

# ANIMALS

## OBJECTIVE

Students will learn about the famous Post-Impressionist painter Henri Rousseau whose main subject was animals. Students will learn about organic and geometric shapes by defining facial expressions to create the face and body of an animal of their choice.

## MATERIALS

S1A Paper  
Pencil  
Markers (various colors)  
Construction paper for border (optional)



## PROCEDURES

1. Have students view and discuss various pictures of animals. Have students choose an animal to draw and to keep their picture on hand for reference.
2. Starting with pencil have students draw their animal (fill up a large part of the paper with this). Have students pay attention to small details such as whiskers, eyebrows, tails, ears, and different patterns that make up the animal's fur or body.
3. Next introduce Depth by talking about Foreground and Background. Have students think about where their animal is? What is their animal doing? Explain to students about overlapping and how objects in the background appear smaller than objects in the foreground.
4. Now it's time for students to add color using their Markers. At this time, you can introduce Warm (R, O, Y) and Cool (B, G, P) color schemes. The student can use a Cool color scheme for the background and a Warm color scheme for the foreground.
5. Add an optional Border using colored construction paper that is at least 1 inch on every side.
6. When finished, instruct students to sign their name on their art using the S1A signature template included in your tool box.

## ASSESSMENT

Students will discuss the final projects in a quick critique. They will discuss what kind of animal they created by sharing some of the lines, shapes, colors, and patterns they used.

# CLOWN FACES

## OBJECTIVE

Students will learn about geometric shapes by defining facial expressions to create a clown face. Students will learn how size differences make up different parts of the face.

## MATERIALS

S1A Paper  
Crayons (various colors)  
Markers (various colors)



## PROCEDURES

1. Starting with crayons only make a large circle or oval for the face (fill up a large part of the paper with this).
2. Next introduce using geometric shapes for the eyes. Make sure to include the pupil and add eyelash lines.
3. Draw a circle for the nose. Talk with students about size variation and how placement can influence expression.
4. Place a mouth under the nose. Make it smile or frown on the face of the clown!
5. Draw wiggle lines around the head for hair.
6. Next add the neck and shoulders to create a shirt!
7. Switch to markers and use them to add bright and bold colors to the face.
8. Use markers to color the hair and background. Incorporate color theory such as complementary, warm, and cool color schemes.
9. When finished, instruct students to sign their name on their art using the S1A signature template included in your tool box..

## ASSESSMENT

Students will discuss the final projects in a quick critique. They will discuss what kind of clown they created by sharing some of the lines, shapes, colors, and facial elements they used.

# FLOWERS

## OBJECTIVE

Students will learn about the characteristics of Georgia O’Keefe’s Work. Students will observe a floral arrangement to plan a composition of one flower that extends all four sides of the page. Students will use crayon to add color, shade, and value to their flowers.

## MATERIALS

S1A Paper  
Crayons/Markers (various colors)  
Watercolor paints/brushes



## PROCEDURES

1. Prepare room with floral arrangements and supplies on every table and examples of O’Keefe’s art on the walls.
2. Using art vocabulary, the teacher will demonstrate how to draw a composition using flowers as subject matter.
3. The teacher will demonstrate how to zoom in using your hands to crop the view.
4. Show how contour line, color, and value will be applied using crayon.
5. Students will “zoom in” find an interesting composition.
6. They will first draw their composition with pencil and then apply crayon/marker/watercolor when enough contour lines are done. They will use value to depict folds and depth.
7. Encourage drawing big and filling up the composition with shapes and bright colors.
8. Monitor student’s observations by making sure they include all details.
9. When finished, instruct students to sign their name on their art using the S1A signature template included in your tool box. Also, make sure to legibly write all pertinent student contact information at the top header using blue or black ink.

## ASSESSMENT

Students will discuss the final projects in a quick critique. They will review the vocabulary and techniques they have learned. Students will also tell what they know about Georgia O’Keefe’s life and what inspired her.

# HAND and FOOT PRINTS

## OBJECTIVE

Students will learn about organic shapes by using their Hand or Foot print to create an object. Students will learn about the color wheel through complementary colors.

