

Companion Curriculum for Inclusion in the Art Classroom

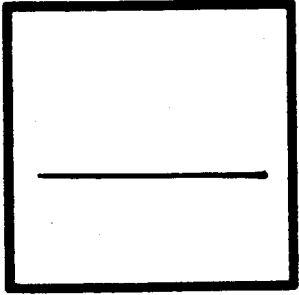


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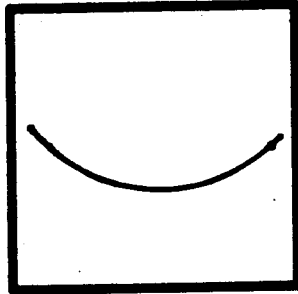
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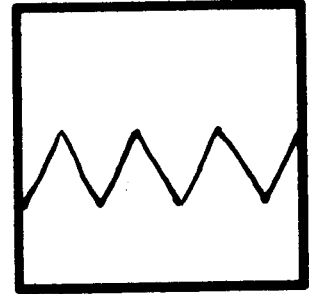
LINE



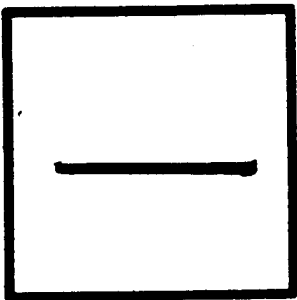
thin



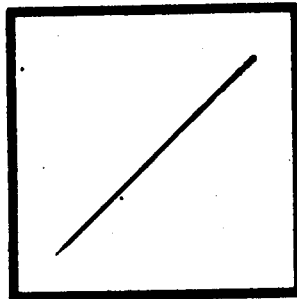
curved



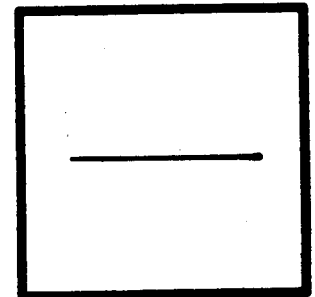
zigzag



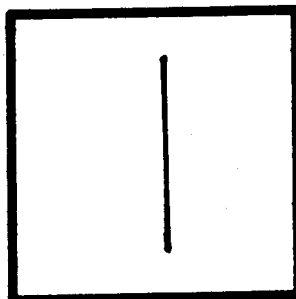
thick



slanted
(diagonal)



horizontal



vertical

LESSON 1

LINE: Curved

Objective: [To reinforce small motor skills and eye hand coordination]

Focus: Produce a “clown face” drawing using curved lines. [The student will recognize that lines are everywhere and artists use lines to make their art.]

Materials/Resources:

- [See LINE TEMPLATES]
- Harcourt, p 22b, Art Print 3, *Circus* by Lois Ehlert
- Practice Handout [Curved Lines]
- Pencils/crayons

Vocabulary:

Line, Curved lines

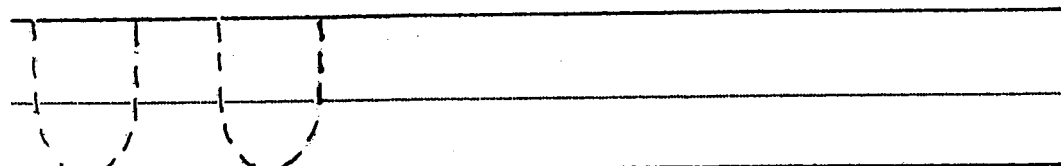
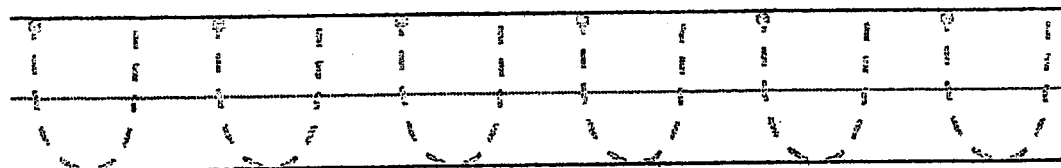
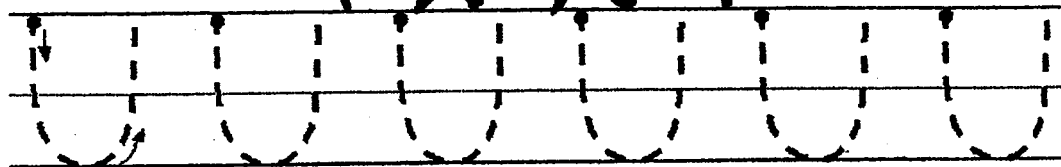
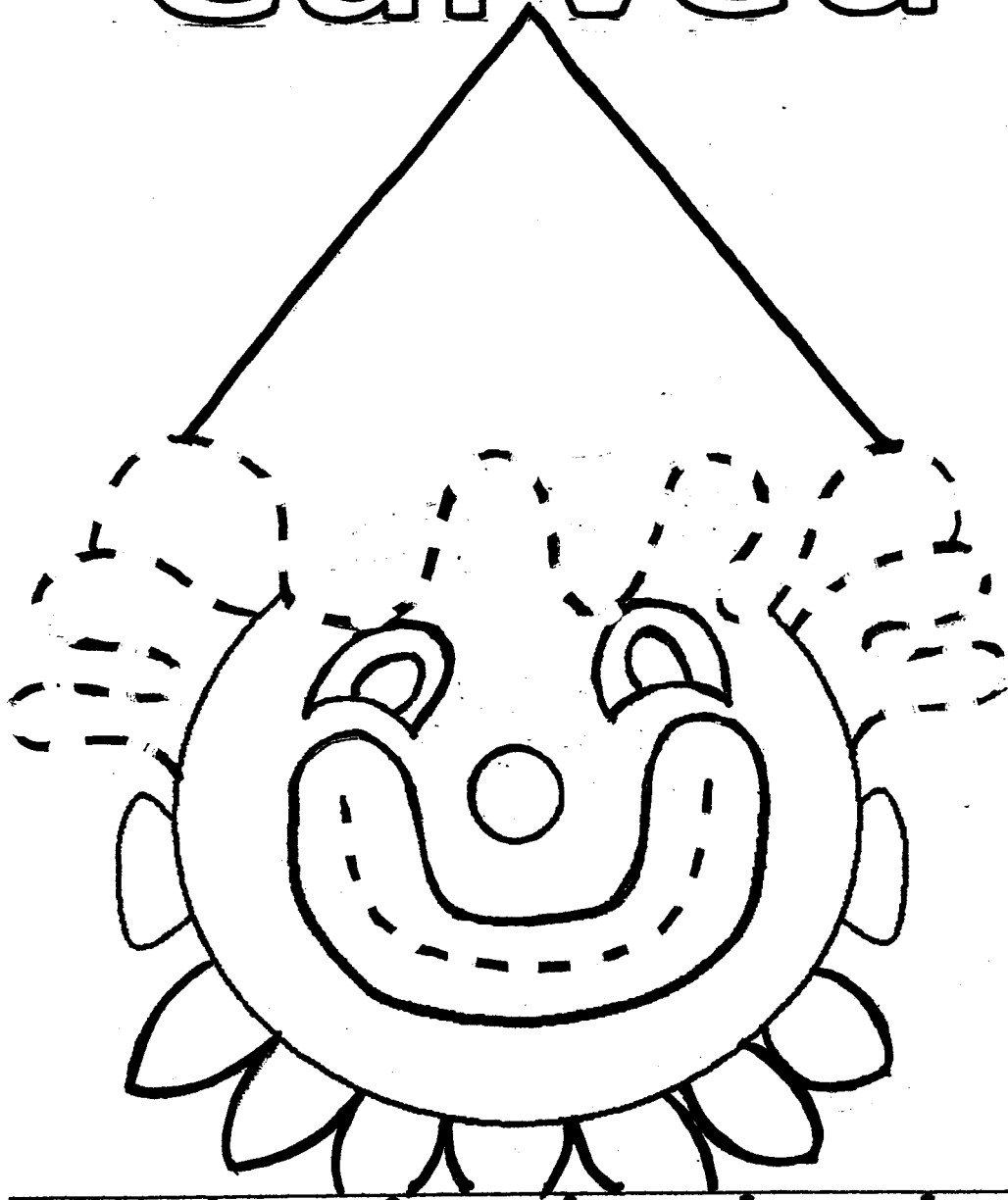
Teacher/Assistant Prep:

- Make a copy of the Practice Handout [curved lines] for each student.
- Make a chart of different kinds of lines [Thin, Thick, Slanted/Diagonal, Curved, Zigzag, Vertical, and Horizontal] – post on a board or easel.

