

Artist Journal



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— CURRICULUM —

LIVING **Art** LESSONS
the 7 elements



Living Art Lessons



MASTERBOOKS
CURRICULUM

Author: Savannah Barclay

Master Books Creative Team:

Editor: Laura Welch

Design: Diana Bogardus

Cover Design: Diana Bogardus

Copy Editors:

Judy Lewis

Willow Meek

Curriculum Review:

Kristen Pratt

Laura Welch

Diana Bogardus

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Author Bio:

Savannah Barclay is a homeschool graduate, world traveler, artist, writer, and explorer of antique shops. She lives in a rural Minnesota town with her husband, Travis, and their new baby boy, Owen. As the daughter of Master Books author, Angela O'Dell, she spent her childhood exploring and learning in an out-of-the-box style and discovering and developing her artistic ability and skill. This natural and unhurried approach to education is evident in Savannah's own writing and teaching style.

Using This Artist Journal

Features: The suggested weekly schedule enclosed has easy-to-manage lessons that guide the reading and worksheets. The pages of this guide are perforated and three-hole punched so materials are easy to tear out, hand out, and store. Teachers are encouraged to adjust the schedule and materials needed in order to best work within their unique educational program.

Lesson Scheduling: Students are instructed to read the pages in their book and then complete the corresponding section provided by the teacher. Assessments that may include worksheets, and activities are given at regular intervals with space to record each grade. Space is provided on the weekly schedule for assignment dates, and flexibility in scheduling is encouraged. Teachers may adapt the scheduled days per each unique student situation. As the student completes each assignment, this can be marked with an “X” in the box.



Approximately 30 to 45 minutes per lesson, two days a week



Activity/Art pages for each section



Designed for grades 4 to 6 in a one-year course

Course Objectives: Students completing this course will

- ✓ Explore the seven elements of art—lines, shapes, color, value, texture, form, and space – through fun and engaging activities and projects.
- ✓ Learn types of lines and be able to observe them all around you.
- ✓ Determine a variety of shapes as well as positive and negative shapes as they learn how these can be the first step to more complex drawings.
- ✓ Discover primary, secondary, tertiary colors; apply the concepts of warm and cool colors, and learn what colors are complementary of each other.
- ✓ Experiment with the value of colors (hues and tones) when blended with other colors or water and learn the importance of proper shading.
- ✓ Learn how texture is all around and can be incorporated both in sketching and in painting.
- ✓ Find out how form impacts shadows, shading, one-, two-, and three-dimensional objects, and how to take a two-dimensional form and draw it as a three-dimensional object.
- ✓ Discern how space is important to three-dimensional perspectives using overlapping, changing size, and other techniques.
- ✓ Read the stories of famous artists and have fun as you are “re-creating” their styles.
- ✓ Enjoy nature while exploring the seven basic art elements as displayed in God’s creation.

Course Description

This art course has been written and designed to allow students to explore a range of techniques, styles, and mediums (paints, watercolors, etc). As with any course, *Living Art Lessons* can be modified to fit the needs of your student. Supply lists have been developed to try to reduce the number of specialty items and instead, find materials that can be used in a variety of ways or ones that you may already have on hand. Cost-saving recipes for clay and puffy paint have been included that use common household ingredients if you wish to save money on those items. You can check the course schedule to see when those projects will be done so you can be prepared.

Before You Begin

Make sure the table or countertop where you will be creating your project is protected with newspaper or a disposable tablecloth. Art mediums such as pastels and watercolors may stain whatever they touch, so make sure you are wearing a protective art frock or “paint-shirt” that you don’t mind getting spills on. Always make sure your paintbrushes are clean and dry before starting your project, and, so they are ready for their next use, clean them well with warm water and dry them on a paper towel after each project. It is always a good idea to have a well-organized art supply storage area.

On Your Own

As your student learns about the elements of art, they may want to explore more about the concepts and techniques. We have included “On Your Own” opportunities in the course schedule to accommodate students who wish to research more about artists, their paintings, artistic style, or even just observing or practicing what they have learned. They can do research online (with parental permission) or get books from the library related to art interests. This can be considered an optional course component.

A Note About Watercolors: If you want to use watercolors in some of the assignments, it is recommended that you use pages from your mixed media sketch pad.

Supply List

Arts & Crafts Supplies:

- Colored pencils (24-pack or more suggested)
- Crayons (16-pack or more)
- Markers (washable)
- Oil, chalk, or crayon pastels
- Tempera or poster paint(s) (white, black, and primary colors)
- Watercolor paints (including orange and dark green)
- Paintbrushes
- Paper—1 mixed media sketchpad (suitable wet & dry mediums, including watercolor; smooth, 90lb+ weight paper, 9" x 12", 20 to 40 sheets)
- Card stock (3—8½ x 11 or larger)
- Tissue paper (blue, green, pink, and white)
- Construction paper (various colors)
- Erasers
- Pencils
- Pencil sharpener (small, manual type)
- Ruler
- Scissors
- Fine-tip black pen
- Permanent felt-tipped markers (water-based markers will not work)
- White school glue
- Pipe cleaners
- Poster putty
- Small sponge
- Yarn (any color, 2–3 feet)
- Protractor or compass (to make large & small circles; may use bowls, cups, and plates)
- Shellac (spray, parental supervision required)
- Scotch tape (or generic clear tape)
- Sharpie® or black marker

Household Supplies:

- Butter knife (for the teacher to use)
- Knife (for the teacher to use)
- Funnel (optional)
- Cookie cutters (various shapes)
- Round drinking glass
- Mixing bowl
- Paper plates or styrofoam plates
- Plastic forks
- Tinfoil
- Ziploc® bag(s) or resealable plastic bag(s)
- Cotton balls
- Plastic squeeze bottle (a clean honey bottle will work)
- Cardboard pieces (cereal boxes are good for this)

Misc:

- Collected “textured” odds and ends (paper, cloth, sandpaper, craft feathers, pipe cleaners)
- Nature Guides (optional: assorted kinds—trees, plants, birds, etc.)
- Magnifying glass
- Binoculars
- Backpack
- Water bottle

Purchase ready-made or make your own Puffy Paint and Clay

(See recipes included in student book and pages 7-8 of this book)

- | | |
|--|---|
| <input type="checkbox"/> Clay: You can buy oven-bake clay or other varieties of self-hardening or air-dry clay at any arts and crafts store or in the craft section of most retail stores. | <input type="checkbox"/> 2 cups of salt |
| <input type="checkbox"/> Puffy Paint (green and pink) | <input type="checkbox"/> 4 cups white flour |
| | <input type="checkbox"/> 3 cups water |
| | <input type="checkbox"/> 1 teaspoon alum |
| | <input type="checkbox"/> 2 to 4 potatoes |
| | <input type="checkbox"/> Vegetable and fruit pieces (onions, mushrooms, apples, starfruit, etc. optional) |

Project Weeks Supply List

Observing Lines – Jellyfish Lines (week 5)

- White mixed media sketchpad paper
- Watercolor paint
- Paintbrush
- Oil, chalk, or crayon pastels

Observing Lines – Yarn Line Foil Design (week 6)

- Tinfoil
- Cardboard (a cereal box works well)
- Permanent felt-tipped markers (water-based markers will not work)
- Yarn (any color, 2-3 feet)
- Glue
- Tape
- Scissors

Observing Shapes – Potato Prints (week 12, parental assistance needed)