## MATERIALS

S1A Paper

Markers (various colors)

Tempera Paint

Construction Paper (optional)

Color Wheel

White Glue/Paste



## PROCEDURES

1. Start with the background. You can paint a solid color. You can also use a solid color piece of construction paper. (Details will be added later)
2. Next using a complementary color (on the color wheel, colors across from each other ex. Blue; and Orange) paint tempera paint lightly on the bottom of the child's hand or foot. You can also use a foam roller. (This works better if the child is sitting down)
3. Place the background paper on the floor and have the child press their foot onto it. Or if using a hand place the background paper onto the table and have child press firmly. Hold child's hand/foot firmly to create a solid print.
4. An alternate idea would be to trace around the child's hand or foot on a piece of construction paper and then cut – out along the traced line. Glue the hand/foot cut out onto a piece of contrasting construction paper.
5. Let dry! Add details. Details can be painted on or glued using cut out construction paper.
6. When finished, instruct students to sign their name on their art using the S1A signature template included in your tool box. Add the current year.
7. Remember to write in all pertinent identification information for the child on the top header using black or blue ink.

## ASSESSMENT

Students will discuss the final projects in a quick critique. They will discuss their color choices along with what shape they created using their hand or foot print.

# MULTI-COLOR HANDS

## OBJECTIVE

Students will learn about the art of the South African people, specifically the Ndebele tribe and their colored patterns. Students will learn about color selection and blending techniques and giving their art personal meaning.

## MATERIALS

S1A Paper  
Pencil  
Markers (various colors)  
Ndebele art prints & artifacts



## PROCEDURES

1. Students will have a brief discussion about the art of the Ndebele tribe, looking closely at their colored patterns. They will be inspired by this art.
2. Students will discuss the importance of a hand print, thinking about how each hand tells a personal story of “who they are”.
3. Students will then trace their hand with a pencil onto their paper several times overlapping the previous one.
4. Students will go over their hand outline(s) in black marker. Afterwards they can use the black marker to create a line design inside the hand if they choose.
5. Students will then begin the coloring process, filling in the spaces with varying colored markers, making sure to not put 2 colors together, paying close attention to each individual shape created.
6. When finished, instruct students to sign their name on their art using the S1A signature template included in your tool box. Also, make sure to legibly write all pertinent student contact information at the top header using blue or black ink.

## ASSESSMENT

Students will discuss the final projects in a quick critique and by writing a story about how the colors and shapes tell a bit about who they are as individuals and artists.

# RADIAL DESIGNS

## OBJECTIVE

Students will learn about the art of Radial design through examples of Rose windows and Mandala designs from various cultures. Students will also understand math concepts as they relate to art.

## MATERIALS

S1A Paper  
Pencil  
Markers (various colors)  
Compass



## PROCEDURES

1. Have the students draw a circle on an 8.5x8.5 square piece of paper using their compass.
2. Students will then fold the paper in half both ways, then into a triangle, both ways. This will divide the circle into 8 pie shapes.
3. Next the student will draw a design into just one of the pie shapes. Advise students to have their lines touch at least one edge of the pie slice more than once.
4. Show the students how to transfer their designs all around the circle by folding the paper and rubbing hard with marker lids. This will transfer their pencil lines into the next pie piece.
5. Next, the students can trace over their pencil lines with a black marker. Then they will color their designs with various color markers. Ask them to plan their colors carefully to make their designs bold. Additional ideas include: complementary colors; cool and warm color schemes.
6. When finished, instruct students to sign their name on their art using the S1A signature template included in your tool box. Also, make sure to legibly write all pertinent student contact information at the top header using blue or black ink.

## ASSESSMENT

Students will discuss the final projects in a quick critique. They will discuss what kind of radial design they created, as well as sharing some of the lines, shapes, colors, and patterns they used.

## OBJECTIVE

Students will learn to draw a Peacock by emphasizing one or more of the elements of art. They will attempt to fill the space of the art composition by identifying lines and shapes using a variety of media.

## ESSENTIAL QUESTIONS

What is a pattern? Why does it look like the peacock has “eyes” around the tail feathers?