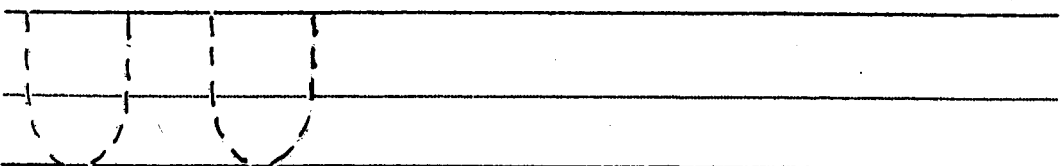
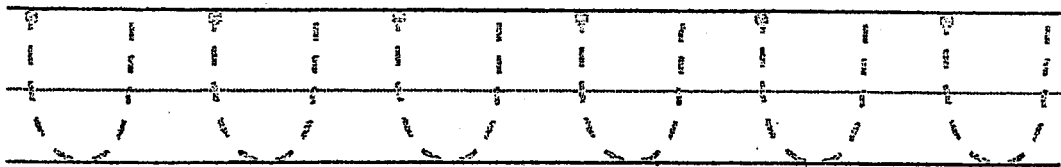
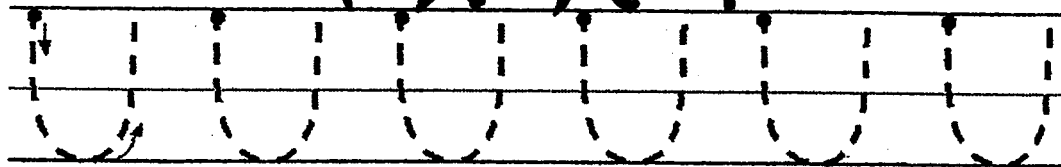
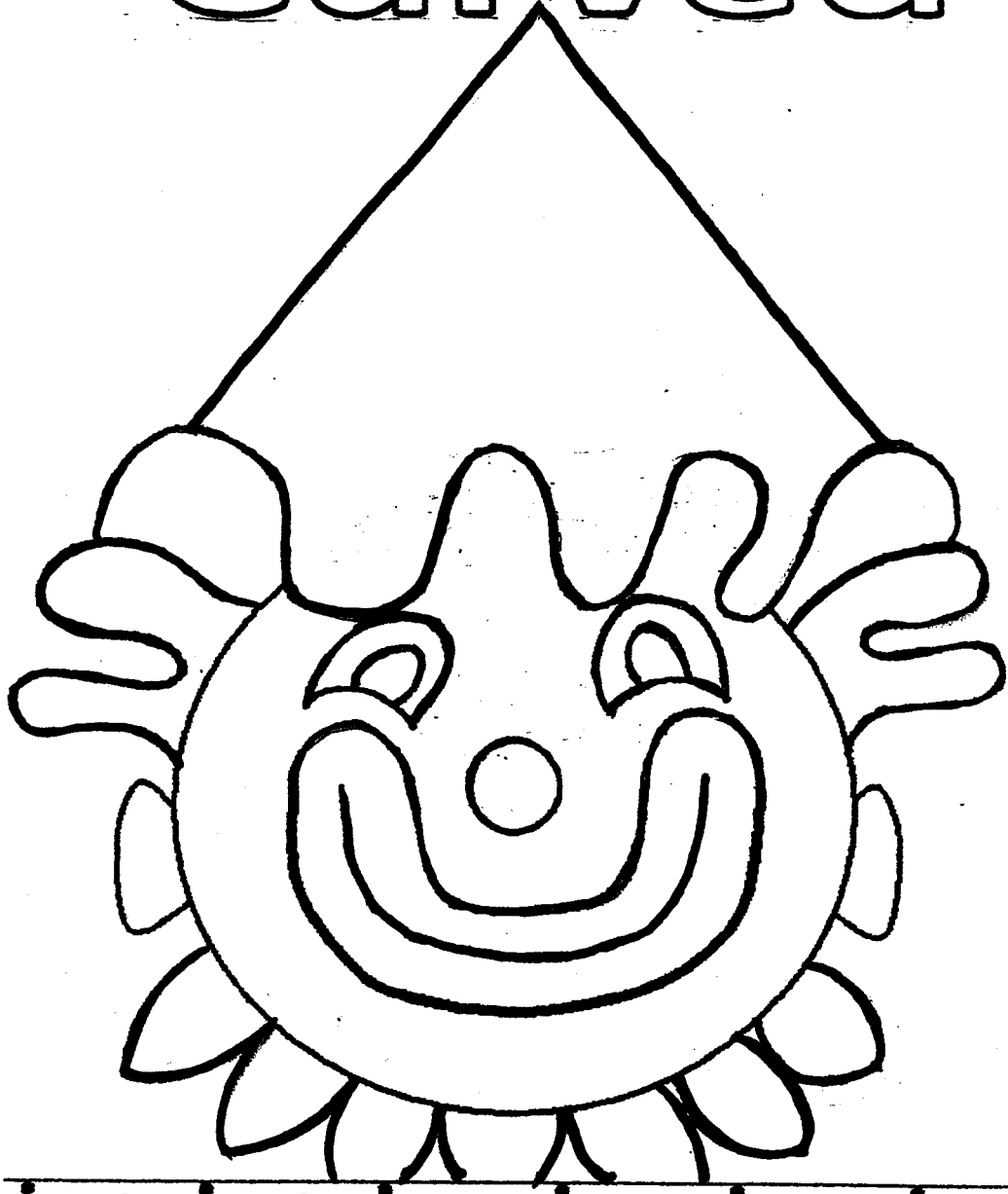
Procedures:

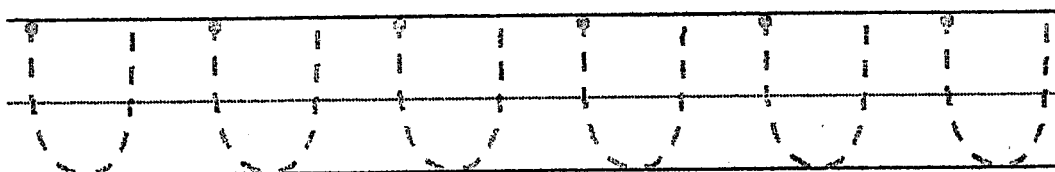
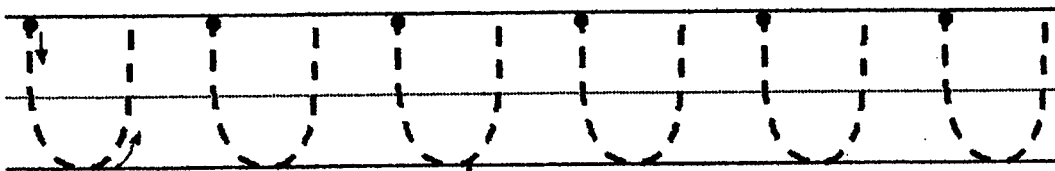
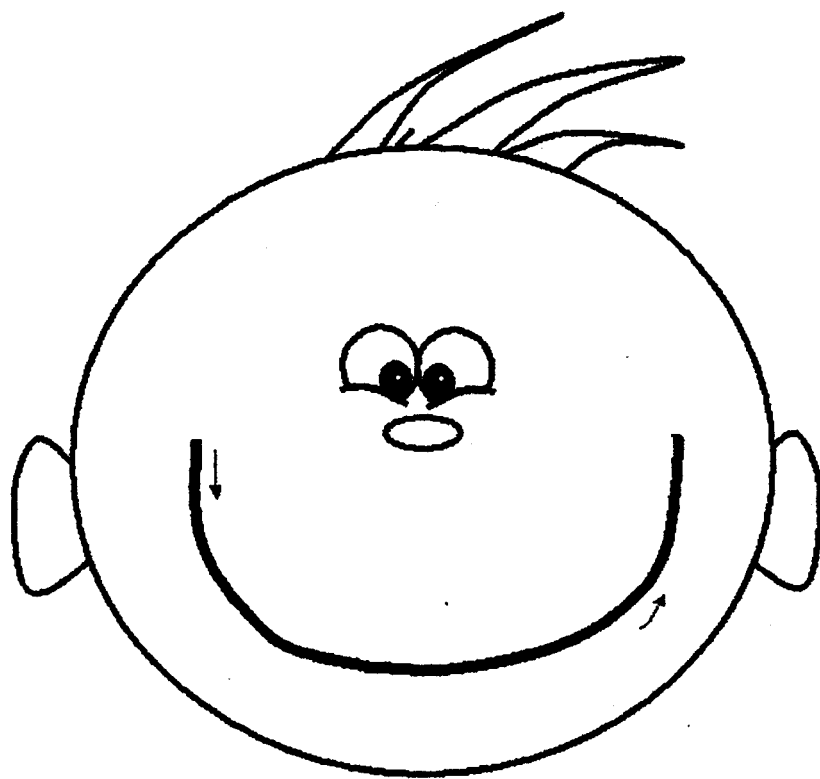
- Introduce lesson by using the art print, *Circus* by Lois Ehlert.
- Identify curved line in other objects in the room.
- Demonstrate how to make curved lines.
- Distribute the Practice Handout-Curved Line and direct the students to trace the curved dotted lines.
- Show students how to draw the curved lines on the clown’s face and color with different colors.

