. He decided to eat all the little weeds around the green leaves instead. Soon Happy Bug decided he needed a rake. He found some little sticks and tied them together with long grass. Then he worked very hard raking around his green leaves in the hot sun.

"Boy, that sun is hot," said Happy Bug. "I think I need a sun hat." So he wove a sun hat out of tall grasses.

Before long Happy Bug had the most beautiful garden around. It was full of carrots, beets, potatoes, tomatoes, and cucumbers. He had so much food and so many delicious seeds that he would never run out. All of his hard work was rewarded. He was the happiest bug you ever did see.