### MATERIALS

S1A paper  
Pencil  
Markers (various colors)  
Tempera paint



## PROCEDURES

1. Show photographs of peacocks to the students. Draw one step at a time in the demonstration, allowing the students to draw one step before moving onto the next. Even with a “step by step” drawing process, the peacocks will come out delightfully unique.
2. Start with a wide upside down “U” near the top of the paper for the head. Leave some room above for the “mohawk.”
3. Draw a “hook” on one side of the upside down “U” for the beak. Bring that line all the way down so that it goes off the bottom of the page.
4. On the other side of the upside down “U” bring the line (for the back) slightly in and then back out and all the way to the bottom of the page. Add two circles for the eye (one smaller and one bigger going around the small circle).
5. Add a line across at the top of the beak. Add five circles above the head and draw lines from the circles back to the head (for the “head feathers” or “mohawk”).
6. Point out the yellow feathers right behind the body of the peacock in a photo. Create the yellow feathers using repeating “3’s” or sideways “m’s” (emphasize that we are using repetition and pattern). Draw several rows of these.
7. Point out the circle patterns in the tail feathers around the peacock. Ask the students why a peacock might have patterns in their tail feathers that look like “eyes.”
8. Draw two circles (just like the eye of the peacock) for each circle pattern. Add these around the peacock in the background.
9. Direct the students to go over all pencil lines with a marker.
10. Choose a blue crayon (we have several different varieties of blue) and color the body and the head feathers of the peacock. Encourage the students to take their time, press down and color the entire shape of the body.
11. Color the “3” pattern feathers behind the body of the peacock with yellow crayon. Color the “eyes” behind the peacock with any colors in crayon. They should color each “inside” and “outside” circle with a different color.
12. Using tempera cake paint, watercolor or other paint of choice, paint in the background with a color of choice.
13. When finished, instruct students to sign their name on their art using the S1A signature template included in your tool box. Also, make sure to legibly write all pertinent student contact information at the top header using blue or black ink.

## ASSESSMENT

Students will discuss the final projects in a quick critique. Did the artist fill the composition? Did the artist take the time and effort to make colors vibrant?

# SELF-PORTRAITS

## OBJECTIVE

Students will learn about self portraiture as well as self expression in an art work.

### MATERIALS

S1A art paper  
 Various colored markers  
 Multi-cultural colored crayons  
 Pencils



## PROCEDURES

1. Students will have a brief introduction to Self- Portraiture and Self Expression through Symbolism.
2. Students will draw their faces using a pencil onto their S1A paper, reiterating what they learned about self portraiture. They measure their eyes, nose, mouth and ears to create proportionate faces. They are also reminded to make each of their eyes with an iris, pupil, sclera, eyelid, eyelashes, and eyebrows.
3. Students will then add details to their face such as earrings, glasses, hats, etc.
4. Next, students will decorate around their face using lines and shapes to create an imaginative background. Students will need to refer to their symbolism lesson and think about what symbols best represent them.
5. The background details will be colored in with various colored markers and their faces will be colored in with multicultural crayon colors layered to make their exact skin tone.
6. When finished, instruct students to sign their name on their art using the S1A signature template included in your tool box. Also, make sure to legibly write all pertinent student contact information at the top header using blue or black ink.

### ASSESSMENT

Students will discuss their self-portraits. They will discuss the symbols they added to the background and how these best represent them.

# SYMMETRY BUGS

## OBJECTIVE

Students will look at artwork by Eric Carle that includes bugs or insects. Students will talk about what they see with emphasis on colors, lines, shapes, textures, and patterns. Students will learn about Symmetry and Asymmetry.

## MATERIALS

Glue  
S1A art paper  
Markers

Scissors  
Pencils  
Construction paper



## PROCEDURES

1. Begin by passing out construction paper (students can choose their color). If these are not pre-folded, have students fold them in half like a book.
2. Teacher will come around and put two small marks on their fold. Students are to draw one line that connects the two marks. This line creates half of their shape for their symmetrical bug.
3. Student cuts directly on their line. This should cut out a different symmetrical shape for each student. At this point students are unaware what their shape will be used for.
4. Open up cut out shape and students will see a Symmetrical “Bug”.
5. Pass out Square 1 Art paper and glue. Have students put glue on the side of their shape with pencil lines. Glue it down somewhere on your paper. They may want to angle it, turn it horizontal or vertical, but make sure they are aware which end of the paper will be the top.
6. Teacher demonstrates using markers how to add details to the body of the bug and also to the background. Examples: wings, antennae, legs, eyes, a pattern on the body, etc. Have students paint dots or dashes around their critter to show that it is moving (flying, crawling, hopping, etc.)
7. When finished, instruct students to sign their name on their art using the S1A signature template included in your tool box.

## ASSESSMENT

Students will discuss the final projects in a quick critique. They will discuss what kind of bug they made (is it real or imaginary), as well as sharing some of the lines, shapes, colors, textures, and patterns they used.