Curved



Curved





LESSON 2

LINE: Zigzag

Objective: [To reinforce small motor skills and eye hand coordination]

Focus: Produce a drawing using zigzag lines. [The student will recognize that lines are everywhere and artists use lines to make their art].

Materials/Resources:

- [See LINE TEMPLATES]
- Children’s book, Harold and the Purple Crayon, by Crockett Johnson
- Practice Handout [Zigzag Lines]
- Rulers/straight edges
- Pencils/crayons

Vocabulary:

Line, Zigzag lines

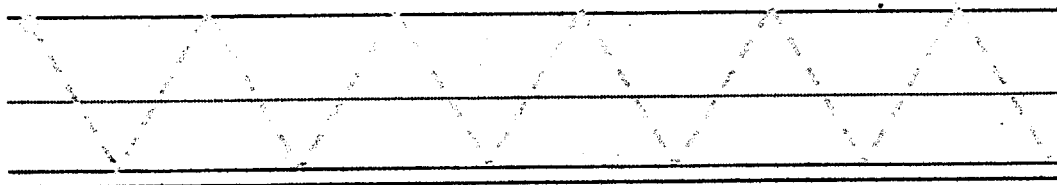
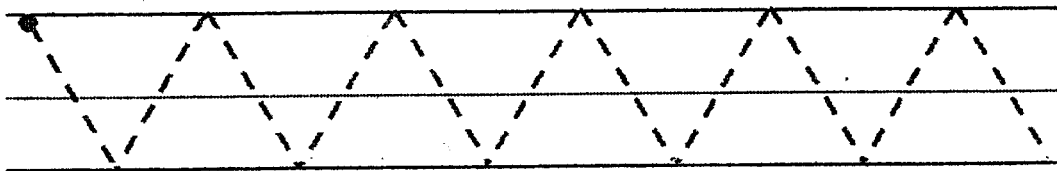
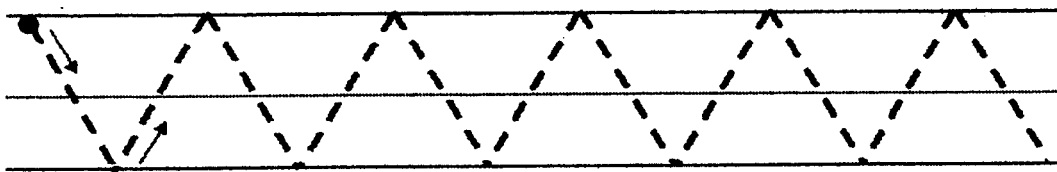
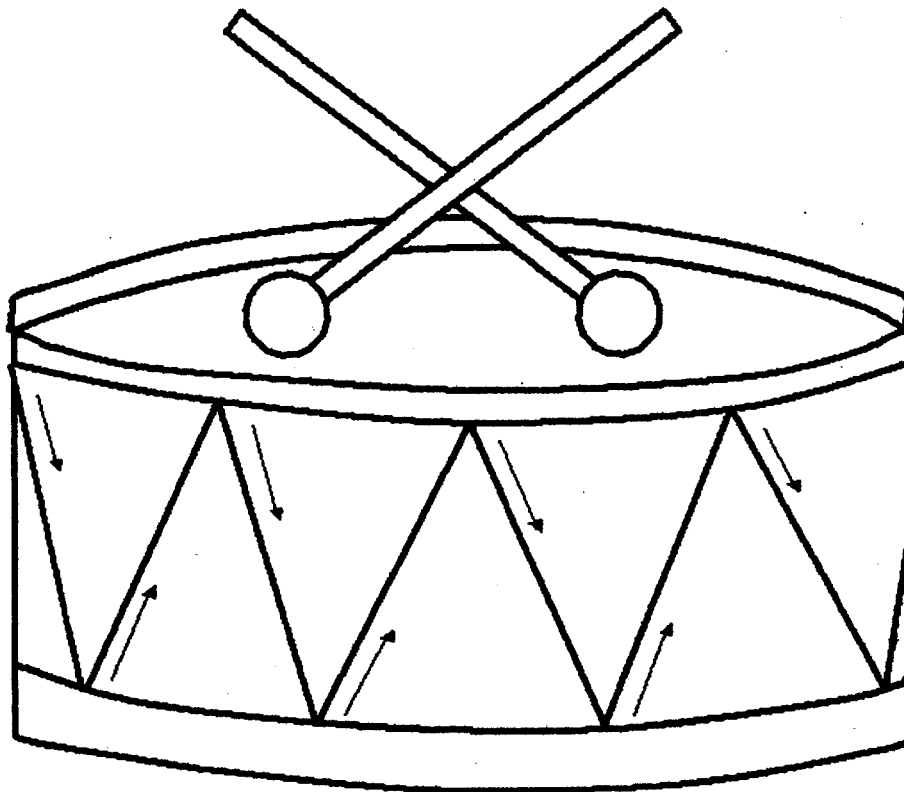
Teacher/Assistant Prep:

- Make a copy of the Practice Handout [Zigzag Lines] for each student.
- Post large chart [previously made] of different kinds of lines- thin, thick, slanted/diagonal, curved, zigzag, vertical and horizontal. [This can be used for all grades and could be laminated].

Procedures:

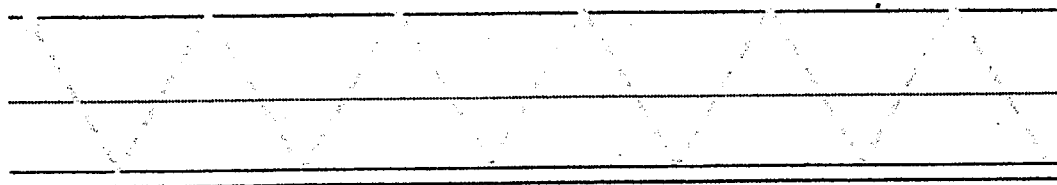
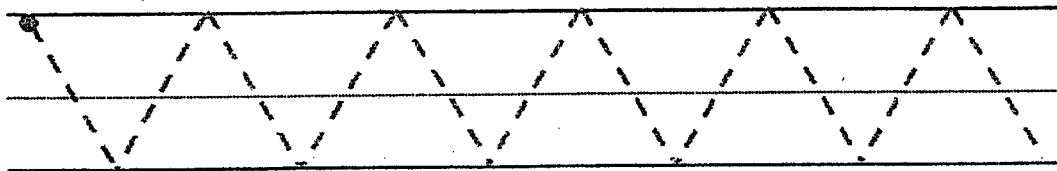
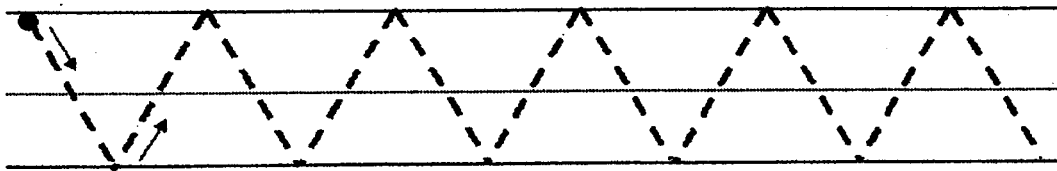
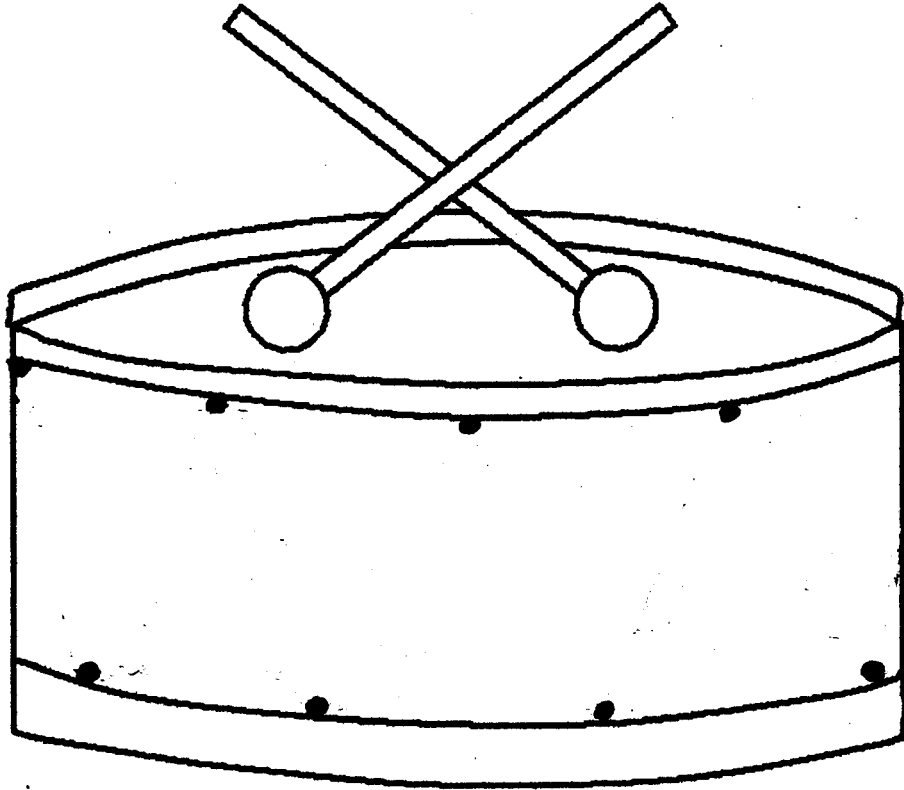
- Introduce lesson by reading the book, Harold and the Purple Crayon.
- Identify zigzag lines on the posted chart in other objects in the room.
- Demonstrate how to make a zigzag line on the board.
- Distribute the Practice Handout and direct students to trace the dotted zigzag lines.
- Show students how to draw the zigzag lines on the “drum” handout and color with different colors.