- 2-4 Potatoes (depending on number of fruit “stamps” being made; optional: onions, mushrooms, apples, starfruit, celery, etc. can also be used)
- Tempera or poster paint
- Mixed media paper
- Styrofoam or paper plates
- Knife and butter knife (both for only the teacher to use)
- Cookie cutters (various shapes)

Observing Shapes – Snowy Painting (week 12)

- Dark blue or black construction paper
- Construction paper in other colors
- White tempera or poster paint
- Paper or styrofoam plates
- Small sponge
- Cotton balls
- Tinfoil (or white construction paper)
- Glue
- Scissors

Observing Colors – Warm and Cool (week 17)

- Paper (large piece or put two pieces of mixed media sketchpad pages together)
- Crayons (warm and cool colors)
- Sharpie® (or dark marker)
- Pencil

Observing Colors – Colorful Water Painting (week 17)

- Mixed media sketchpad paper (suitable for wet & dry mediums, i.e. watercolors)
- Watercolor paints
- Paintbrush (artist, all-purpose)
- Water

Observing Value – Valuable Jungle Drawing (week 21)

- Mixed media sketchpad paper
- Pencil
- Colored pencils: dark green, light green, and red
- Watercolor paints: orange and dark green
- Black tempera or poster paint

Observing Texture – Puffy Paint Project (week 25)

- Puffy paint
- Plastic squeeze bottle (a clean honey bottle will work or Ziploc® or resealable bag(s))
- Scissors (if using Ziploc® bags)
- Funnel (optional)
- Mixed media sketchpad paper

Puffy Paint Recipe:

- Bowl
- 1/2 cup white flour
- 1/2 cup salt
- About 1 cup water
- 4 or 5 teaspoons tempera or poster paint(s) (see step four for color options)

Observing Texture – Layered Water Lilies (week 25)

- Card stock or mixed media sketchpad paper
- White school glue
- Scissors

Project Weeks Supply List

- Round drinking glass
- Blue, green, pink, and white tissue paper

Observing Form – Clay Creations (week 30)

- Clay: You can buy Sculpey™ Oven-Bake clay or other varieties of self-hardening or air-dry clay at any arts and crafts store or in the craft section of most retail stores. Or, you can make your own.

Self-Hardening Clay Recipe:

- 4 cups flour
- 1 teaspoon alum
- 1½ cups salt
- 2 cups water
- Mixing bowl
- Resealable plastic bag

Observing Space – One-Point Perspective Art (week 35)

- Mixed media sketchpad paper
- Ruler
- Watercolor paints, markers, or crayons
- Fine-tip black pen
- Pencil

First Semester Suggested Daily Schedule

| Date | Day | Assignment | Due Date | ✓ | Grade |
|------------------------------|--------|---|----------|---|-------|
| First Semester-First Quarter | | | | | |
| Week 1 | Day 1 | Read pages 4-7; Observing Lines ; Basic Straight Lines • Page 10 • <i>Living Art Lessons</i> (LAL); Complete Activity • Page 19 • <i>Artist's Journal</i> (AJ) | | | |
| | Day 2 | Basic Curvy Lines • Page 11 • (LAL) • Complete Activity • Page 20 • (AJ) | | | |
| | Day 3 | | | | |
| | Day 4 | | | | |
| | Day 5 | | | | |
| Week 2 | Day 6 | Read Thick, Thin, Solid, Broken, & Parallel Lines • Pages 12-13 • (LAL) • On Your Own | | | |
| | Day 7 | Complete Activity • Page 21 • (AJ) | | | |
| | Day 8 | | | | |
| | Day 9 | | | | |
| | Day 10 | | | | |
| Week 3 | Day 11 | Read Learning from the Artist; Pablo Picasso's Style • Pages 14-16 • (LAL) • On Your Own | | | |
| | Day 12 | Create Your Own "Picasso" Pet • Page 17 • (LAL) • Complete Activity • Page 23 • (AJ) | | | |
| | Day 13 | | | | |
| | Day 14 | | | | |
| | Day 15 | | | | |
| Week 4 | Day 16 | Read Lines in Nature • Pages 18-19 • (LAL) • On Your Own | | | |
| | Day 17 | Read Line Scavenger Hunt • Page 20 • (LAL) • Complete Activity • Page 25 • (AJ) | | | |
| | Day 18 | | | | |
| | Day 19 | | | | |
| | Day 20 | | | | |
| Week 5 | Day 21 | Project Week! Jellyfish Lines • Complete Steps 1-3 • Page 21 • (LAL) | | | |
| | Day 22 | Continue Jellyfish Lines project • Complete Steps 4-5 • Page 22 • (LAL) | | | |
| | Day 23 | | | | |
| | Day 24 | | | | |
| | Day 25 | | | | |
| Week 6 | Day 26 | Project Week! Yarn Line Foil Design, Complete Steps 1-4 • Page 23 • (LAL) | | | |
| | Day 27 | Continue Yarn Line Foil Design: Complete Step 5 • Page 24 • (LAL); Read Lines, Lines, & Lines • Page 25 • (LAL) | | | |
| | Day 28 | | | | |
| | Day 29 | | | | |
| | Day 30 | | | | |

| Date | Day | Assignment | Due Date | ✓ | Grade |
|-------------------------------|--------|---|----------|---|-------|
| Week 7 | Day 31 | Read Observing Shapes ; Very Basic Shapes • Pages 27-28 • (LAL) • Complete Activity • Pages 28-29 • (AJ) | | | |
| | Day 32 | Read Other Shapes • Pages 29-30 • (LAL) • Complete Activity • Pages 30-31 • (AJ) | | | |
| | Day 33 | | | | |
| | Day 34 | | | | |
| | Day 35 | | | | |
| Week 8 | Day 36 | Read Positive and Negative Shapes • Page 31 • (LAL) • Complete Tracing Your Hand Activity • Page 32 • (AJ) | | | |
| | Day 37 | Complete Positive & Negative Shapes • Page 33 • (AJ) and page 32 (LAL); Read Page 33 • (LAL) | | | |
| | Day 38 | | | | |
| | Day 39 | | | | |
| | Day 40 | | | | |
| Week 9 | Day 41 | Read Learning from the Artist; Vincent Van Gogh's Style • Pages 34-36 • (LAL) • On Your Own | | | |
| | Day 42 | Create Your Own "Van Gogh" • Page 37 • (LAL) • Complete Activity • Page 35 • (AJ) | | | |
| | Day 43 | | | | |
| | Day 44 | | | | |
| | Day 45 | | | | |
| First Semester-Second Quarter | | | | | |
| Week 10 | Day 46 | Read All Shapes in Nature • Pages 38-39 • (LAL) • On Your Own | | | |
| | Day 47 | Creating a fish from shapes • Page 40 • (LAL) • Page 37 • (AJ) | | | |
| | Day 48 | | | | |
| | Day 49 | | | | |
| | Day 50 | | | | |
| Week 11 | Day 51 | Read People and Proportions • Page 41 • (LAL) • Complete Drawing Figures with Shapes • Page 39 • (AJ) | | | |
| | Day 52 | Read Shape Scavenger Hunt • Page 42 • (LAL) • Complete Activity • Pages 41-42 • (AJ) | | | |
| | Day 53 | | | | |
| | Day 54 | | | | |
| | Day 55 | | | | |
| Week 12 | Day 56 | Project Week! Potato Prints • Complete Steps 1-7 • Pages 43-44 • (LAL) | | | |
| | Day 57 | Snowy Painting • Complete Steps 1- 6 • Pages 45-46 • (LAL) | | | |
| | Day 58 | | | | |
| | Day 59 | | | | |
| | Day 60 | | | | |

