

Teacher's Handbook

# ARTS ATTACK

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Kindergarten

Arts Attack Publications • Del Mar, California

## LESSON OBJECTIVES – KINDERGARTEN

(with tape running times)

**LINE: CATERPILLAR** Students discuss the different qualities of line (thick, thin, straight, curvy). They identify lines in their environment, do a line warm-up, and draw a caterpillar filled with a variety of line designs. (13:00)

**SHAPE: SIMPLE SHAPES** Students learn to identify simple geometric shapes; then they cut out different geometric shapes from pre-cut squares and glue them into a colorful design. (11:57)

**TEXTURE: ANIMAL TEXTURES** Students discuss the qualities of tactile textures, touch and feel a sampling of different textured fabrics, and discuss how to use the pre-cut textured ovals to make a realistic or fanciful animal, which they then do. (12:06)

**COLOR: PICASSO HANDS AND FLOWERS** Students study Picasso's painting, Mains aux Fleurs, discuss the meaning of the painting, and act out the image and meaning of the painting by passing a bouquet of flowers around the class. They then do a warm-up, practicing painting with tempera paint, water and sponge and learn to mix the primary colors to make secondary colors while interpreting Picasso's painting. (17:30)

**PATTERN: CLOWNS** Students observe real clowns, discuss and identify patterns while studying fabric samples, and do a pattern warm-up. They then create a clown drawing, filling its costume with brightly colored patterns. (18:39)

**SHAPE: TWO CATS AND A DOG** Students discuss how an artist can represent a dog and a cat with simple shapes. They then draw cat and dog shapes, fill them with line variety, and arrange animal shapes while overlapping at least two animals. (17:57)

**FORM: CLAY ANIMALS** Students study realistic animal sculptures and see a demonstration on how to use clay to model a four-legged animal. They create a realistic or fanciful animal clay sculpture. (14:56)

**DRAWING: A TREE IS NICE** Students go outside to carefully observe trees – their textures, leaves, branches and roots; they glue seeds on their papers and draw trees growing from them, using chalk dipped in liquid starch. (16:25)

**DRAWING: THE CAT IN THE HAT** Students learn how to draw by identifying simple shapes. They then draw Dr. Seuss' Cat in the Hat and color their cats with oil crayons. (12:07)

**CULTURAL APPRECIATION: MASKS** Students observe and discuss masks from around the world. They create masks on heavy paper plates with a variety of papers, ribbons, yarns, feathers, etc. (16:43)

**DRAWING: PLAYGROUND** Students go to the playground to discuss the different types of playground equipment, looking for lines and shapes. They observe and use sketch books to draw children playing on playground equipment. (12:25)



**MEDIA: MY FAMILY** Part 1: Students study and discuss a family portrait. They create the heads of their family members with potato prints and practice mixing skin tones with tempera paints. Part 2: Using the potato prints from Part 1, students draw their families in detail using oil crayons. They explore the proportions of the head and face, discuss how each member of the family has different characteristics, and learn how to draw a group of overlapping figures. (Part 1: 7:34; Part 2: 12:42; Total: 20:16)

**ARTIST APPRECIATION: STARRY NIGHT** Students study and discuss the painting Starry Night by Vincent Van Gogh and then interpret the painting using oil crayons on dark blue paper. (16:07)

**CULTURAL APPRECIATION: ANIMAL MOLAS** Students study molas of the Cuna Indian tribes. They draw animal shapes imitating Cuna drawings, create a colorful background for animal shapes with colored tissue, cut them out, and glue them onto their background. (13:46)

**DRAWING: OLD KING COLE** Students sing and act out the rhyme Old King Cole. They draw Old King Cole from a live posed costumed model and put details from the rhyme in the background. (16:43)

**MEDIA: THE FOUR SEASONS** Students discuss how to create a picture of the four seasons and learn the technique of painting with one finger, dabbing paint on the paper. They then create four paintings - one of each season - on different colored papers by dabbing tempera paint on paper with one finger. (Part I: 7:03; Part II: 3:28; Part III: 3:47; Part IV: 3:28; Total: 19:57)

**MEDIA: DO YOU LIKE MY HAT?** Students learn that artists create many things like clothing and hats; they then create fanciful paper hats using a variety of materials. (14:59)

**MEDIA: BUTTERFLY AND COCOON** Part 1: Students look at the book, The Very Hungry Caterpillar, by Eric Carle. They discuss the life cycle of a caterpillar and create a caterpillar, a cocoon and a butterfly using different printing techniques. They then paint a background picture of branches and leaves. (14:41) Part 2: Students discuss how to show the life cycle of a caterpillar in their pictures and discuss possibilities for arranging the elements of their pictures to make them interesting. They cut out their butterfly, cocoon and caterpillar prints from Part 1, arrange the prints on their paper, and glue them down. They then draw an egg on a leaf and add other lines to complete the picture. (Part 1: 14:41; Part 2: 5:01; Total: 19:42)

**DRAWING: CARS AND TRUCKS** Students observe Matchbox Cars for shapes and lines. They select different cars and trucks to draw, and then draw a city in the background with line and simple shapes. (12:29)

**DRAWING: THE QUEEN OF HEARTS** Students listen to and act out the nursery rhyme, The Queen of Hearts, draw the action of the rhyme in a four-part action strip, and color the pictures with colored marking pens. (13:18)

**SELF-EXPRESSION: A PORTRAIT OF ME** Students study body proportions and arrange cut-out body shapes. They then place a white paper over the arranged figures and trace the figures onto the white paper. (18:38)

**SELF-EXPRESSION: THE HAPPY LITTLE HOUSE** Students listen to the story, The Happy Little House, focusing on the changing seasons. They discuss how colors change from season to season, practice using tempera paints in a warm-up, and create a painting on a large paper of the "Happy Little House" in one of the four seasons. (16:23)

**MEDIA: ZOO ANIMALS** Part 1: Students observe zoo animals on tape and draw zoo animals using small animal models. They then do a warm-up, draw animals on black paper with pencil or chalk, and draw over their lines with white glue. Part 2: Students observe models of zoo animals for textures, colors, and patterns. They learn how to blend colored chalk by rubbing with fingers and then use this technique to fill in color and patterns on their dried glue drawings from Part I. (Part 1: 11:02; Part 2: 6:29; Total: 17:31)

**ARTIST APPRECIATION: GEORGIA O'KEEFFE** Students study paintings by Georgia O'Keeffe and discuss how she made flowers so big that they go off the paper. They select a flower to paint, draw the contour edges of the petals with crayon, and then paint with watercolor. (15:30)

**DRAWING: LITTLE BEAR IN A BIG CHAIR** Students discuss the book, Where is My Teddy?, observe different sized teddy bears in different sized chairs, discuss how things can appear big or small depending on their surroundings, and create either a little bear in a big chair or a big bear in a little chair. (18:00)



## 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.

<b>BRUSHES</b>	3/4 " easel brushes	10 each
	# 10 general purpose camel hair brushes	10 each
<b>TEMPERA PAINT</b>	Red, yellow, blue tempera	1 pint each
	White, black, peach (flesh), brown tempera	½ pint each
<b>WATERCOLORS</b>	Watercolor pans (8-color pans)	10 pans
<b>SPONGES</b>	3" x 5" in individual trays	10 each
<b>MARKING PENS</b>	Fine tipped, black felt water-based marking pens	12 each
	Colored marking pens (8 colors)	5 sets
<b>PENCILS</b>	Primary pencils	12 each
<b>ERASERS</b>	Pink pearl erasers	12 each
<b>SCISSORS</b>	Fiskars for Kids recommended	10 each
<b>CRAYONS</b>	Crayons (16 colors or more)	10 boxes
<b>COLORED CHALK</b>	8-colors (or 1 box of 144 colors for whole class - preferred)	10 boxes
<b>LIQUID STARCH</b>		1 quart/class
<b>CERAMIC CLAY</b>	Medium to high fire -25# bag	1/2 Bag
<b>CLAY MODELING TOOLS</b>	Popcicle sticks, large paper clips, pencils, garlic press, clay slicing tool (string with wooden pegs on each end), tool for hollowing out animal centers	
<b>WHITE GLUE</b>	8 oz. Bottles (It is most economical to buy glue by the quart to refill the bottles)	12 each
<b>PAPER PLATES</b>	White (Purchase in packages of 100 or 500.)	60 each
<b>OIL PASTELS</b>	8 colors or more	10 boxes
<b>WHITE DRAWING PAPER</b>	60# - 12" x 18"	175 sheets
	60# - 18" x 24"	20 sheets
	60# - 9" x 12"	50 sheets
<b>NEWSPRINT</b>	Use for warm-up or scratch paper - 9" x 12"	75 sheets
<b>SKETCH PADS</b>	Optional	10 each

<b>COLORED CONSTRUCTION PAPER</b>	Light blue - 12" x 18"	12 sheets
	Light blue - 18" x 24"	10 sheets
	Dark blue - 12" x 18"	10 sheets
	Package of 50 assorted colors - 12" x 18"	1 package
<b>TISSUE PAPER</b>	Assorted colors art tissue paper (25 sheets/quire)	½ quire

### **MATERIALS FOR THE WHOLE CLASS**

<b>BUTCHER PAPER</b>	Brown (24" wide) on a roll (for portfolios)	3 ft./student
	Black (48" wide) on a roll (for art show)	1 roll / school
<b>MASKING TAPE</b>		1 roll
<b>TIN CANS</b>	For water & storage of pencils, brushes, pens, etc.	1 per student
<b>PAPER CUPS</b>	Small, use as paint containers in some lessons	30 each
<b>PLASTIC PAILS</b>	Large, use as water buckets	2 each
<b>FLAT CONTAINERS</b>	Pie plates, frozen food trays, etc. (for sponges, chalk, etc.)	
<b>LARGE BOX</b>	18" x 24" for holding student portfolios	1 each
<b>LARGE SPONGES</b>	For cleaning up	2 each
<b>PAPER TOWELS</b>		12 rolls
<b>PLASTIC DISH PANS</b>		2 each
<b>SINGLE HOLE PUNCH</b>		1 per class
<b>PAPER BAGS</b>	Brown - medium	10 each
<b>PAPER PLATES</b>	Heavy – oval	10 each
<b>POTATOES</b>	Mixed sizes (1/2 per student)	5 each
<b>FABRIC PIECES</b>	Selection of fake furs and/or highly textured fabrics	
<b>BANDANA FABRIC</b>	Scraps of printed fabric	
<b>NEWSPAPERS</b>		
<b>WOOD DOWEL</b>	(Optional) 3/8" dowel cut into 9" lengths	8 feet
<b>DECORATIVE SCRAPS</b>	Material scraps and trims (ribbons, lace, heavy yarn, shoe laces, veil, wrapping paper, silk flowers, feathers, etc.)	