Zigzag



Practice: Trace the dotted lines.

Zigzag



Practice: Trace the dotted lines.

LESSON 3

SHAPE TO FORM

Objective: [To reinforce small motor skills and eye hand coordination]

Focus: Make a cat's face from circles and triangles. [The student will recognize that every object has a basic shapes can be found within shapes].

Materials/Resources:

- Templates of circles/triangles [see SHAPE TEMPLATES]
- Children's book- Color Zoo by Lois Ehlert
- Assortment of construction paper
- Elmer's glue/glue sticks
- Pipe cleaners/ yarn

Vocabulary:

Shapes, Circle, Triangle

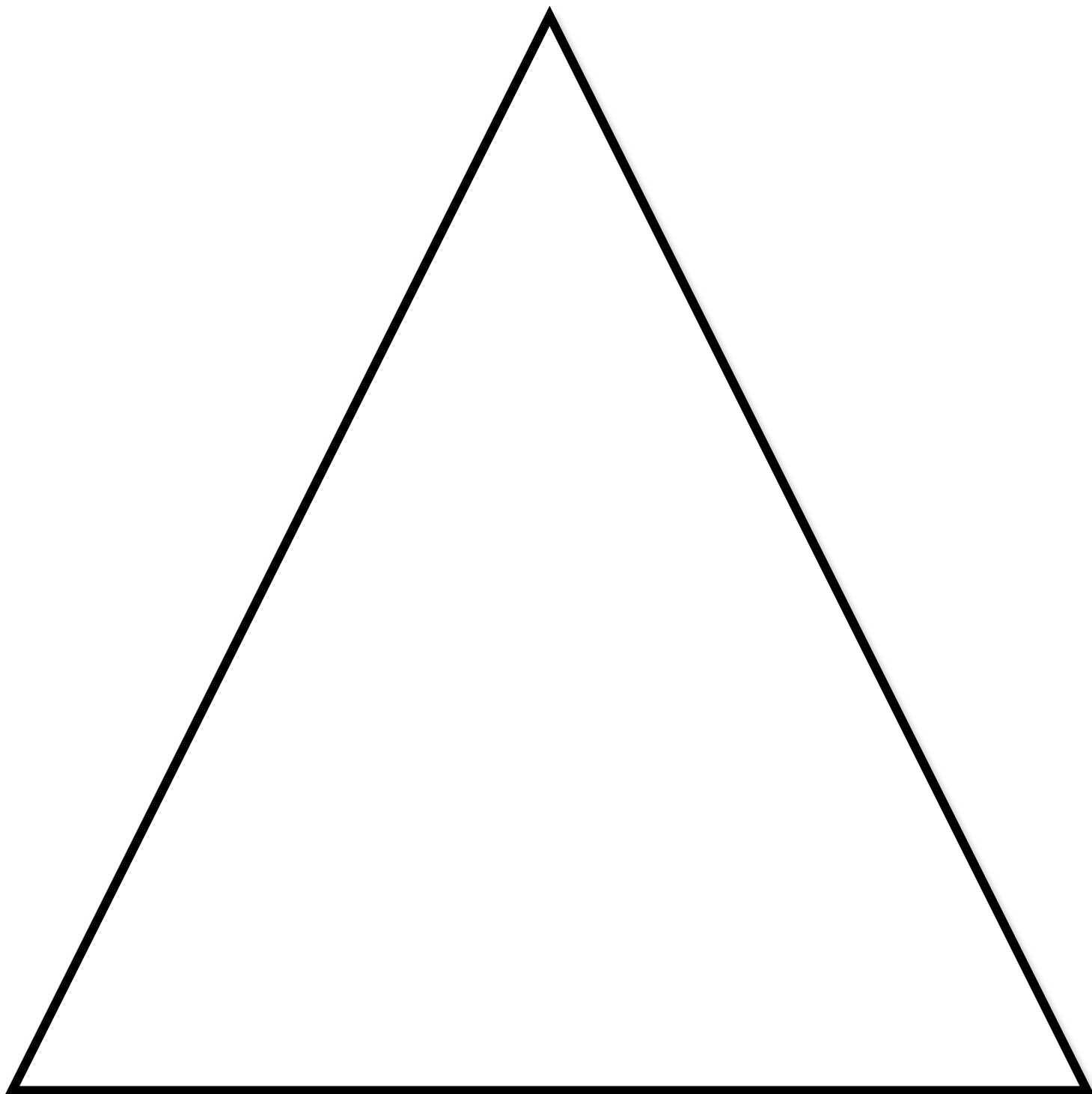
Teacher/ Aide Prep:

- Cut large circles for the cat's face using colored paper.
- Cut medium circles of a different color [2 for each face].
- Cut out two small circles for the cat's eyes.
- Cut out various sizes of triangles for the ears, center of eyes, nose and mouth.

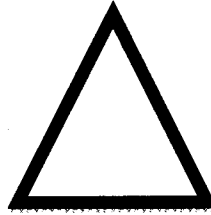
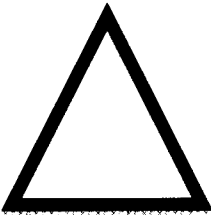
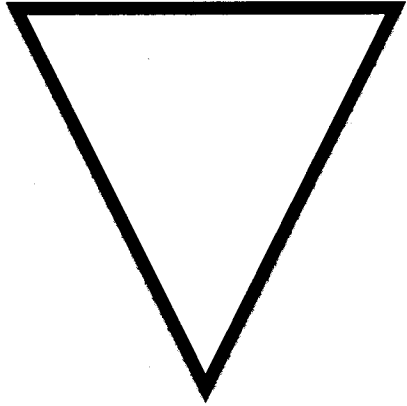
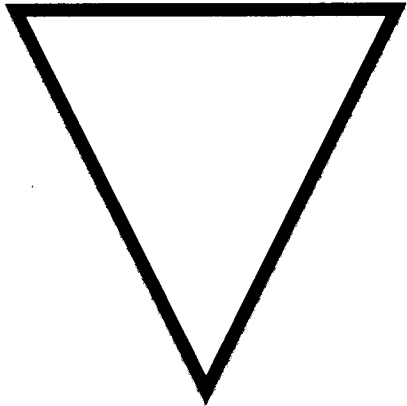
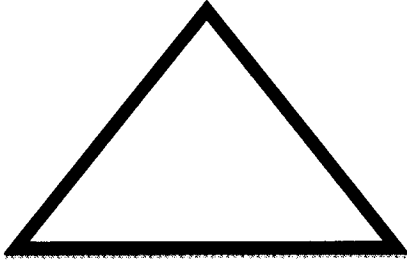
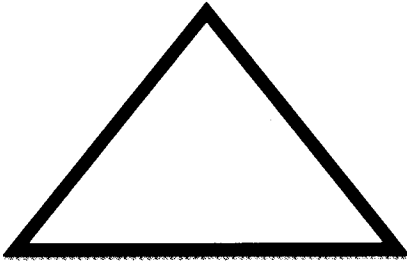
Procedures:

- Introduce lesson by reading Color Zoo by Lois Ehlert and/or by showing an appropriate art print.
- Review basic shapes- circles and triangles.
- Identify shapes within shapes and note different sizes.
- Demonstrate how to make a face, another animal face, etc. using circle and triangle shapes.
- Explain and emphasize the shapes within shapes concept.
- Distribute materials and Guide for Making Cats Face .[see attached example]
- Have students print their name on 9"x12" paper.
- Instruct/show how to glue the large circle in the center of the paper; guide students through process of adding circles for the cheeks, white eyes-----then, proceed with the triangle shapes for the nose, mouth and ears.
- Direct students to glue pipe cleaners/yarn on the cat's face for the whiskers.