| Date | Day | Assignment | Due Date | ✓ | Grade |
|---------|--------|--|----------|---|-------|
| Week 13 | Day 61 | Read Observing Color ; Primary and Secondary Colors • Pages 47-49 • (LAL) • Complete Activities • Pages 45-47 • (AJ) | | | |
| | Day 62 | Read Basic Tertiary Colors • Pages 50-51 • (LAL) • Complete Activity • Page 49 • (AJ) | | | |
| | Day 63 | | | | |
| | Day 64 | | | | |
| | Day 65 | | | | |
| Week 14 | Day 66 | Read Warm and Cool Colors • Page 52 • (LAL) • Complete Activity • Pages 51-53 • (AJ) | | | |
| | Day 67 | Read page 53 (LAL) Complete Activity Page 55 (AJ) Read pages 54-55 (LAL) | | | |
| | Day 68 | | | | |
| | Day 69 | | | | |
| | Day 70 | | | | |
| Week 15 | Day 71 | Read Learning from the Artists; Norman Rockwell's Style • Pages 56-59 • (LAL) • On Your Own | | | |
| | Day 72 | Create Your Own "Rockwell" • Page 60 • (LAL) • Page 57 • (AJ) <i>Note: Two options; student may choose to do one or both of them.</i> | | | |
| | Day 73 | | | | |
| | Day 74 | | | | |
| | Day 75 | | | | |
| Week 16 | Day 76 | Read Colors in Nature • Pages 61-62 • (LAL) • On Your Own | | | |
| | Day 77 | Read Color Scavenger Hunt • Page 63 • (LAL) • Color Scavenger Hunt • Pages 59-60 • (AJ) | | | |
| | Day 78 | | | | |
| | Day 79 | | | | |
| | Day 80 | | | | |
| Week 17 | Day 81 | Project Week! Warm and Cool • Complete Steps 1-5 • Pages 64-65 • (LAL) | | | |
| | Day 82 | Colorful Water Painting • Complete Steps 1-3 • Page 66 • (LAL) | | | |
| | Day 83 | | | | |
| | Day 84 | | | | |
| | Day 85 | | | | |
| Week 18 | Day 86 | Read Observing Value ; Many Valuable Colors and Experimenting with Value • Pages 67-69 • (LAL) • Complete Activity • Page 63 • (AJ) | | | |
| | Day 87 | Read A Lesson on Shading • Pages 70-71 • (LAL) • Complete Activity • Page 65 • (AJ) | | | |
| | Day 88 | | | | |
| | Day 89 | | | | |
| | Day 90 | | | | |
| | | Mid-Term Grade | | | |

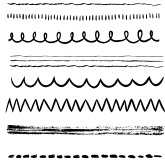
Second Semester Suggested Daily Schedule

| Date | Day | Assignment | Due Date | ✓ | Grade |
|-------------------------------|---------|--|----------|---|-------|
| Second Semester-Third Quarter | | | | | |
| Week 19 | Day 91 | Read Learning from the Artists; Mary Cassatt's Style • Pages 72-74 • (LAL) • On Your Own | | | |
| | Day 92 | Create Your Own "Cassatt" • Page 75 • (LAL) • Record the different hues • Page 67 • (AJ) | | | |
| | Day 93 | | | | |
| | Day 94 | | | | |
| | Day 95 | | | | |
| Week 20 | Day 96 | Read Value in Nature • Pages 76-77 • (LAL) • On Your Own | | | |
| | Day 97 | Read Valuable Scavenger Hunt • Page 78 • (LAL) • Complete Activity • Page 69 • (AJ) | | | |
| | Day 98 | | | | |
| | Day 99 | | | | |
| | Day 100 | | | | |
| Week 21 | Day 101 | Project Week! Valuable Jungle Drawing • Complete Steps 1-2 • Page 79 • (LAL) | | | |
| | Day 102 | Complete Steps 3-5 • Page 80 • (LAL) | | | |
| | Day 103 | | | | |
| | Day 104 | | | | |
| | Day 105 | | | | |
| Week 22 | Day 106 | Read Observing Texture ; What Is Texture? • Pages 81-82 • (LAL) <i>Note: An activity has been suggested in the book; it will need parental supervision.</i> | | | |
| | Day 107 | Read Experimenting with Texture • Page 83 • (LAL) • Complete Activity • Pages 73-74 • (AJ) | | | |
| | Day 108 | | | | |
| | Day 109 | | | | |
| | Day 110 | | | | |
| Week 23 | Day 111 | Read Learning from the Artists; Day 1: John Jay Audubon's Style • Pages 84-87 • (LAL) • On Your Own | | | |
| | Day 112 | Create Your Own "Audubon" • Pages 88-89 (LAL) • Complete Activity • Page 75 • (AJ) <i>Note: Three options are given; student may choose to do one or more of them.</i> | | | |
| | Day 113 | | | | |
| | Day 114 | | | | |
| | Day 115 | | | | |
| Week 24 | Day 116 | Read Texture in Nature • Pages 90-91 • (LAL) • On Your Own | | | |
| | Day 117 | Read Texture Scavenger Hunt • Page 92 • (LAL) • Complete Activity • Pages 77-78 • (AJ) | | | |
| | Day 118 | | | | |
| | Day 119 | | | | |
| | Day 120 | | | | |

| Date | Day | Assignment | Due Date | ✓ | Grade |
|--------------------------------|---------|---|----------|---|-------|
| Week 25 | Day 121 | Project Week! Puffy Paint Project • Complete Steps 1-4 • Pages 94-95 • (LAL) <i>Note: You can create your own puffy paint for this lesson using the recipe on page 93 or purchase puffy paint.</i> | | | |
| | Day 122 | Layered Water Lillies • Complete Steps 1-6 • Pages 96-97 • (LAL) | | | |
| | Day 123 | | | | |
| | Day 124 | | | | |
| | Day 125 | | | | |
| Week 26 | Day 126 | Read Observing Form; What Is Form? • Pages 99-101 • (LAL) • On Your Own | | | |
| | Day 127 | Read Experimenting with Form: 2-D to 3-D • Page 102 • (LAL) • Complete Activity • Pages 81-83 • (AJ) <i>Note: Save these for the next week's activity.</i> | | | |
| | Day 128 | | | | |
| | Day 129 | | | | |
| | Day 130 | | | | |
| Week 27 | Day 131 | Read More on Shading and Shadows • Read Pages 103-105 • (LAL) • Practice Shading and Light Source Activity • Page 85 • (AJ) | | | |
| | Day 132 | Do a drawing using shading Steps 1-4 with two or more objects • Pages 104-105 • (LAL) <i>Note: Do this activity in the student's drawing pad or on a large piece of paper.</i> | | | |
| | Day 133 | | | | |
| | Day 134 | | | | |
| | Day 135 | | | | |
| Second Semester-Fourth Quarter | | | | | |
| Week 28 | Day 136 | Read Learning from the Artists; Michelangelo's Style - Sculptures 3-D • Pages 106-110 • (LAL) • On Your Own | | | |
| | Day 137 | Create Your Own Michelangelo • Complete Steps 1-6, Pages 111-112 (LAL) | | | |
| | Day 138 | | | | |
| | Day 139 | | | | |
| | Day 140 | | | | |
| Week 29 | Day 141 | Read Form in Nature - Create a Paper Tree Using Form, Steps 1-9 • Pages 113-115 • (LAL) • Tree Activity Cutouts • Pages 87-89 • (AJ) | | | |
| | Day 142 | Read Form Scavenger Hunt • Page 116 • (LAL) • Complete Activity • Pages 91-92 • (AJ) | | | |
| | Day 143 | | | | |
| | Day 144 | | | | |
| | Day 145 | | | | |
| Week 30 | Day 146 | Project Week! Clay Creations - Hamburger • Complete Steps 1-4 • Page 118 • (AB) | | | |
| | Day 147 | Complete cat and sundae clay creations • Pages 119-120 • (LAL) | | | |
| | Day 148 | | | | |
| | Day 149 | | | | |
| | Day 150 | | | | |