# KINDERGARTEN DVD CONTENTS

## WITH RUNNING TIMES

<b>DVD ONE:</b>	1. Line	CATERPILLAR	(13:00)
	2. Shape	SIMPLE SHAPES	(11:57)
	3. Texture	ANIMAL TEXTURES	(12:06)
	4. Color	PICASSO HANDS AND FLOWERS	(17:30)
<b>DVD TWO:</b>	5. Pattern	CLOWNS	(18:39)
	6. Shape	TWO CATS AND A DOG	(17:57)
	7. Form	CLAY ANIMALS	(14:56)
	8. Drawing	A TREE IS NICE	(16:25)
<b>DVD THREE:</b>	9. Drawing	THE CAT IN THE HAT	(12:07)
	10. Cultural Appreciation	MASKS	(16:43)
	11. Drawing	PLAYGROUND	(12:25)
	12. Media Exploration	MY FAMILY	(20:16)
<b>DVD FOUR:</b>	13. Artist Appreciation	STARRY NIGHT	(16:07)
	14. Cultural Appreciation	MOLA ANIMALS	(13:46)
	15. Drawing	OLD KING COLE	(16:43)
	16. Media Exploration	THE FOUR SEASONS	(19:57)
<b>DVD FIVE:</b>	17. Media Exploration	DO YOU LIKE MY HAT?	(14:59)
	18. Media Exploration	BUTTERFLY AND COCOON	(19:42)
	19. Drawing	CARS AND TRUCKS	(12:29)
	20. Drawing	THE QUEEN OF HEARTS	(13:18)
<b>DVD SIX:</b>	21. Self-expression	A PORTRAIT OF ME	(18:38)
	22. Self-expression	THE HAPPY LITTLE HOUSE	(16:23)
	23. Media Exploration	ZOO ANIMALS	(17:31)
	24. Artist Appreciation	GEORGIA O'KEEFFE	(15:30)
	25. Drawing	LITTLE BEAR IN A BIG CHAIR	(18:00)



# TABLE OF CONTENTS

## LESSON PLANS – KINDERGARTEN

1.	<b>CATERPILLAR:</b> Line	37
2.	<b>SIMPLE SHAPES:</b> Shape	39
3.	<b>ANIMAL TEXTURES:</b> Texture	41
4.	<b>PICASSO HANDS AND FLOWERS:</b> Color	43
5.	<b>CLOWNS:</b> Pattern	47
6.	<b>TWO CATS AND A DOG:</b> Shape	49
7.	<b>CLAY ANIMALS:</b> Form	53
8.	<b>A TREE IS NICE:</b> Drawing	55
9.	<b>THE CAT IN THE HAT:</b> Drawing	57
10.	<b>MASKS:</b> Cultural Appreciation	59
11.	<b>PLAYGROUND:</b> Drawing	61
12.	<b>MY FAMILY:</b> Media Exploration	63
13.	<b>STARRY NIGHT:</b> Artist Appreciation	65
14.	<b>ANIMAL MOLAS:</b> Cultural Appreciation	69
15.	<b>OLD KING COLE:</b> Drawing	73
16.	<b>THE FOUR SEASONS:</b> Media Exploration	75
17.	<b>“DO YOU LIKE MY HAT?”:</b> Media Exploration	79
18.	<b>BUTTERFLY AND COCOON:</b> Media Exploration	81
19.	<b>CARS AND TRUCKS:</b> Drawing	85
20.	<b>THE QUEEN OF HEARTS:</b> Drawing	87
21.	<b>A PORTRAIT OF ME:</b> Self-Expression	89
22.	<b>THE HAPPY LITTLE HOUSE:</b> Self-Expression	93
23.	<b>ZOO ANIMALS:</b> Media Exploration	95
24.	<b>GEORGIA O’KEEFFE:</b> Artist Appreciation	97
25.	<b>LITTLE BEAR IN A BIG CHAIR:</b> Drawing	101



# Caterpillar

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Kindergarten

## Line Lesson

### Concepts:

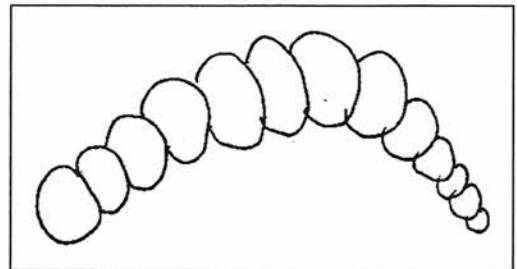
1. There are many different kinds of lines.
2. Line has different characteristics (thick/thin, straight/curved, long/short, ragged, wiry, curly, broken, jagged, smooth. etc.).
3. A line is a point (dot) moving in a direction.

### Materials:

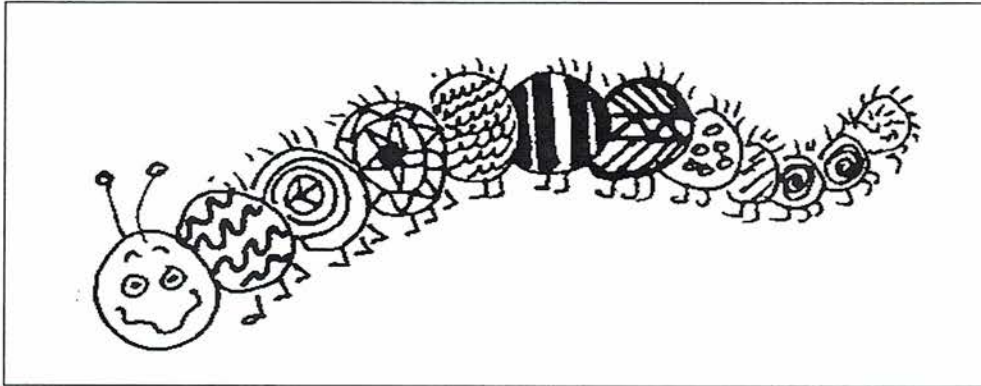
Warm-up paper, 12" x 18" white paper, black drawing pens (fine point).

### Procedure:

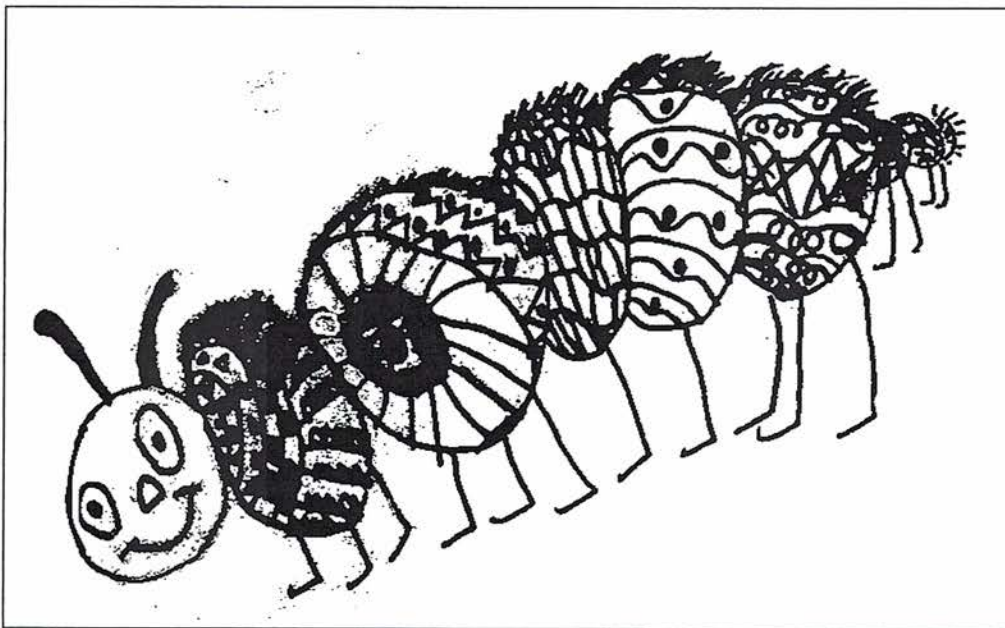
1. Introduction: "Today we are going to talk about line. What is a line?" Define. Get responses from class. Show on board that a line is a point moving in a direction. "Where do we see line? Let's look for lines in the room."
2. "Let's also look for lines in paintings." Show the art prints: *Starry Night* by van Gogh, *Viaducts Break Ranks* by Klee, *Deer in the Forest I* by Marc, and *Going to Church* by Johnson. (Art prints can be found in the Grade K Art Print Kit or on the internet.) Discuss the different kinds of lines in the paintings. Get responses from class.
3. "Now we are going to do a line warm-up. Everyone start by drawing a straight line 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.).
4. "Today we are going to make a caterpillar using all different kinds of lines. We are going to make it big to fill up the paper." Show on the blackboard or the easel. Draw a rectangle representing the paper. Show students how to make a row of circles across the paper to create a caterpillar. Start with a large circle for the head. Make circles at tail end smaller. Suggest that the caterpillar does not have to be drawn in a straight line, but can be curvy.