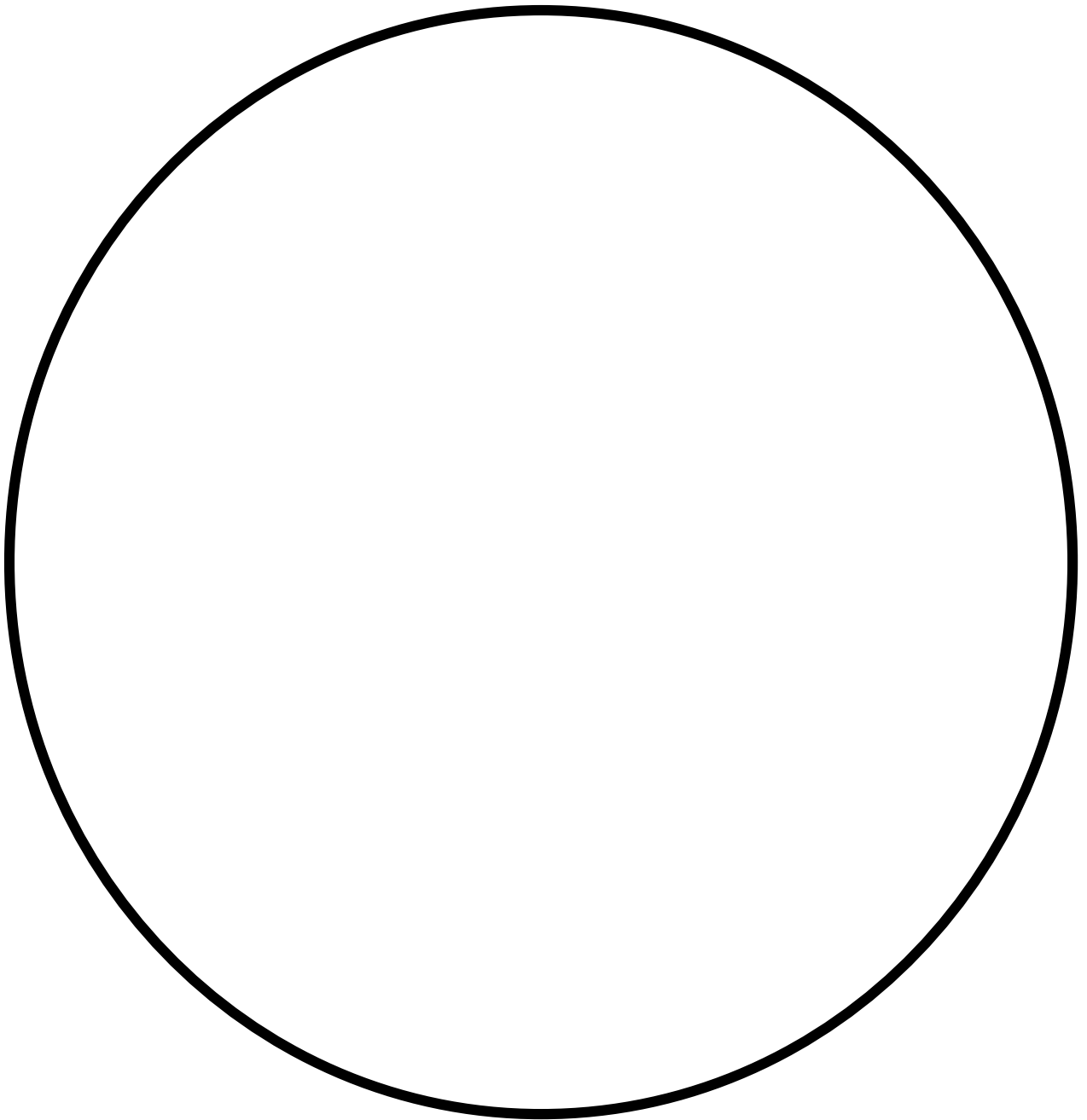
TRIANGLE



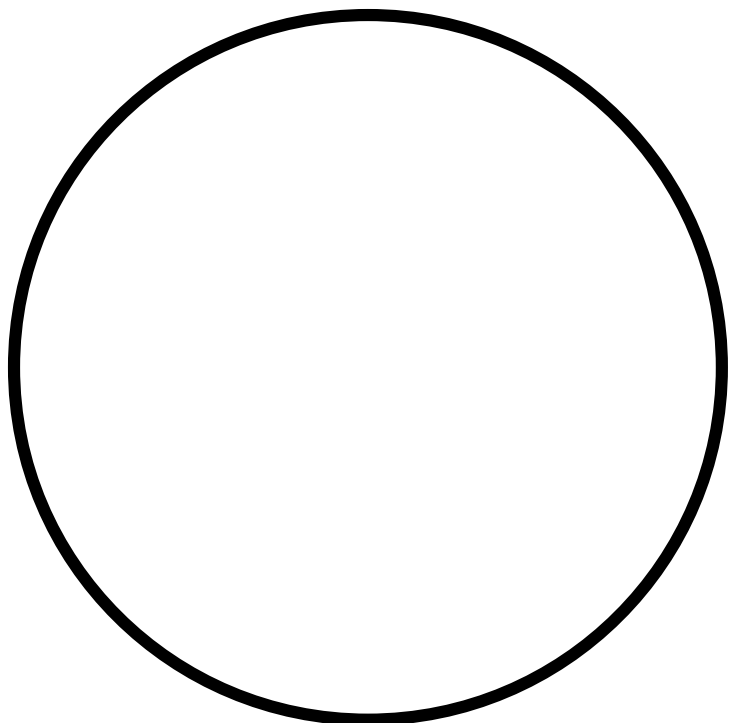
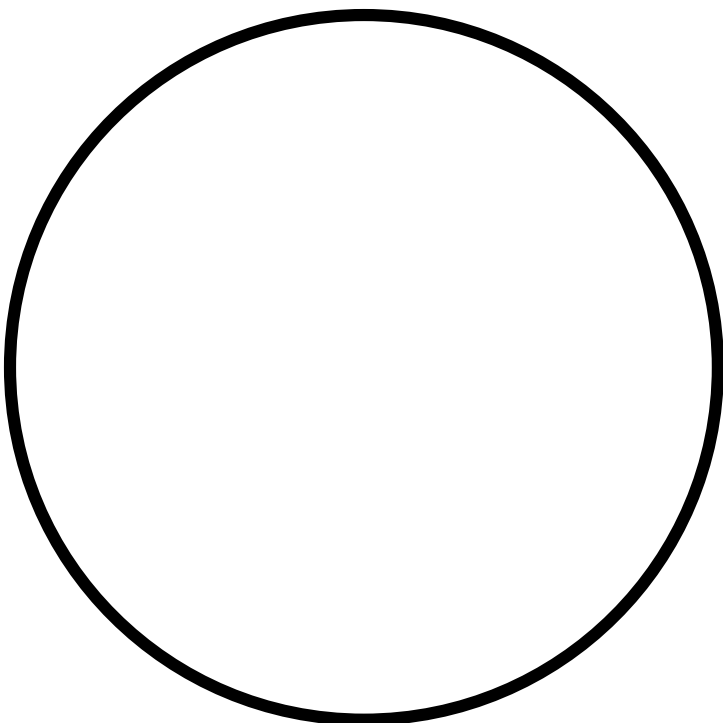
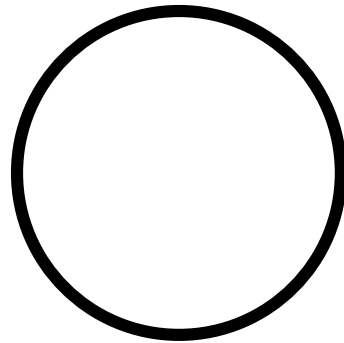
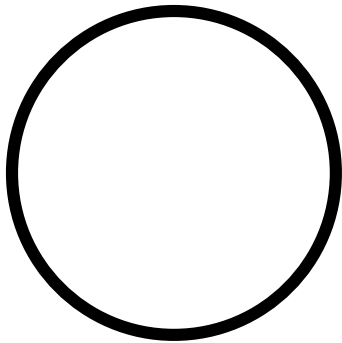
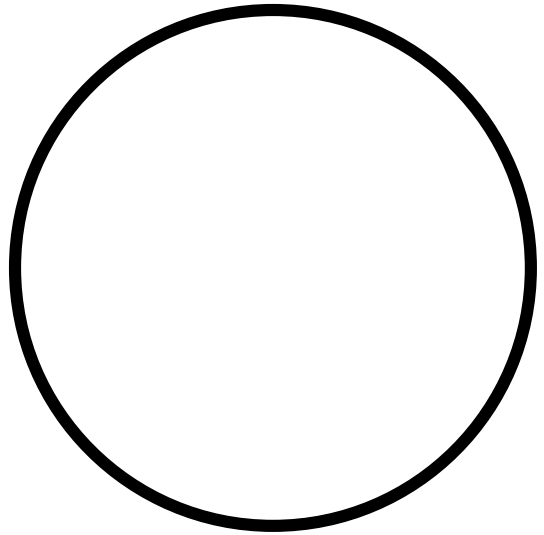
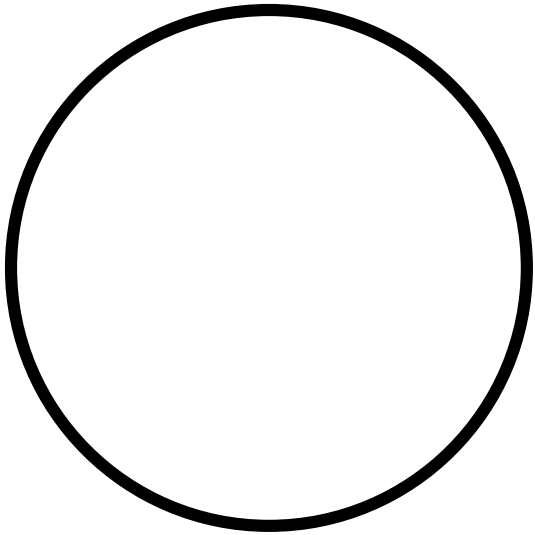
TRIANGLES