| Date | Day | Assignment | Due Date | ✓ | Grade |
|---------|---------|---|----------|---|-------|
| Week 31 | Day 151 | Project Week! Clay Creations • Paint your clay creations. <i>Note: Tempera paint will work well on these.</i> | | | |
| | Day 152 | Shellac your clay creations. | | | |
| | Day 153 | | | | |
| | Day 154 | | | | |
| | Day 155 | | | | |
| Week 32 | Day 156 | Read Observing Space ; Learning and Experimenting with Space: 2-D • Pages 121-123 • (LAL) • Complete Activity • Page 95 • (AJ) | | | |
| | Day 157 | Read Learning and Experimenting with One-Point Perspective • Pages 124-125 • (LAL) • Complete Activity • Page 97 • (AJ) | | | |
| | Day 158 | | | | |
| | Day 159 | | | | |
| | Day 160 | | | | |
| Week 33 | Day 161 | Read Learning from the Artists; Grandma Moses's Style • Pages 126-128 • (LAL) • On Your Own | | | |
| | Day 162 | Create Your Own "Moses" Painting Perspective • Pages 129-130 • (LAL) | | | |
| | Day 163 | | | | |
| | Day 164 | | | | |
| | Day 165 | | | | |
| Week 34 | Day 166 | Read Space in Nature • Pages 131-134 • (LAL) • On Your Own | | | |
| | Day 167 | Read Space Scavenger Hunt • Page 135 • (LAL) • Complete Activity • Pages 99-100 • (AJ) | | | |
| | Day 168 | | | | |
| | Day 169 | | | | |
| | Day 170 | | | | |
| Week 35 | Day 171 | Project Week! One-Point Perspective Art • Complete Steps 1-6 • Pages 136-138 • (LAL) | | | |
| | Day 172 | Complete Step 7 • Page 139 • (LAL) | | | |
| | Day 173 | | | | |
| | Day 174 | | | | |
| | Day 175 | | | | |
| Week 36 | Day 176 | Optional: Art Show Week! Prepare for the student art show/show & tell. | | | |
| | Day 177 | Host your family and friends for your art show! Present Award Certificate to your student! • Page 101 • (AJ) | | | |
| | Day 178 | | | | |
| | Day 179 | | | | |
| | Day 180 | | | | |
| | | Final Grade | | | |

observing



lines



Complete the exercise below to help you remember the three basic straight lines.

Draw the lines you have learned about below.

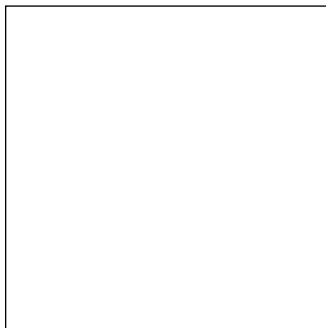
Horizontal

Vertical

Diagonal

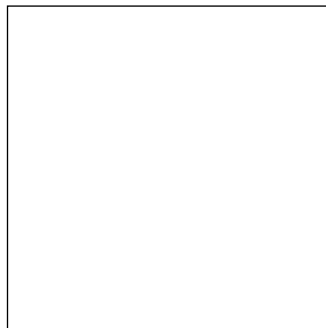
Inside the Box! This exercise is designed to help you not only practice drawing lines, but to help in precision, spacing, and quality of the lines. In the first box, draw 5 of the indicated line style. In the second box, draw 10 of the indicated line. And in the third box, draw 20. As you add the lines, try very hard to not draw over or touch the other lines.

Horizontal



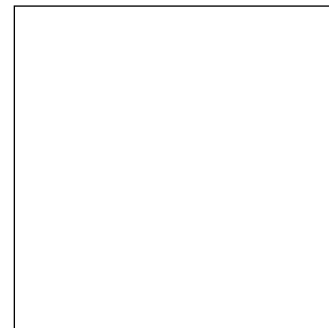
5

Vertical



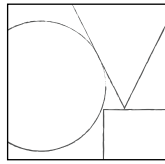
10

Diagonal



20

observing



shapes

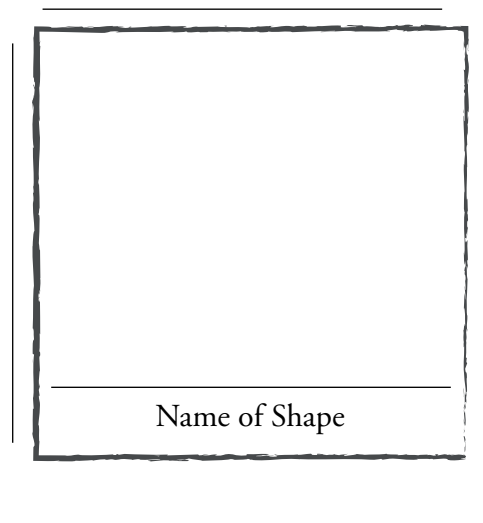
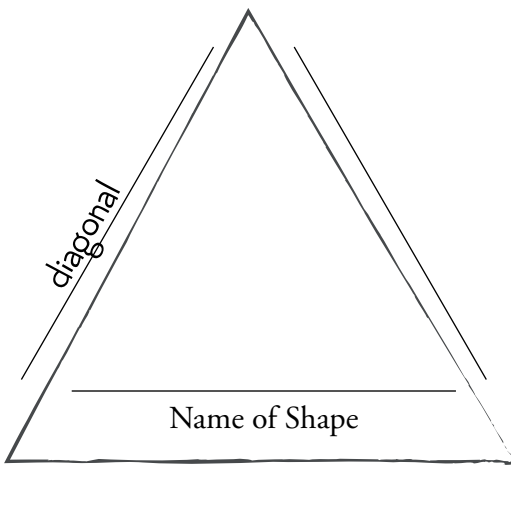


Complete the exercise below to help you remember the three basic shapes.