- Next, demonstrate how each circle will be filled with a variety of lines. Each circle should contrast with the others. Finish with little caterpillar legs.



Step 5



Student Sample

## ASSESSMENT:

- Did the artist use a variety of lines to design his/her caterpillar?
- Is each section of the caterpillar different?
- Did the artist create dark areas and light areas with lines?
- Reflection:** Have each students share with the class a reason why he or she likes a particular part of their own artwork, using appropriate art vocabulary.

# Simple Shapes

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Kindergarten

## Shape Lesson

### Concepts:

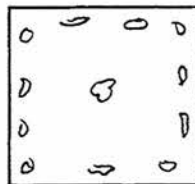
1. The names of some simple shapes are circle, triangle, square and rectangle.
2. One can arrange simple shapes in different ways to create a design.
3. Folding a square over from one corner diagonally across from the other creates a triangle.
4. Two rectangles can be made by folding a square lengthwise and then cutting along the crease that is created by the fold.
5. A circle can be created by cutting the corners from a square and then rounding the edges.
6. Technique: Students will practice cutting shapes and gluing them down.

### Materials:

12" x 18" colored construction paper (1 per student), five 7" squares of different colors (per student), white glue, and scissors.

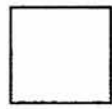
### Procedure:

1. Before you start, place one 12" x 18" paper and five different colored squares, along with scissors and glue at each student's workplace.
2. "Today we are going to create a design using simple shapes. Look in front of you. What shape do you see?" (Square)
3. We are going to use these colored squares to cut out different simple shapes and arrange them into a design.
4. Tape a 12" x 18" paper up on the board. Demonstrate each step, or use the tape as the teacher, putting it on pause as the students do each step.
5. Start with one of the squares. "We are going to start by selecting a square and gluing it to the large paper anywhere you want." Demonstrate how you will use a line of glue around the outside edge and a small dot of glue in the middle.

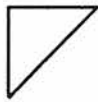




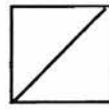
6. Now pick up a square and fold it over from one diagonal corner to the other. Press along the fold. Open it up. Demonstrate each step. Show students how to cut along the crease created by the fold. Ask them what new shape they have created. (triangle) Show them how they can move it around the paper to help them to make a choice where to place it and glue it.



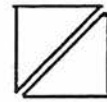
Square



Folded



Open

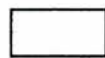


Two Triangles

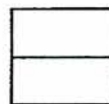
7. Now select another colored square and fold it in half lengthwise. "What shapes are created? (rectangles) Glue one of the rectangles on your paper anywhere you want."



Square



Folded

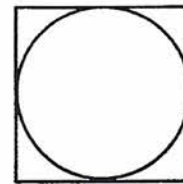


Open

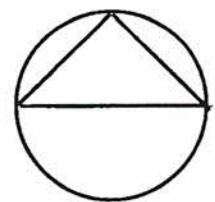
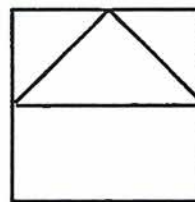


Two Rectangles

8. Next, show students how to form a circle by cutting the corners off a square. Glue the circle on the design.



9. Now demonstrate: Fold the other triangle in half again and cut along the crease. Instruct students to glue this triangle inside another shape. Demonstrate by moving your triangle around from shape to shape so they can see the possibilities.



10. Students will have an extra square. Instruct them to create any shape they want with it and glue it on the design.
11. The students will still have a rectangle and some other shapes. Ask students to look at their designs and to glue their extra shapes in the places that they think will look best or that will create balance in the design.

## ASSESSMENT:

Have the students hold up their artwork in a circle. Ask them to look at how differently each person has arranged the shapes. Ask:

1. Did the artists glue a triangle inside another shape?
2. Choose an arrangement you like and tell why you like it.

# Animal Textures

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Kindergarten

## Texture Lesson

### Concepts:

1. Texture is the way an object feels (tactile).
2. Some words that describe different textures are: soft, furry, rough, smooth, slippery, fuzzy.
3. Different animals have different textures.
4. Technique: Students practice cutting and gluing.
5. In art, we can make fanciful, make-believe or realistic animals.

### Materials:

12" x 18" colored paper, different textured fabrics cut into oval shapes, rectangles of colored construction paper (white, black, yellow, brown), scissors, glue, black marking pens.

### Procedure:

**Preparation:** Before you start, gather a variety of different textured fabrics to show the class and to use in the art lesson. Cut enough oval shapes for the students. Artificial fur fabrics or even carpet scraps can be used, but you will need heavier paper or even cardboard for the background if you use carpet scraps.

1. Show the tape and discuss texture. Encourage students to describe the textures using descriptive words such as "furry" or "soft".
2. Put the pre-cut texture pieces on a table where students can feel them and select one for their animal creations.
3. Review the steps of the lesson:
  - a. First select a texture scrap.
  - b. Think about what kind of animal you should create to go with the texture.
  - c. Glue your oval shape down on your construction paper.
  - d. Cut shapes out of the construction paper scraps for the legs, head, ears, tail, etc.
  - e. Glue them down.
  - f. Look at your picture. Does it need a few lines? With a black marking pen, draw a few finishing touches on your animal, such as eyes or claws.

## **ASSESSMENT:**

1. Does the animal look realistic or fanciful?
2. Did the student artist design an animal that went with the texture? Example: Making a giraffe out of fabric with large brown irregular spots.



# Picasso Hands and Flowers

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Kindergarten

## 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 color desired is achieved.
4. When painting with one brush, you need to rinse your brush and blot it on a sponge every time you change colors.
5. Blotting your brush on a sponge after you rinse helps to control the water on your brush.
6. Pablo Picasso is a famous painter from Spain.
7. Artwork often has a message. It says something to us.
8. Picasso's painting, Mains Aux Fleurs, is about giving and receiving.

### Materials:

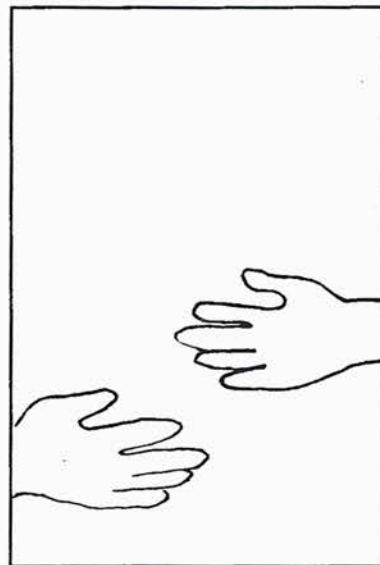
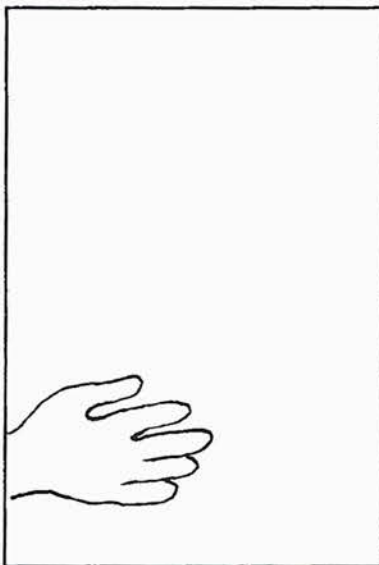
Paper plates, tempera paints (red, yellow, and blue), brushes, sponges, water cans, 12" x 18" white paper, white scrap paper for warm-up, black marking pens, bouquet of flowers.