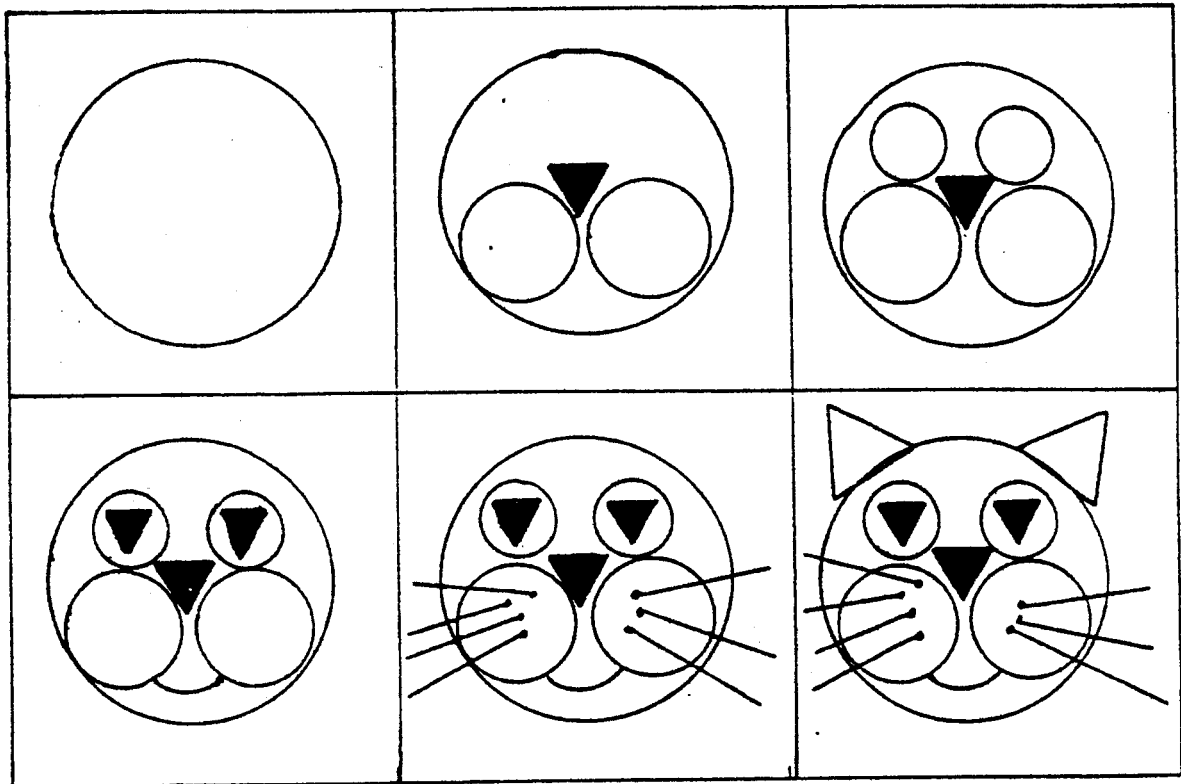
CIRCLE



CIRCLES



GUIDE FOR MAKING CAT'S FACE



LESSON 4

SPACE: Near and Far-Overlapping

Objective: [To reinforce small motor skills and eye hand coordination]

Focus: Paint a watercolor still life. [The student will recognize concept of space/near and far/overlapping]

Materials/Resources:

- [Templates of fruits/containers (use fish bowl)]
- 12" x 18" black construction paper/8" x 18" white paper
- Art Prints, *Still Life-Fruit, Bottles* by William H. Johnson and *Flowers in a Vase* by Henri Rousseau
- Pencils, scissors, crayons, water soluble markers, white glue or glue sticks, paint brushes, containers for water

Vocabulary:

Space – Near and Far, Overlapping, Still Life

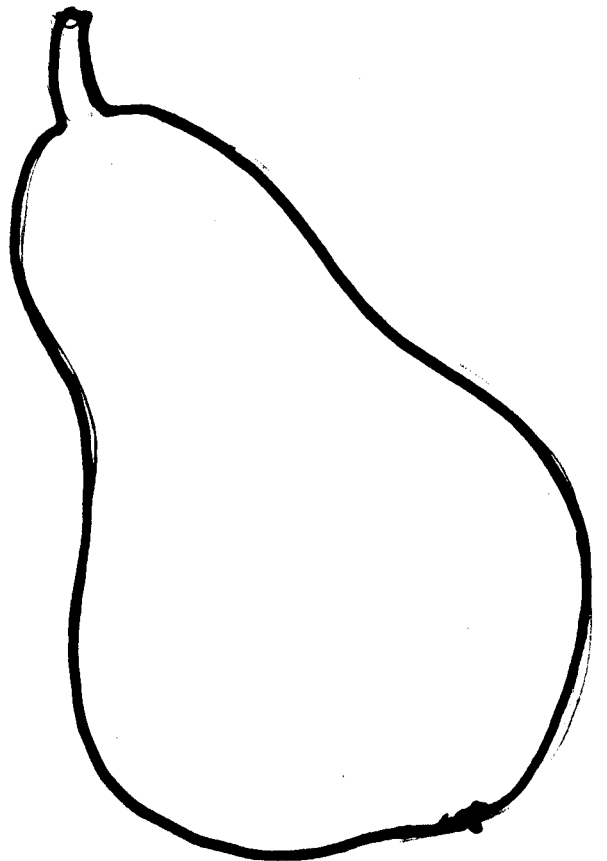
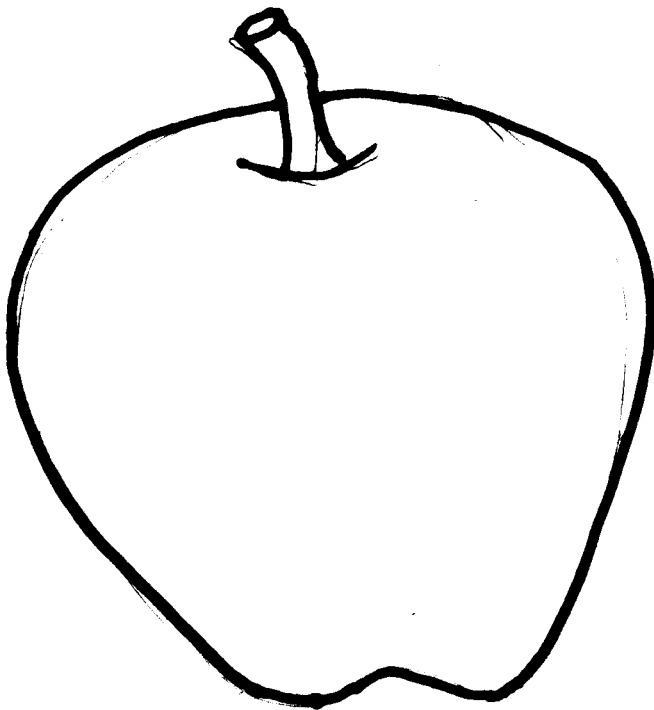
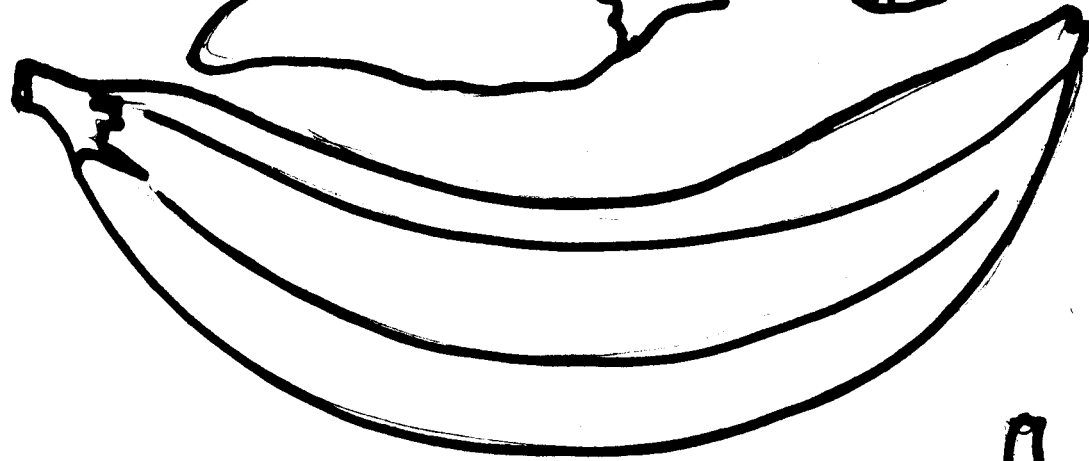
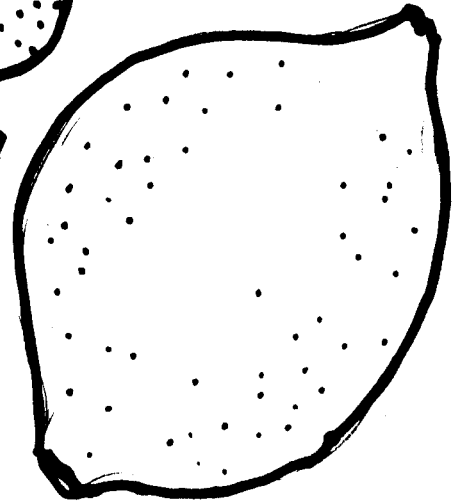
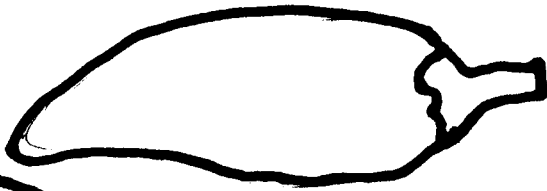
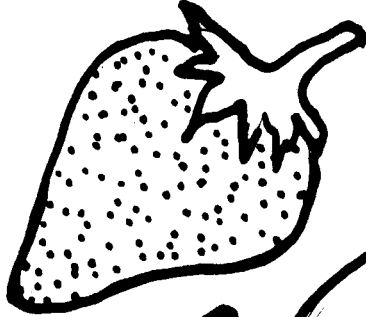
Teacher/Assistant Prep:

- Make templates of objects to be used for the still life [use templates of fruits, vegetables, flowers, containers].
- Trace onto poster board; label, laminate, and cut out.

Procedures:

- Introduce lesson by using William H. Johnson's *Still Life-Fruit, Bottles*.
- Explain that a still life is a group of objects arranged by an artist and then show in an artwork.
- Identify and demonstrate how these objects can be placed on a surface, such as a table, and show near and far.
- Distribute materials.
- Have students trace 3 pieces of fruit/vegetables and 2 others.
- Demonstrate/instruct how to select appropriate colors to use for their objects, i.e. red apple, yellow banana, etc.
- Have students use water-soluble markers to color each object.
- Show students how to "paint" each object by using a brush dipped in water. Let dry.
- Demonstrate how to use the scissors to cut out their "fruit", etc.
- Direct students to glue the white paper onto the bottom edge of the 12" x 18" black paper [to represent a tablecloth].
- Instruct/demonstrate how to arrange objects so they overlap but do not hide one another.
- Have them glue these [fruit may be placed in a bowl] on the table surface. If time allows, students could use crayons to decorate the edge of the tablecloth.

FRUIT



LESSON 5

SPACE: Near and Far-Landscape

Objective: [To reinforce small motor skills, eye hand coordination]

Focus: Produce a landscape picture using placement and objects with different sizes. [The student will recognize that artworks show near and far.]

Materials/ Resources:

- [Templates of Trees]
- 12"x 18" drawing paper
- Art print- *The Olive Trees, 1889*, by Vincent Van Gogh
- Pencils, crayons, tempera paint

Vocabulary:

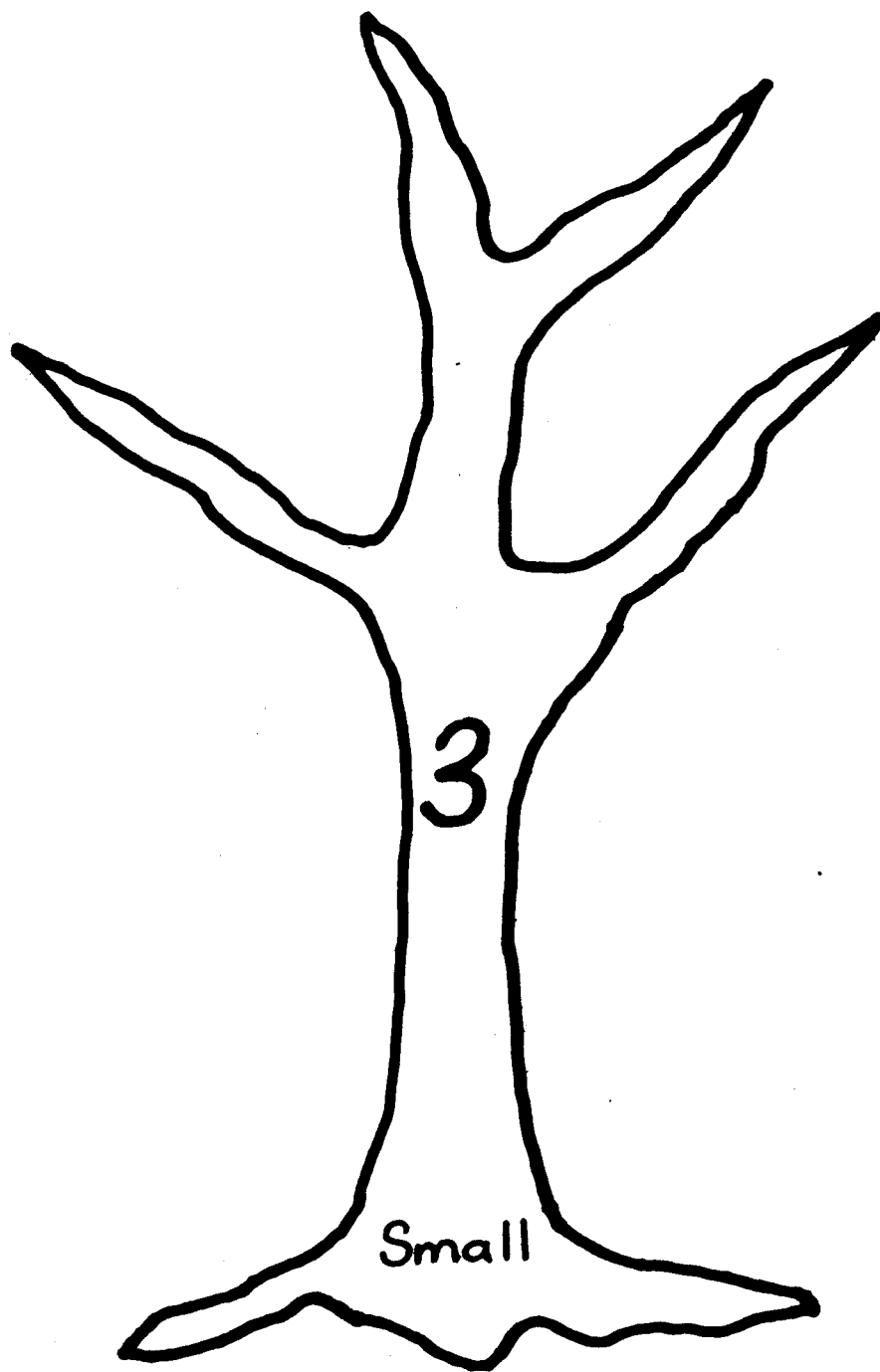
Space [Near and Far], Landscape, Horizon