Draw each shape below:

| Circle | Square | Triangle |
|--------|--------|----------|
| | | |

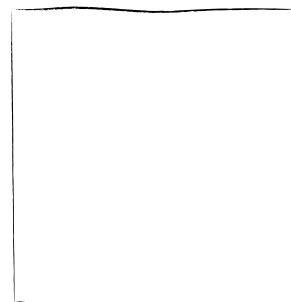
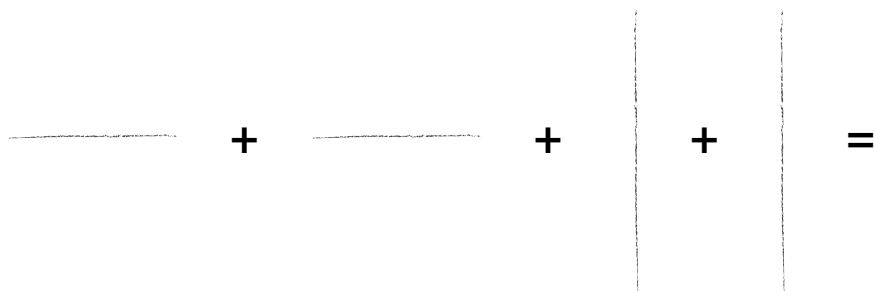
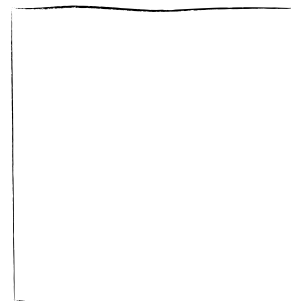
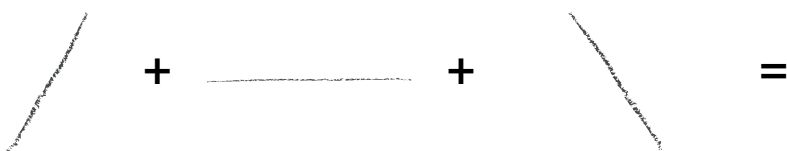
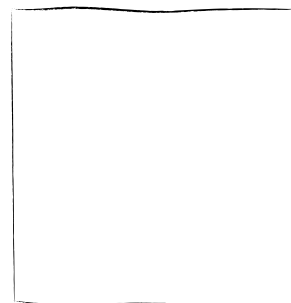
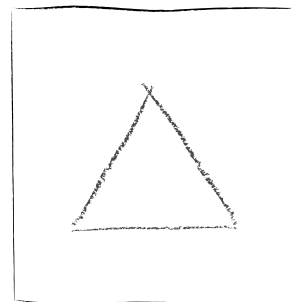
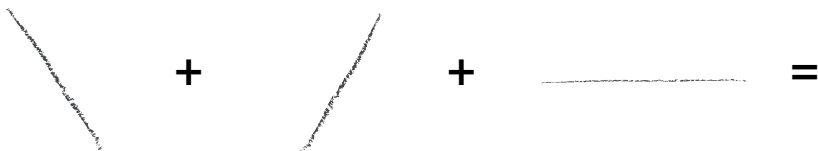
Label these shapes with the correct lines that make each one. The first line is done for you as an example. Write the shapes' name inside each shape.



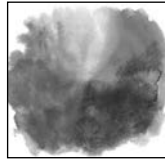


When you add these lines together you will get shapes. What shapes will you get? Draw your answers in the boxes.

Example:



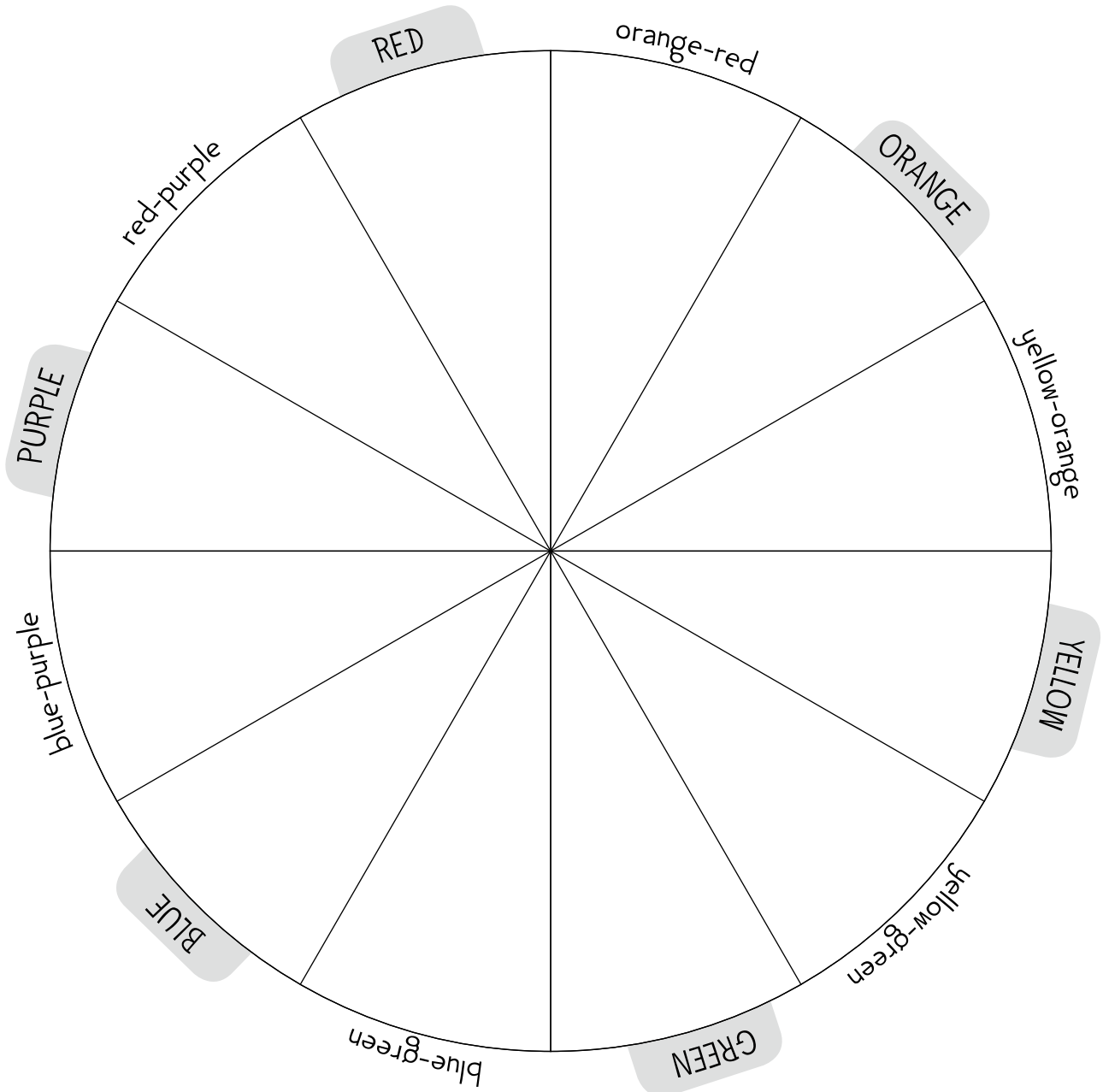
observing



color



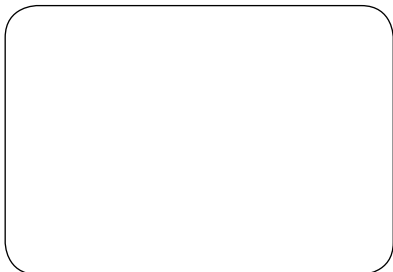
Using crayons or colored pencils, fill in the colors on your color wheel below.



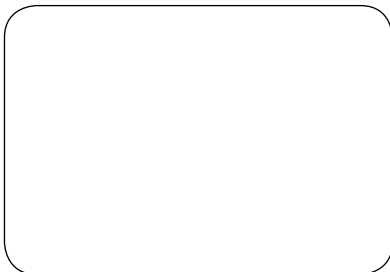


Using crayons or colored pencils, color in each box below with the correct color. Colors can sometimes represent feelings (blue for sad, yellow for cheerful). Write three words that describe feelings that you have related to these primary and secondary colors.