### Procedure:

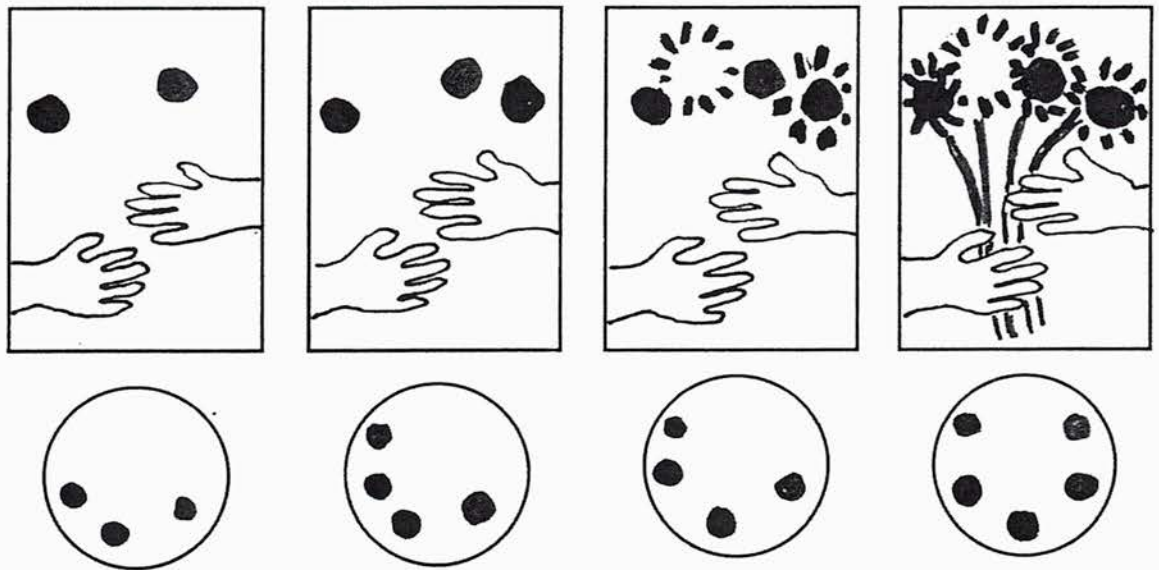
1. Before you start this lesson, give the students the following rule. "Do not touch the materials while I am talking. Fold your hands on top of the table."
2. The lesson will open with a discussion of the materials. "Today you have been given your paints on a paper plate. What colors do you see? (red, yellow, blue) These colors are called primary colors. Notice that you have been given water in a can and a sponge in a plastic tray. Instead of having a brush for every color as we have in the past, we will each have only one brush. Now, every time you use one color you will need to rinse your brush and blot it on the sponge before changing colors."
3. "Today we are going to practice using the paints while we learn about mixing colors. First, let's practice working with the paint and water." The colors on the palettes should be set up like this:



4. On a paper taped to the board, explore ways to work with paint:
  - a. Dip brush in water.
  - b. Blot some water off on the sponge.
  - c. Paint with undiluted paint.
  - d. Show how it flows slowly and looks opaque.
  - e. Now, show students how to rinse brush by swishing in water.
  - f. Blot excess water off on sponge.
  - g. Paint fine lines using the tip of the brush. Rinse and blot.
  - h. Dip brush in paint, then dip into water. Without blotting, paint with diluted paint.
  - i. Stress that students need to rinse and blot every time they change colors.
5. "Today, while we practice using the paints and learn to mix colors, we are going to create our own interpretation of a painting by Pablo Picasso."
6. Show Mains Aux Fleurs by Picasso. "This painting is by a famous painter named Pablo Picasso, who was from Spain. Let's all say his name: "PABLO PICASSO".
7. "Paintings often tell a story or give us a message. What do you think is the message in this painting? What is it about? What is happening? (The message is about giving and receiving.) Bring a bouquet of flowers to the class. Act out giving and receiving the bouquets of flowers. "Imagine that someone just gave me these flowers. They said, 'I brought you some flowers', and I said 'Thank you.' Now let's all experience the giving and receiving of the flowers. We will pass the flowers from person to person. When you give the flowers to your neighbor, say, 'I brought you some flowers.' When you receive the flowers, say 'Thank you.'" Pass the flowers around the room.
8. "First, we will draw the hands. Turn the paper to the side. Place your right hand on the lower portion of the paper and trace around it." Then show the students how to place their left hand on the other side of the paper and draw around it. The hands should be positioned so that one looks like it is giving the flowers and one looks like it is receiving.



9. Instruct the students, color by color, to paint the centers of the flowers. Do the three primary colors first. Then say, "We need to have an orange center and we only have red, yellow and blue. What will we do? (Mix colors together) Yes. First, I will give you a rule for mixing two colors together. Whenever you mix two colors together, you start with the lighter color and add the darker color to it in small amounts. If we are going to mix yellow and red together, which color do you think you will add to the other? (Add red to yellow) Look at your palette. You have three yellows, two reds and one blue. Lightly dip your brush in red and mix it into the yellow paint that is right next to it. Now we have orange. Orange is called a secondary color. Paint an orange flower center.



10. Continue to guide them through mixing the colors. Next, make violet by mixing red and blue. Lightly dip your brush in the blue paint and mix it into the red paint that is next to it. Paint the petals of the flowers with violet.
11. "Now we need green for the stems. What colors do you think you will need to mix to get green? (yellow and blue) Lightly dip your brush into the blue and mix a very small dab of blue into the yellow next to it. Finish your picture by painting the stems green."

## ASSESSMENT:

1. Has the student artist mixed and painted the secondary colors: orange, green and violet?
2. Has the student artist rinsed his/her brush and kept his/her colors clean?



# Chronology

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## Pablo Picasso

1881-1973

1. Picasso was born in 1881 in Malaga, Spain.
2. Picasso's first art lessons were from his father, who was a painter and art teacher.
3. By 1892, Picasso was following a strict academic art apprenticeship. He could draw and paint by the age of 10.
4. In 1897, Picasso had his first art exhibit at age 16.
5. In 1899, Picasso went to Paris, where he painted similar to the French impressionists: Claude Monet, Henri de Toulouse-Lautrec and Vincent Van Gogh.
6. In 1902, Picasso returned to Barcelona, starting his BLUE PERIOD.
7. He settled in Paris permanently in 1904, living in Montmartre. He became intrigued by circus clowns and acrobats.
8. In 1905, he began his ROSE PERIOD.
9. In 1906, Picasso met Matisse and painted Les Femmes d'Alger, the launching point of Cubism.
10. During 1911-12, Picasso spent two summers with Braque, launching "synthetic cubism."
11. In 1914, he began to paint in a cubist style in flat luminous colors.
12. In 1918, Picasso married a Russian ballerina, Olga Koklova.
13. Picasso entered his neoclassical period in 1920.
14. Picasso's first child, Paul, was born in 1921.
15. In 1926, under the influence of Surrealism, Picasso began a series of violently distorted heads, with arbitrarily arranged features.
16. Picasso turned to sculpture in 1929.
17. In 1935, he had a daughter, Maya, by Marie-Therese Walter.
18. Picasso became director of the Prado in Madrid during the Spanish Civil War.
19. In 1937, Picasso depicted the horrors of war in his painting Guernica.
20. In 1939, the Museum of Modern Art in New York and the Art Institute of Chicago showed a comprehensive exhibition: Picasso: Forty Years of His Art.
21. Picasso had a son, Claude, in 1947 by Françoise Gilot, model and painter. They had a daughter two years later, and broke up in 1953.
22. In 1957, Picasso was given a retrospective 75th Anniversary Exhibition by the Museum of Modern Art and the Art Institute of Chicago.
23. Picasso married Jacqueline Roque, an aspiring poet, in 1961.
24. In 1962, nine New York galleries combined efforts to salute Picasso at the age of 80. Each gallery showed one phase of his art.
25. Picasso worked until dawn on the last day of his life, April 8, 1973.
26. In 1980, the Museum of Modern Art in New York honored Picasso with a show of nearly 1,000 of his works, some of which had never before been exhibited.

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My Weekly Reader Art Gallery, Part I. Davis, Delaney, Inc. 1964. P.14.

Piper, David, ed. Dictionary of Artists and Art Terms. Vol. IV of the Random House Library of Paintings and Sculptures. New York: Random House 1981 P. 139.

Artists Biographies for the Art Reference Guide. The Shorewood Collection, Sandy Hook, CT: Shorewood Press, 1986. P. 56-57.

# Clowns

Kindergarten

## Pattern Lesson

### Concepts:

1. A pattern is an arrangement of shapes that suggest a design.
2. Patterns are found everywhere: on our clothing, in nature, on buildings, on fabrics, on walls, etc.
3. Clowns wear bright colors and many different patterns on their costumes.
4. When people put on clown faces, they cover their real features with makeup and draw new clown faces over their real faces.
5. Clowns are funny and they make us laugh.

### Materials:

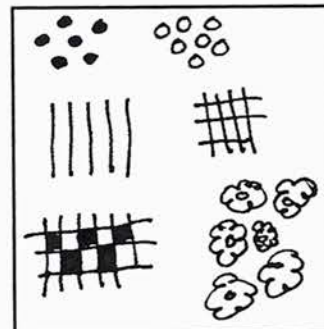
Motivational: Clown figures, small statues, clown pictures on posters, samples of patterned fabrics. Lesson: 12" x 18" white paper, warm-up paper, fine tipped black marking pens, colored marking pens.