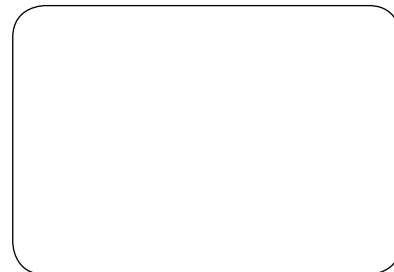
Red



Yellow

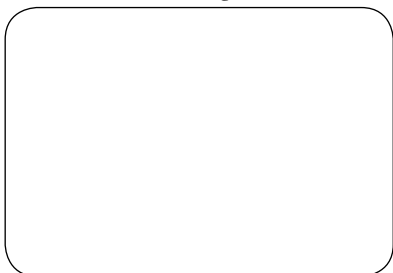


Blue



.....
.....
.....

Orange



Green

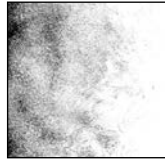


Purple



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.....
.....

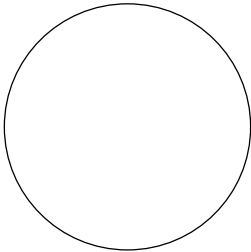
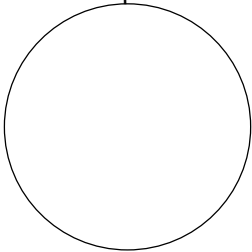
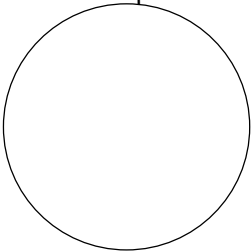
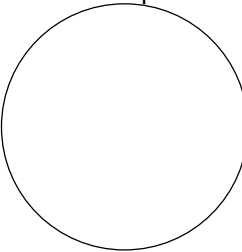
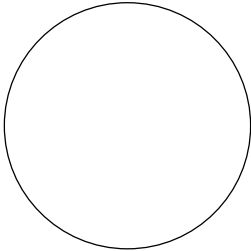
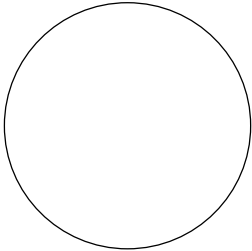
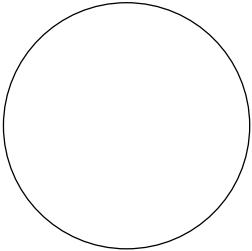
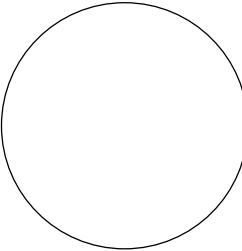
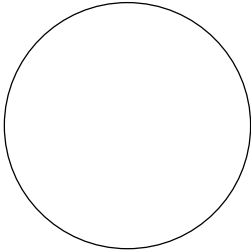
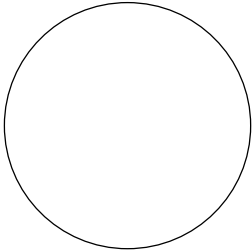
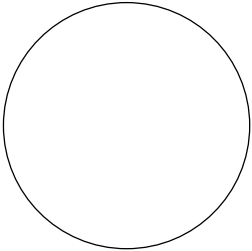
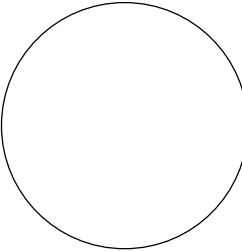
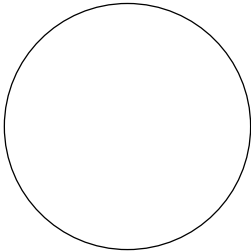
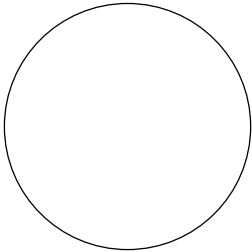
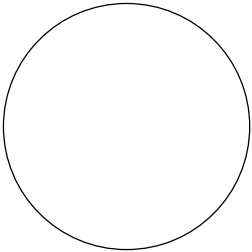
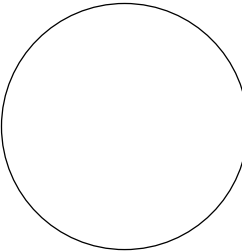
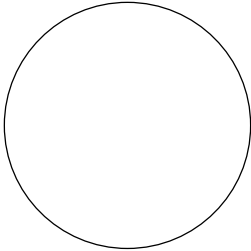
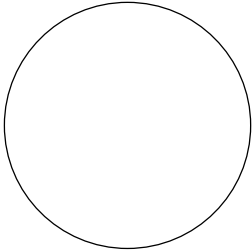
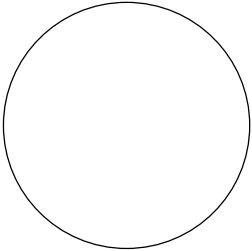
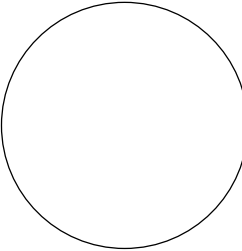
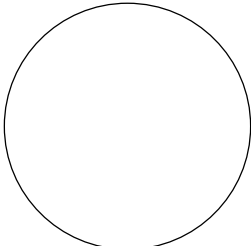
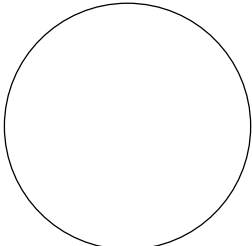
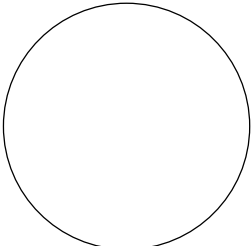
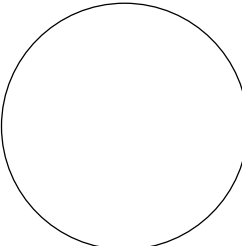
observing