### Procedure:

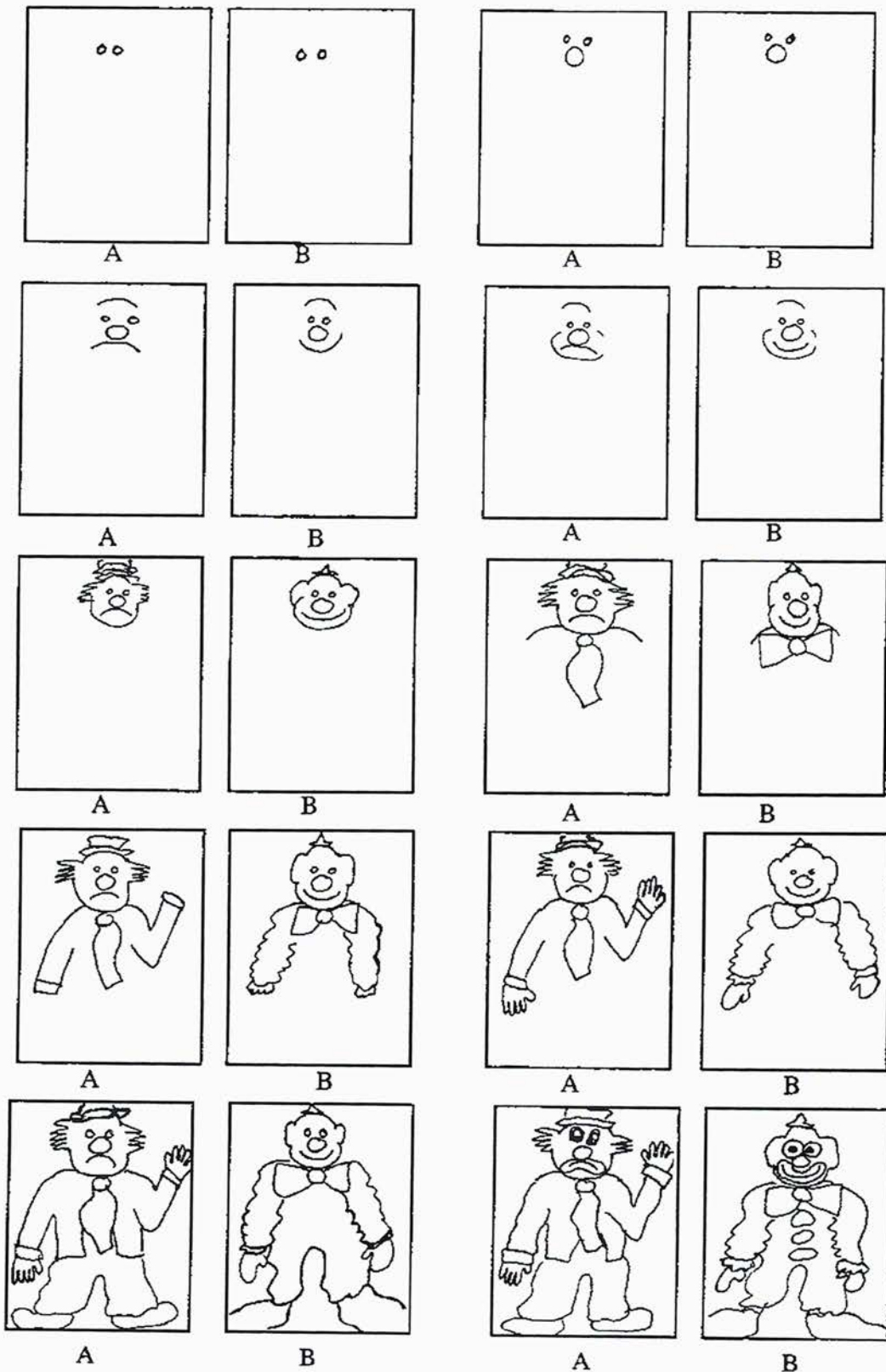
SHOW THE TAPED LESSON TO THE STUDENTS.

1. Start the lesson by showing any motivational materials you have brought to the class.
2. Discuss clowns and patterns. What is a pattern? Look at the clothing of the students. What do clowns wear on their heads? What kind of clothes do they wear? What do they wear on their feet? What are their faces like?
3. The taped lesson is set up so that you can put the lesson on pause and have the students work along with it. The parent/teacher may choose to show the whole tape to the class and then guide the students through the warm-up and the guided clown drawing step by step. Here are the steps.

- A. Do a pattern warm-up.
  1. First draw polka dots.
  2. Draw stripes.
  3. Make checks by crossing them with more stripes and filling in every other square.
  4. Make polka dots with flowers or "polka-flowers".



B. Do a guided clown drawing or use the videotape and put it on pause for each step. Do two drawings at the same time so that students will see that there is more than one way to draw a clown. They can select features from either clown or make up their own. When clowns are drawn, instruct students to design them with brightly colored patterns.





# Two Cats and a Dog

Kindergarten

## Shape Lesson

### Concepts:

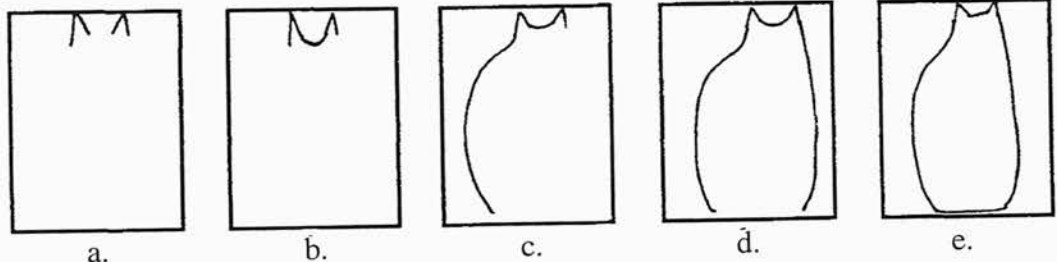
1. Artists use shapes and lines to create art.
2. Cats and dogs can be drawn using simple shapes.
3. Artists can overlap shapes (put part of one shape in front of the other) to create a more interesting picture.
4. When overlapping shapes, the one that is in front of the other will look closer and the one that is behind will look further away.
5. Artist may combine lines and shapes in a picture to make it more interesting.
6. Artists use many kinds of line to create artwork.

### Materials:

12" x 18" white paper, 8½" x 11" white paper, colored construction paper (1 brown piece per student for the dog and a selection of colors for the cats), fabric with a print (red and white is good) for the dog's bandanna - cut into triangles before the lesson, scissors, and glue.

### Procedure:

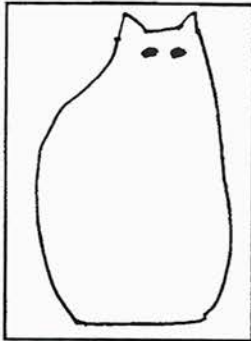
1. Show the tape and put it on pause as you go through each step or follow the following procedure.
2. "Today we are going to make a picture using both shape and line. We are going to put two cats and a dog in our picture." Bring your own cats and dog for models if available.
3. "Remember when we made line caterpillars filled with all kinds of lines. Today we are going to make a line cat using all kinds of line." Before you start the drawing, prepare a cat drawing or have cat model ready to show. Guide the students through a drawing of a cat.



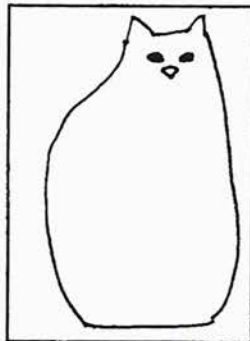
- a. Triangles for ears.

- b. Curvy line between ears.
- c. Draw a curved line from one ear down around the body.
- d. Draw a straight line down the other side of the body.
- e. Draw a line across the bottom.

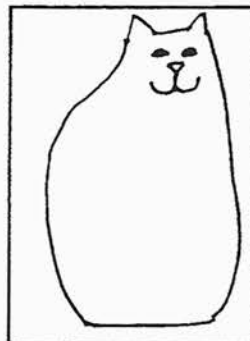
4. Now draw the face and leg.



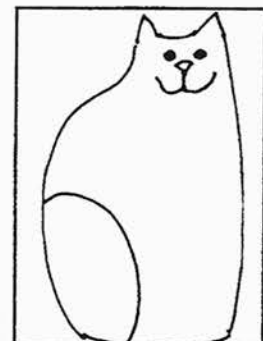
Oval Eyes



Pie Shaped Nose

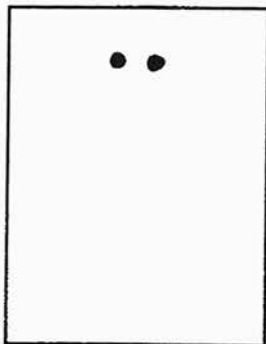


Mouth



Line for Leg

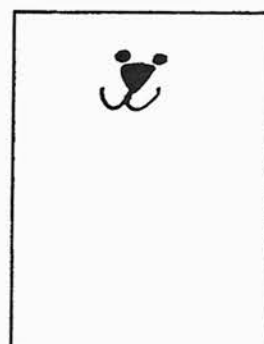
- 5. Instruct the students to fill the cat shape with all kinds of lines.
- 6. Next, talk about the dog and how he is made of many shapes.
- 7. Guide the students through a drawing of a dog. Make your own dog shape as a sample in advance if you wish.



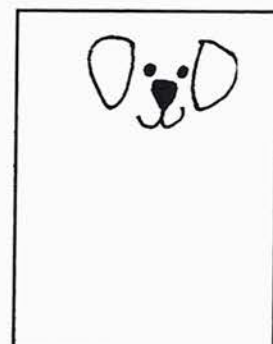
a.



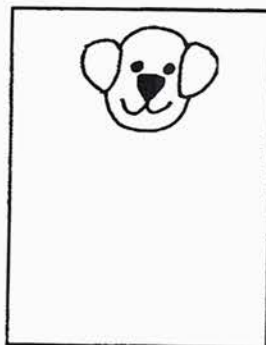
b.



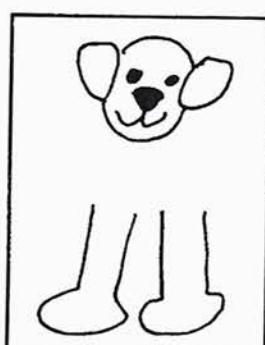
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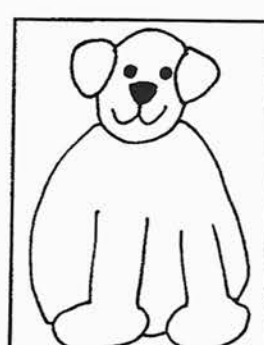
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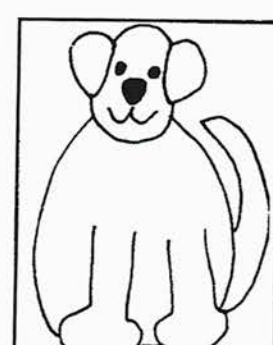
e.



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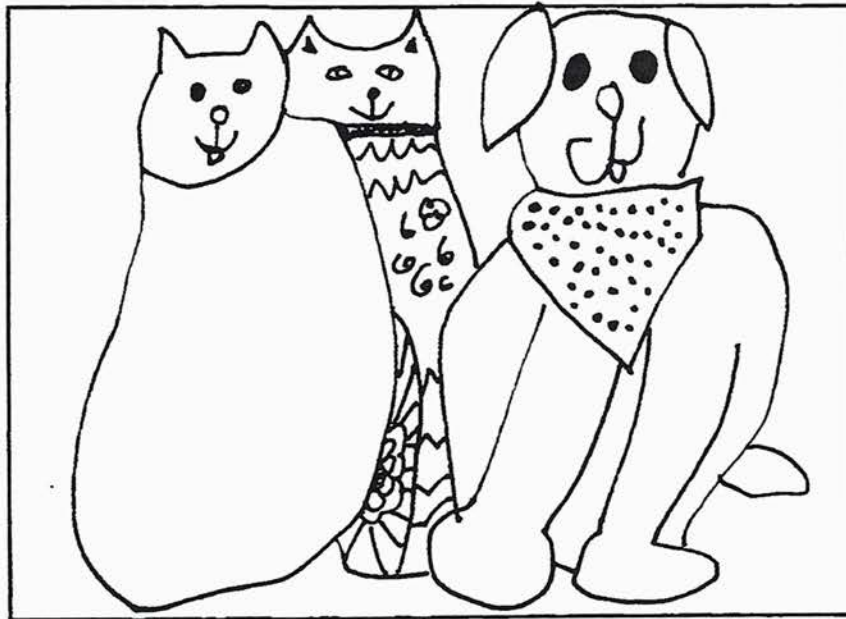
g.



h.

- a. Point two fingers where you want the eyes. Draw two dots there.

- b. Draw a pie-shaped nose.
  - c. Draw the line that goes from the nose and the smile lines.
  - d. Draw triangle-shaped ears.
  - e. Connect the ears with a curved line. Draw another curved line for the chin.
  - f. Draw the legs.
  - g. Draw a large round shape around the sides.
  - h. Draw a banana-shaped tail.
8. Draw another cat on the colored paper. Guide the students through the drawing step-by-step or have them draw this cat on their own. Make this cat facing the other direction.
  9. Instruct students to cut out the cat and dog shapes.
  10. Now discuss overlapping. Show students how they can overlap their shapes or arrange them in different ways. Tell them to take time to experiment moving their shapes around, overlapping them until they come up with an arrangement they like. Point out how the shape in front looks closer.



11. Glue the animal shapes down.
12. Pass out the triangle shaped bandana fabric. Tell the students they can trim their bandanas down to fit their dogs if they wish. Glue bandana on the dog's neck.

## ASSESSMENT:

1. Has the artist overlapped at least two of the shapes?
2. Has the artist made big cat and dog shapes?
3. Has the artist designed one of the cats with line?





# Clay Animals

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Kindergarten

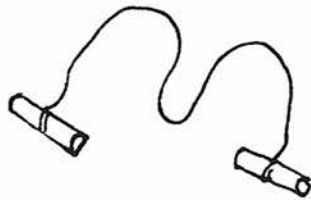
## Form Lesson

### Concepts:

1. Realistic animals can be created with clay by first looking carefully at a sculpture of the animal.
2. An animal can be created in clay by first looking at the big body shape of the animal and creating it. First, tear off a piece of clay large enough for the body shape. Save the rest of the clay for the head, legs, tail and other features.
3. When attaching two pieces of clay to each other, you need to work the edges of one of the pieces into the other with the fingertips.
4. Texture can be achieved with clay by scoring with a sharp tool, or by pressing rough, uneven objects into the clay.
5. Hair or fur can be created with clay by pressing clay through a garlic press. The ends of these wiry pieces must be pressed into the clay object.
6. The problem of making a four-legged animal stand up can be solved by first creating the body shape, and then placing the body shape on its back. Attach the four legs securely one at a time. When the animal is lying on its back with all four legs in the air, it is ready to be turned over and made to stand.

### Materials:

Clay (2 pounds per student), newspapers, pencils, string, garlic press. Parent/teacher should have a modeling tool for hollowing out centers of clay animals before firing. Finishing: tempera paints, sponges, brushes, paper plates, and water cans (or wood stain, brushes, and rags), and glossy spray varnish.



String for cutting clay.



Sculpture tool for hollowing out centers of animals.

## Procedure:

1. Bring to class a collection of small animal statues -- some realistic and some fanciful. Explain to students the difference between realistic and fanciful animals. Study the colors and shapes of the animals.
2. Tell students, "Today I will show you how to make an animal out of clay."
3. Place a few animals on each table.
4. Hold up an animal sculpture and point out the large body shape.
5. Show students how to tear a piece of clay from their large lump of clay for the body shape. Mold the body shape of a four-legged animal. Demonstrate how to make a sturdy standing four-legged animal.
  - a. Lay the body shape on its back.
  - b. Model a leg from the torn-off clay. Attach it at one of the corners of the body shape.
  - c. Demonstrate how to use the fingertips to work the two pieces together where they are attached.
  - d. Add the other three legs in this fashion. When all the legs are attached, turn the sculpture right side up to a standing position.
  - e. Now suggest how to finish the clay animal. The four-legged body can be the start of many creatures. Tell them they have the choice of making a realistic or a fanciful, make-believe animal.
  - f. After the animals have progressed, show students how to add texture with a sharp point such as an opened paper clip.
  - g. Demonstrate putting clay in a garlic press. Show students how to squeeze the clay at the top of the bundle of clay fur to attach it to the animal. They must work it in with the fingertips.
  - h. The parent/teacher should move around the room, helping students with construction problems.
6. Put clay animals in a place where students will not touch them while they are drying.
7. If animals are large, the teacher should hollow out the center of the animals with a sculpting tool and put them in a safe place to dry. **CLAY FIGURES NEED A DRYING PLACE WHERE STUDENTS CANNOT TOUCH THEM.** They cannot resist picking them up. The clay pieces are extremely breakable at this stage.
8. Pieces should dry for a week in a dry climate. They will need more time in a damp cool climate.
9. **FIRE** the clay animals in a kiln. Many local high schools or colleges will have a kiln that you should be able to use.
10. Finish the figures by painting them with tempera or painting them all over with wood stain and rubbing the excess stain off. When they are dry, in either media, have a parent or teacher (never a student – for safety reasons) take the animals outside and spray them with glossy spray varnish.



# A Tree is Nice

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Kindergarten

## Drawing Lesson

### Concepts:

1. Trees grow with branches coming out of the trunk and with smaller branches coming out of the larger branches.
2. Trees grow big leaves, little leaves, needles, and fronds. There are many different kinds of trees.
3. Roots attach the tree to the ground. Roots provide water and nutrients to the tree.
4. Trees grow from seeds.
5. Tree trunks have texture. Some feel rough. Some feel smooth.
6. To draw a realistic tree, we need to draw the roots, trunk, texture, big and small branches, and leaves or needles.
7. We can find out much about something by looking at it closely and by touching it.

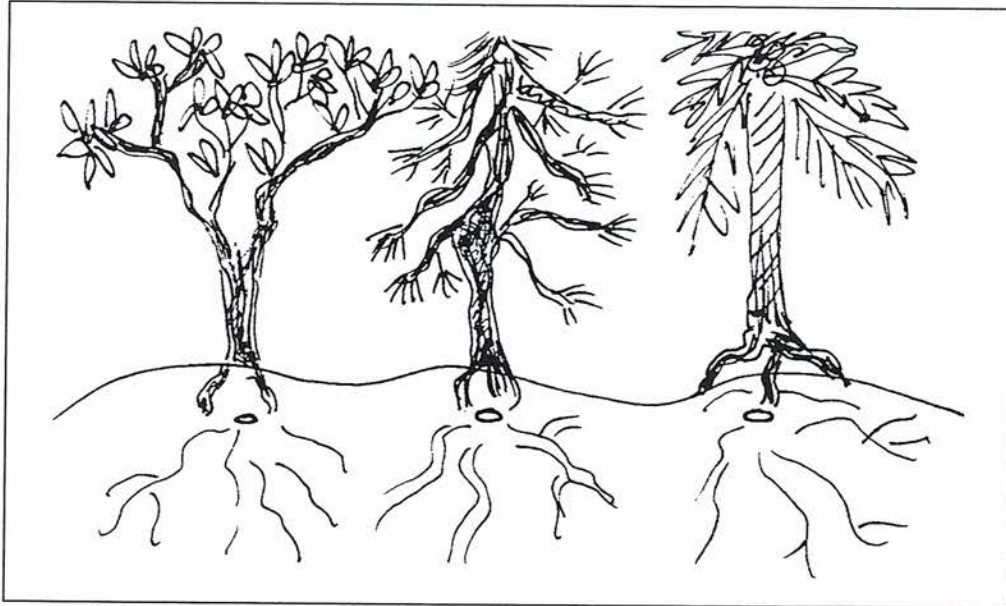
### Materials:

Saved pumpkin or watermelon seeds, 12" x 18" white paper, colored chalk, damp sponge, flat containers with liquid starch, scrap paper for testing chalk.