value

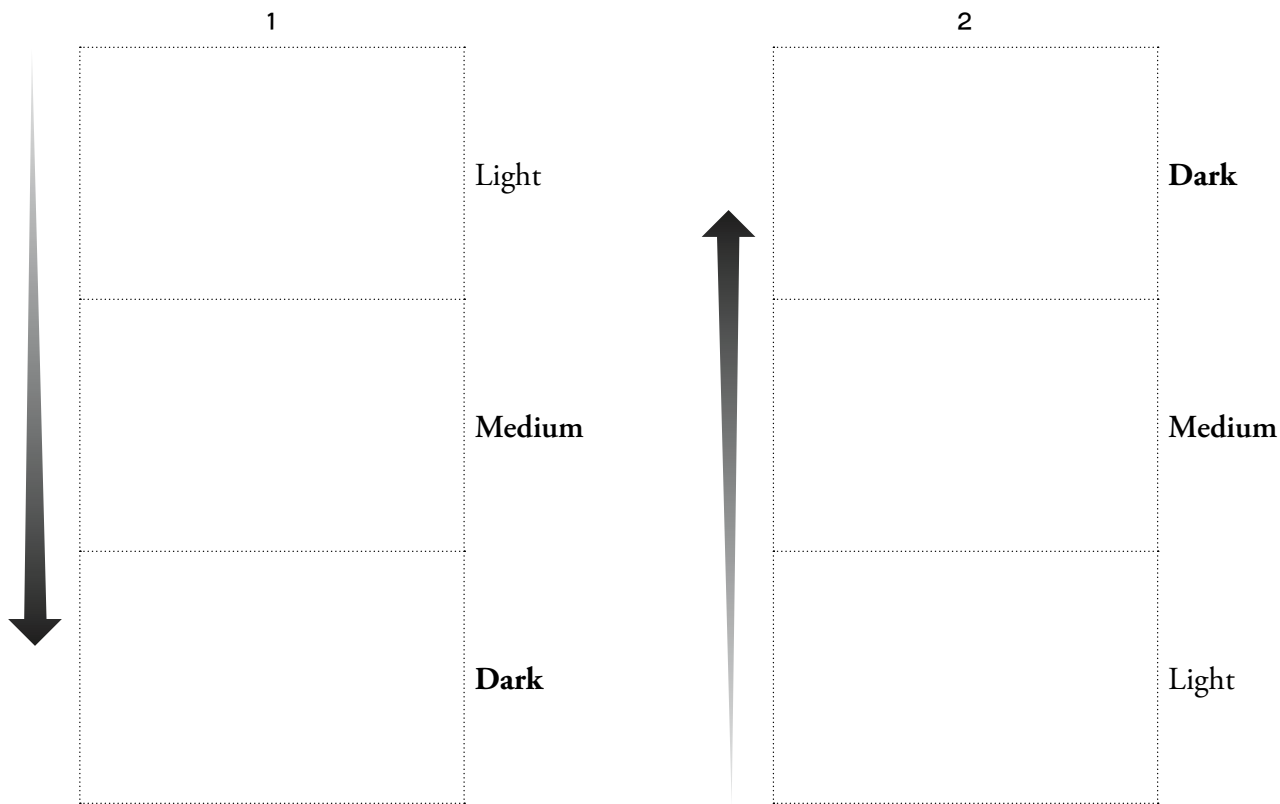


Tempera paint only! Refer to page 69 in the student book for an example. Mix your paint on paper plate, then paint in the circles on this page.

| | Color of the Color Wheel | Add one drop of white paint. | Add another drop. | Add yet another drop. |
|--------|---|---|--|---|
| Red |  |  |  |  |
| Orange |  |  |  |  |
| Yellow |  |  |  |  |
| Green |  |  |  |  |
| Blue |  |  |  |  |
| Purple |  |  |  |  |

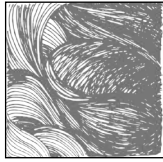


Learning to create shading means learning to control your pencil. This means controlling the amount of pressure you use in making marks and being able to start and stop as needed. See page 70 of the student book for more details.



Keep practicing.

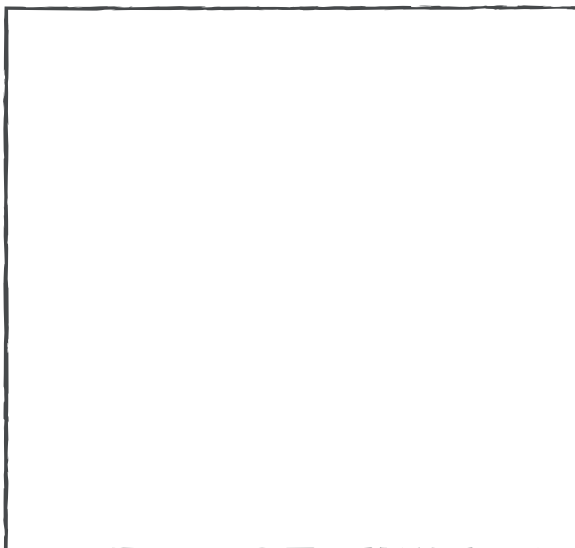
observing



texture



Complete this activity using the instructions on page 83 of your student book. Then, record the results from your 2-minute texture challenge on the following page.

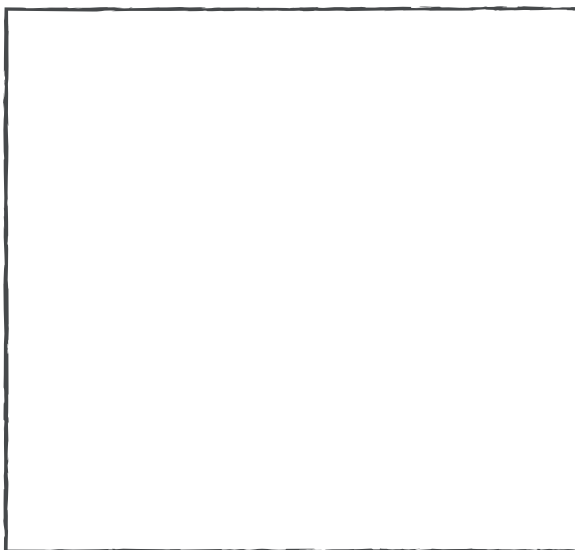


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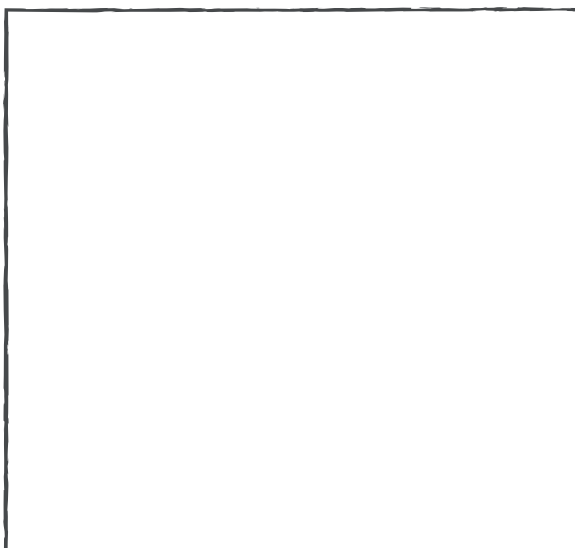


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2-minute Texture Challenge! See how many different textures you can find within arm's reach right where you are sitting. List what you found:

1.

2.

3.

4.

5.

6.

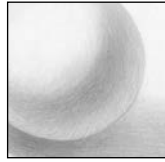
7.

8.

9.

10.