### Procedure:

1. Show on board how young children usually draw trees (like a lollypop stick with a big green ball at the top). Ask students what it looks like. They will probably answer, "A lollypop stick".
2. "Today we are going to learn how to draw trees realistically - the way they look. So today, maybe for the very first time, we are going to look - really look - at trees. And we are going to go outside and take a little walk to do it.
3. Give guidelines for going outside. Go on a tree hunt. Examine trees for:
  - a) Texture - Have students feel the trees.
  - b) Branches - Have students stand close to the trunk and look up into the tree.
  - c) Leaves - Have students look at different kinds of leaves on different trees.
  - d) Roots - Examine the roots of the trees.
4. When back inside, demonstrate how to use the chalk dipped in starch. Show how the chalk becomes soft and the colors become brighter.

5. Demonstrate: Use the paper horizontally. Glue three seeds on the paper. Draw a tree growing from each seed. Draw a line for the ground level. Draw roots coming from the seeds. Draw trees with branches and leaves or trees with needles or fronds. Blend different shades of greens for leaves. Use browns and black on trunk to show texture.



6. Students will first glue three seeds on their papers. Next, they will draw the ground line. Then they will draw trees coming from their seeds, making them detailed with all the things they have learned about trees.

## **ASSESSMENT:**

1. Has the artist drawn the branches of the trees? The roots?
2. Has the artist shown texture by using different colors?

# The Cat in the Hat

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Kindergarten

## Drawing Lesson

### Concepts:

1. Our toys provide models for drawing.
2. Drawing a complicated shape or object can be made easier by looking for simple shapes.
3. The Cat in the Hat is made up of simple shapes.

### Materials:

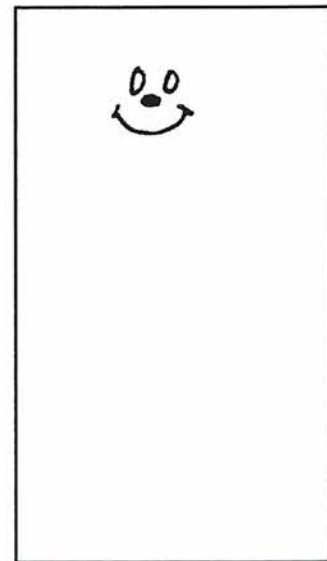
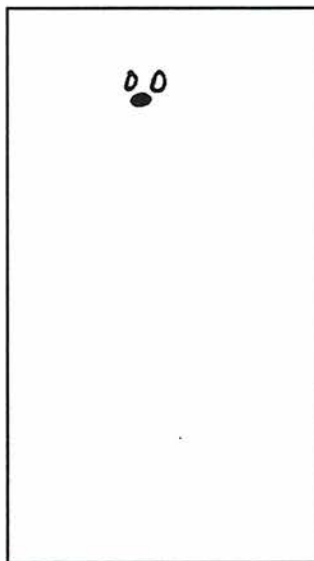
12" x 24" drawing paper (cut an 18" x 24" paper by  $\frac{2}{3}$ ). Drawing: fine tipped black marking pens. Coloring: oil crayons, crayons, or marking pens.

### Procedure:

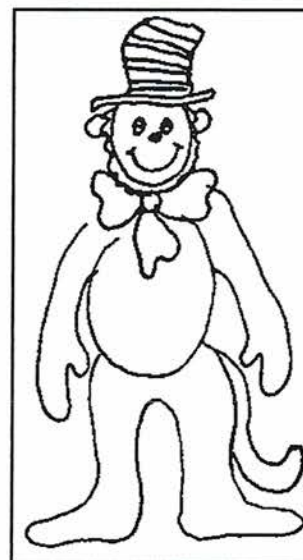
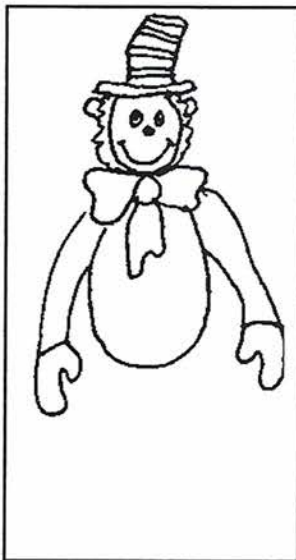
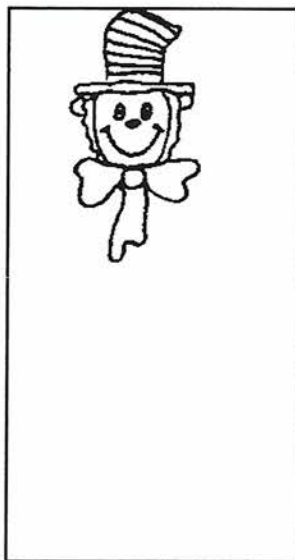
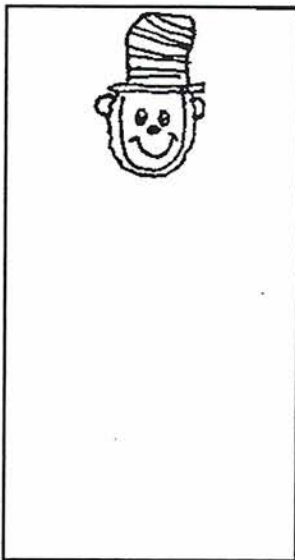
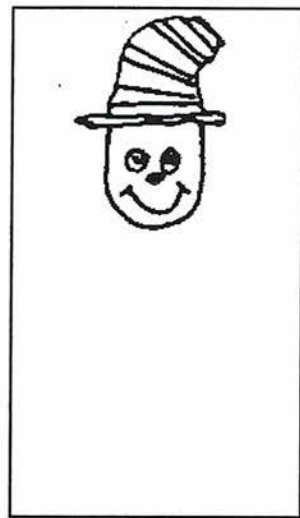
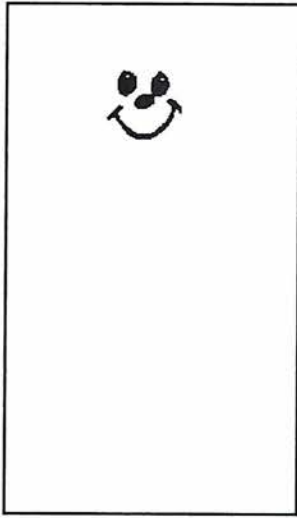
**NOTE: THE TAPED VIDEO LESSON IS DESIGNED TO TEACH THE ENTIRE LESSON, STEP-BY-STEP.**

PREPARATION: If you can get your hands on a stuffed Cat in the Hat, use it for a model.

1. Give a step-by-step demonstration, guiding the students through the drawing of The Cat in the Hat. Or use the taped lesson. It is designed to be put on pause as the students do each step. The steps are illustrated below. Students draw directly with pen. Cats may be colored with oil crayons, crayons or marking pens.







**ASSESSMENT:**

1. Does the drawing look like the Cat in the Hat?

# Masks

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Kindergarten

## Cultural Appreciation Lesson

### Concepts:

1. Masks are made all over the world.
2. Masks are made for different reasons (costumes, theater, dance, ceremony, etc.).
3. Masks are made from many different kinds of materials.
4. Paper can be rolled or fringed.

### Materials:

Preparation: A single-hole punch, heavy oval-shaped paper plates. Other: white glue, liquid starch in flat containers, brushes, a collection of materials for decorating masks (wrapping paper, colored tissue, colored construction paper, heavy yarn, ribbons, colored pipe cleaners, feathers, etc.). Optional: 1/4" dowels, 8" to 12" long may be pushed through a hole by the chin and taped onto the back of the mask. This provides a way for the students to hold the masks up to their faces.

### Procedure: Show the video lesson to the class.

Preparation: Punch holes around the lip of the paper plate. Cut out eyes and nose with a razor knife. Collect any unusual or ethnic masks that are available to you to show to the class. Create your own sample.



1. Motivate the lesson by showing the videotape and show any masks you have been able to collect.
2. Discuss the fact that masks come from all over the world. Masks are used for different purposes in different places (dance, ceremony, theater, etc.).
3. Show your sample. Discuss the materials you used. Show how they were applied.
4. Demonstrate applying papers with the liquid starch by brushing starch on the mask and then adhering the paper to it.

5. Show how to tie ribbons and other materials through the holes around the edge. Demonstrate how to roll and fringe paper.
6. Each table should have a collection of colored tissue and wrapping papers cut into pieces small enough so students do not have to cut them.
7. The first step for students is to select papers and adhere them to the mask with liquid starch.
8. The next step is to add colored construction paper that has been fringed or curled. Attach with white glue.
9. The final step is to tie ribbons and yarn in holes or stick feathers in holes. The ends of the feathers may need to be taped to the back of the mask.

## **ASSESSMENT:**

1. What different ways has the student artist used materials to create his/her mask?
2. What different techniques, such as rolling and fringing, has the student used?



# The Playground

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Kindergarten

## Drawing Lesson

### Concepts:

1. Artists often draw or paint what is familiar to them - things they do in their everyday life.
2. To accurately draw something, it is best to look at it or observe it while drawing.
3. Playing on the playground is something young children do frequently.
4. There are many different kinds of playground equipment on which to play.

### Materials:

9" x 12" sketch pads, or several 9" x 12" white papers for each child plus a hard surface such as a book or drawing board, pencils, fine tipped felt pens, erasers.

### Procedure:

**ALL OF THESE STEPS ARE SHOWN ON THE VIDEOTAPE LESSON.**

1. Discuss how artists often draw and paint from their everyday experiences.
2. "Today we are going to draw from our experience. We are going to draw something we do all the time -- play on a playground."
3. "Today, instead of drawing from our memory, we are going to go observe or look carefully at what we are drawing. This is something artists often do. We are going to take our sketchbooks outside and look at the playground equipment.
4. Set guidelines, boundaries and rules before going outside. Line up and take the students outside to the playground to observe the equipment. Stay together.
5. Discuss the equipment. Point out the lines and curves of the equipment. Have some children demonstrate how they play on the equipment. Talk about the movements they make. Move around to different pieces of equipment.
6. After the discussion, students will find a place to sit to draw themselves and their friends playing on their favorite equipment. Instructions:
  - a. Draw with pencil first. If the drawing is good enough to save, go over it with pen.
  - b. Do another drawing using only pen.
7. When you get back to the art room, share your pictures.

## **ASSESSMENT:**

1. What kind of equipment did the artist draw?
2. Did the artist use the whole paper?
3. Do the figures in the picture show motion?
4. What other things did the artist put in his/her picture?

# My Family

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Kindergarten

## Media Exploration Lesson

### Concepts:

1. The face is shaped like an oval.
2. A print is an image made by pressing a painted object onto a piece of paper.
3. Different sized potatoes make a good printing object for the (different sized) heads of family members.
4. When printing with a sliced potato, you must paint it and press it down hard unto the paper.
5. A portrait is a picture of someone.
6. A family portrait is a picture of a family. It can be a photograph or a painting or a drawing.
7. Different members of our families have different characteristics.
8. When people are together, they do not usually stand in a line or side-by-side. Instead, they stand in a group with some in front and others in the rear. The artist must draw some figures in front of others or overlapping others in order to portray a group of people.

### Materials:

**Part 1:** Potatoes (a variety of sizes cut in half lengthwise), tempera paints (brown, peach), brushes, sponges and water in containers, 12" x 18" white paper. **Part 2:** The potato prints from Part 1 and oil crayons.

### Procedure:

**NOTE: ALL OF THE FOLLOWING STEPS ARE SHOWN ON THE VIDEOTAPE.**

#### **Part 1:**

1. Discuss what a portrait is. Then discuss what a family portrait is. Show a sample of a family portrait. A sample is shown on the video lesson. Tell students they will make a family portrait of the family members that are living in their house.
2. Discuss the first step of your artwork, which is to create potato prints of all of the heads of the members of the family. Demonstrate how to paint the cut potato and press it to the paper. Instruct them to use different sized potatoes for the different members of the



family (little ones for kids and babies, big ones for moms and dads). Give students peach and brown tempera on a paper plate as well as a brush, sponge and water. If their skin tone is darker than the peach, have them add dabs of brown to the peach until they reach their desired skin tone. Or they can use the pure peach or pure brown for their skin tone. Students from large families may need to use their paper horizontally. The others should use theirs vertically.

3. After potato prints are made, allow them to completely dry before going on to the next step.

### **Part 2:**

1. Pass out potato print family portraits from Part 1.
2. Demonstrate on a dry potato print (your own) how to draw faces on top of the potato prints with the oil crayons.
3. Have students feel where their eyes are on their heads, feel their ears, drawing an imaginary line from their eyes to their ears.
4. Discuss how each family member has different characteristics - different hair, different height, different size, etc.
5. Show how they will need to overlap figures when they draw their families. (See examples below.)



### **ASSESSMENT:**

1. Has the student artist made clear and well-defined potato prints?
2. Has the student artist painted in any spots that did not print clearly?
3. Can you identify the family and the different family members that are in it?
4. What special characteristics has the student artist drawn to make it easy to identify the members of the family?

# Starry Night

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Kindergarten

## Artist Appreciation Lesson

### Concepts:

1. Vincent Van Gogh is a famous artist who lived about 200 years ago. He was born in Holland, but painted mostly in France.
2. Vincent Van Gogh painted with swirling, heavy brushstrokes.
3. The sky in the painting Starry Night is full of swirling brushstrokes that surround the stars.
4. The sky in the painting Starry Night is full of movement.
5. The only quiet part of the painting Starry Night is the village.

### Materials:

12" x 18" royal blue or dark blue paper, some small scraps of colored construction paper - violet, black and light blue, 6" x 9" black paper - one per student, warm-up paper, oil crayons, scissors and glue. A reproduction of Van Gogh's Starry Night.

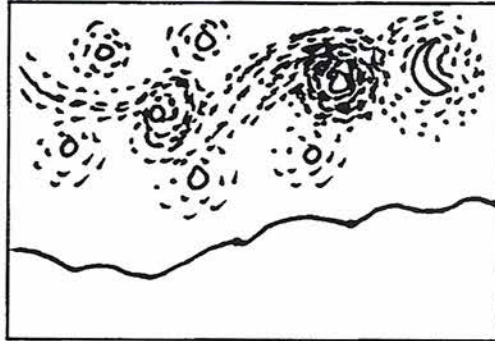
### Procedure: SHOW THE VIDEO LESSON TO THE STUDENTS.

1. Show and discuss Vincent Van Gogh's painting, Starry Night. Point out the swirling lines in the sky, the stars outlined with white and yellow brushstrokes, the tree in the foreground that makes a silhouette against the sky and is swirled with brushstrokes that make it look like it is moving or twisting, and the quiet village down below the stars.
2. Tell the students a little about Vincent Van Gogh and his life.
3. Demonstrate how to make swirls and how to use oil crayons. Do a warm-up with the students using a practice paper.



4. Start your pictures.

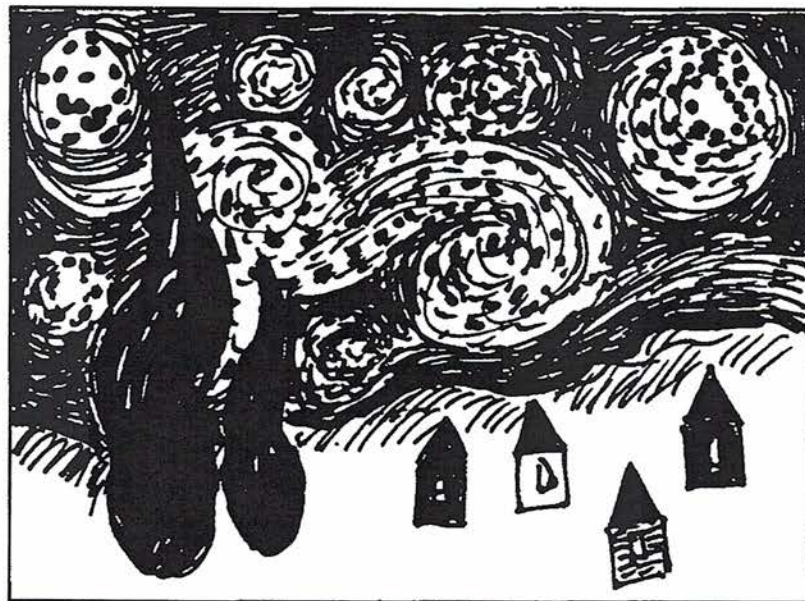
Step 1: Draw a horizon line. Dot the sky with stars. Create swirls that go around the stars.



Step 2: Cut out 4 or 5 houses from the violet, black and blue scraps and glue them below the horizon line.

Step 3: Cut two swirling tree shapes from the 6" x 9" black paper. Make the swirls reach from the top to the bottom of the 9 inches when you cut them. Glue them on the picture in the same place you see them in the painting.

Step 4: Color swirls on the trees with green. Color lights in the windows of the houses. Create "brush stroke" lines along the contour of the hills and on the ground between the houses.



## ASSESSMENT:

1. Has the student artist used swirling strokes of color in the sky of the picture?
2. Has the student artist surrounded the stars with short strokes of yellow and white?
3. What "brushstrokes" has the artist used to imitate Vincent Van Gogh's painting?



# Chronology

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## Vincent Van Gogh

1853-1890

Post Impressionist

1. Vincent Van Gogh was born in Holland. He was the son of a country parson.
2. At age 16, he went to The Hague to work in a picture gallery.
3. For seven years, he worked in branches of the firm in Brussels, London, and Paris. He learned a great deal about painting at this time.
4. He became a lay preacher and did missionary work in Belgium in a mining district. Depressed by the poverty, he started to paint what he saw around him.
5. At the age of 27, he decided to become a painter. He wanted to give joy and understanding to others.
6. He prepared himself by drawing, painting, reading, and studying the pictures of others.
7. He suffered from poverty and misunderstanding. His brother, Theo, who worked in a Parisian gallery, helped him.
8. During a stay in Paris, Van Gogh became interested in Japanese prints and the work of the Impressionists.
9. His work was colorful and free, but he was unhappy in Paris, so he moved to Arles, where he painted peasants and landscapes that revealed a love of life and a joy in living.
10. He suffered from periodic mental strain.
11. In Arles, he painted so intensely that he often finished more than one picture a day.
12. Van Gogh found the problems of life too much to bear and he shot himself at the age of thirty-seven.
13. His work was not popular while he lived. Not until ten years or more after he died did other artists begin to recognize the qualities of his art. His paintings are now cherished.
14. Van Gogh always looked for inspiration in living sources. He passionately felt the beauty and wonder of life. His work is extremely colorful, with heavy brushstrokes, thick with paint, and full of energy.