observing

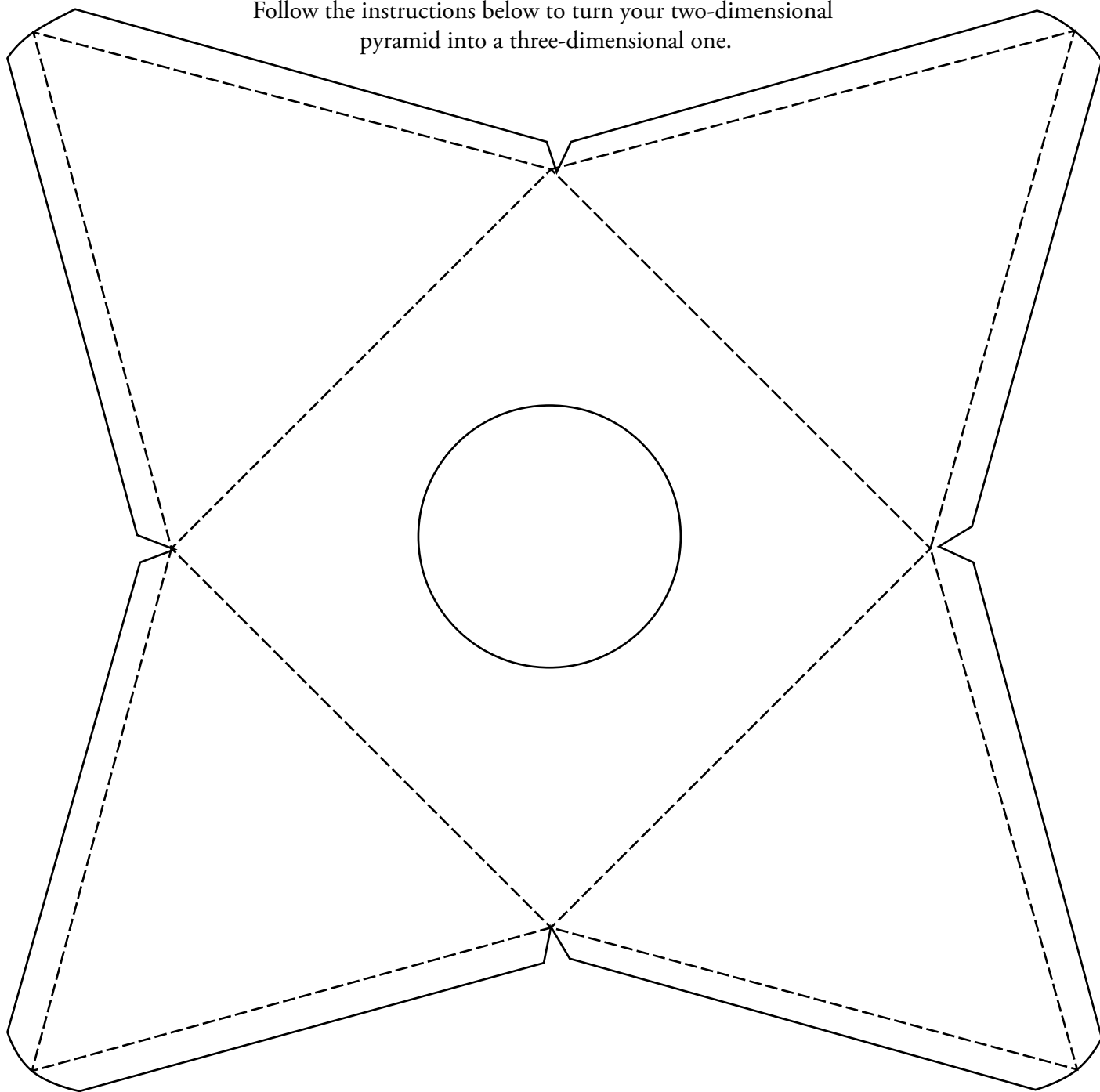


form



Pyramid

Follow the instructions below to turn your two-dimensional pyramid into a three-dimensional one.



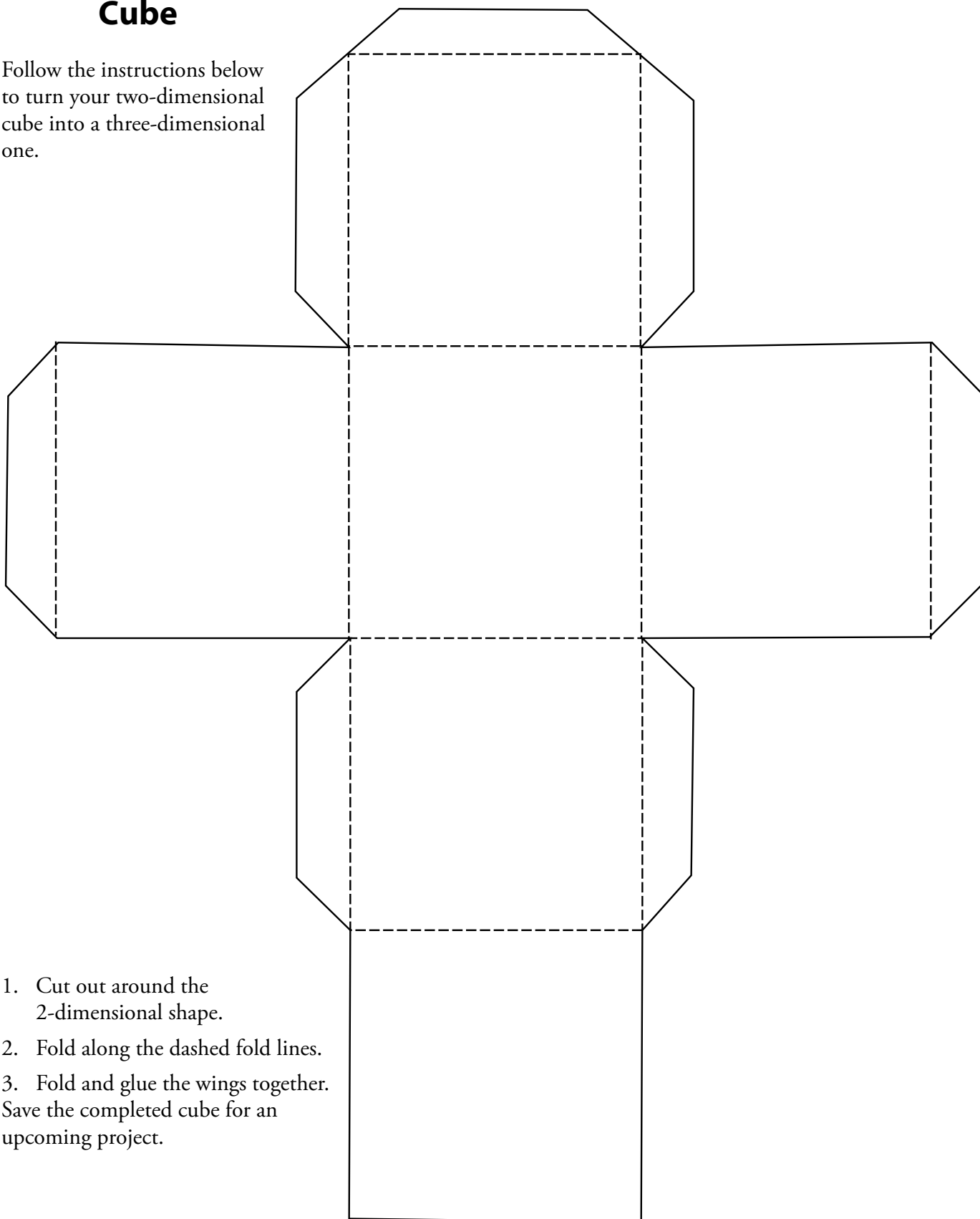
1. Cut out around the 2-dimensional shape.
2. Cut out the circle in the center.
3. Fold along the dashed lines
4. Fold and glue the wings together. Reach through the circular hole to make sure the glues stays intact.

Save the completed pyramid for an upcoming project.



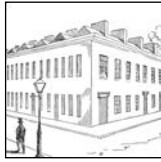
Cube

Follow the instructions below to turn your two-dimensional cube into a three-dimensional one.



1. Cut out around the 2-dimensional shape.
2. Fold along the dashed fold lines.
3. Fold and glue the wings together. Save the completed cube for an upcoming project.

observing



space



Learn about space in your overlapping collage. Cut out the circles below and follow the instructions on page 123 of your student book.