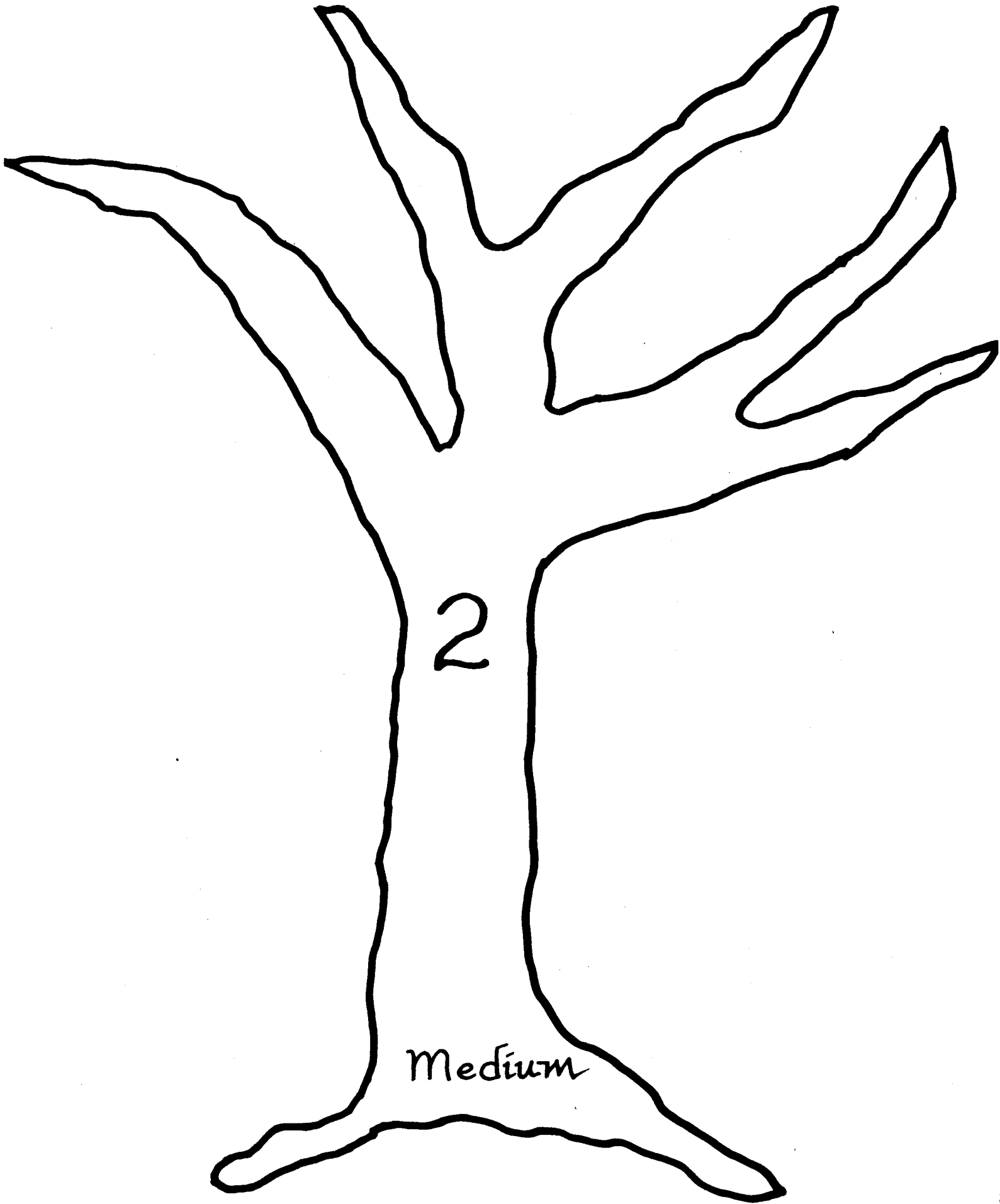
Teacher/Assistant Prep:

- Make templates of different sizes of trees. [use Templates of Trees]
- Trace onto poster board .
- Laminate and cut out.

Procedures:

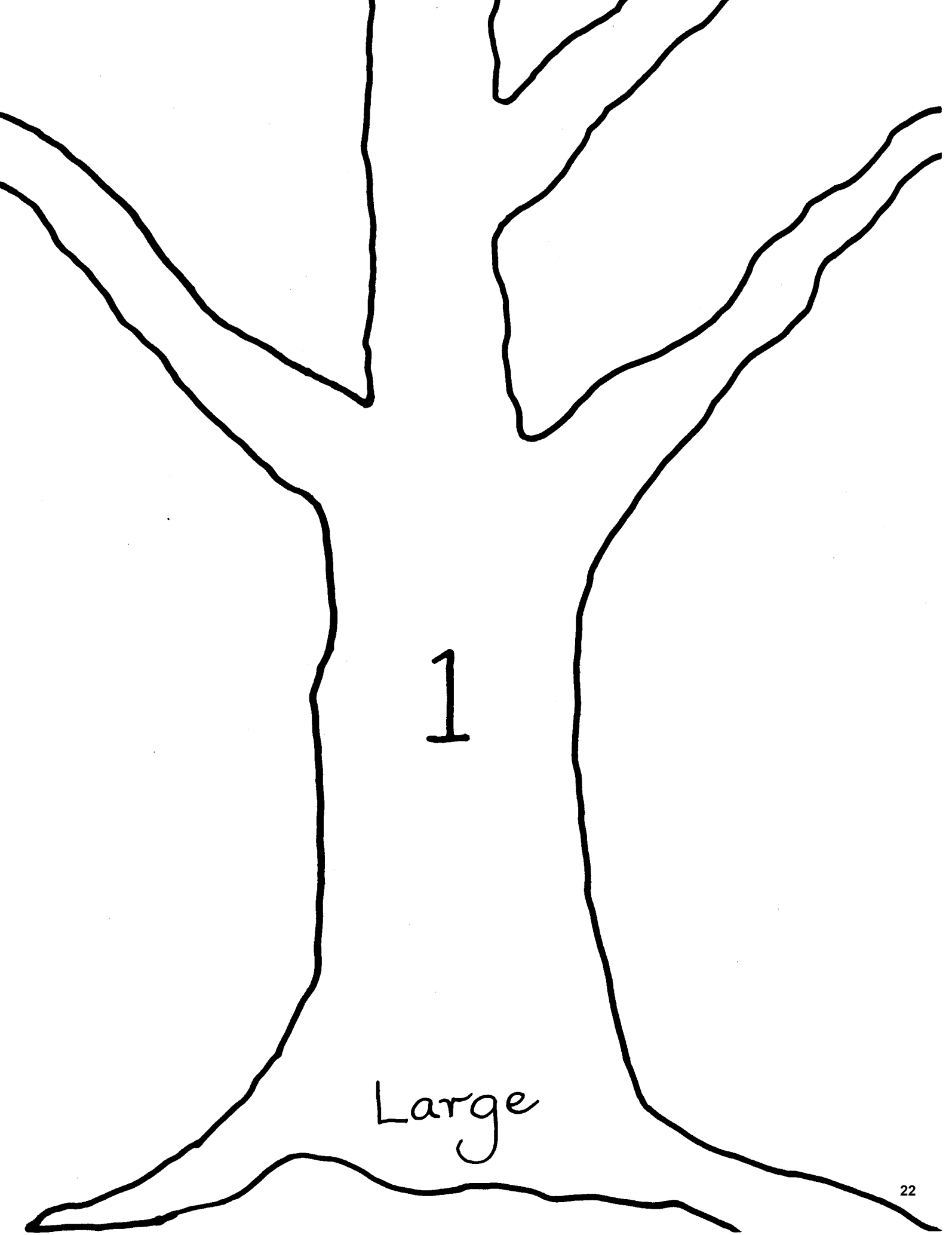
- Introduce lesson by using Van Gogh's, *The Olive Trees, 1889*.
- Explain that a landscape shows a large outdoor place and has a horizon line where the land and sky meet.
- Identify how a landscape shows near and far [placement].
- Explain how to use large, medium, and small sizes [of trees] to create the illusion of space.
- Demonstrate how/where to draw the horizon line.
- Show [with the tree templates] where to place the three sizes of trees, i.e., foreground, middle ground [all below the horizon line] and the smallest, just below the horizon.
- Direct the students to draw the horizon line on their paper.
- Have them trace the trees, using crayons to color the sky, the grass and the trees.
- Make "thumb prints" using colorful tempera paints for the leaves.





2

Medium



1

Large

LESSON 6

Emphasis: Using Color

Objective: [To reinforce small motor skills and eye hand coordination]

Focus: A Goldfish Bowl Painting/ Crayon Resist. [The student will recognize that emphasis in a composition can be achieved with color]

Materials/Resources:

- [Goldfish Bowl/Fish Template]
- 9"x12" drawing paper
- Children's book, How Artists See Animals by Colleen Carroll
- Art print, *Goldfish* by Henri Matisse
- Watercolor paint [blue or any other cool color that has been thinned out with water], brushes, crayons

Vocabulary:

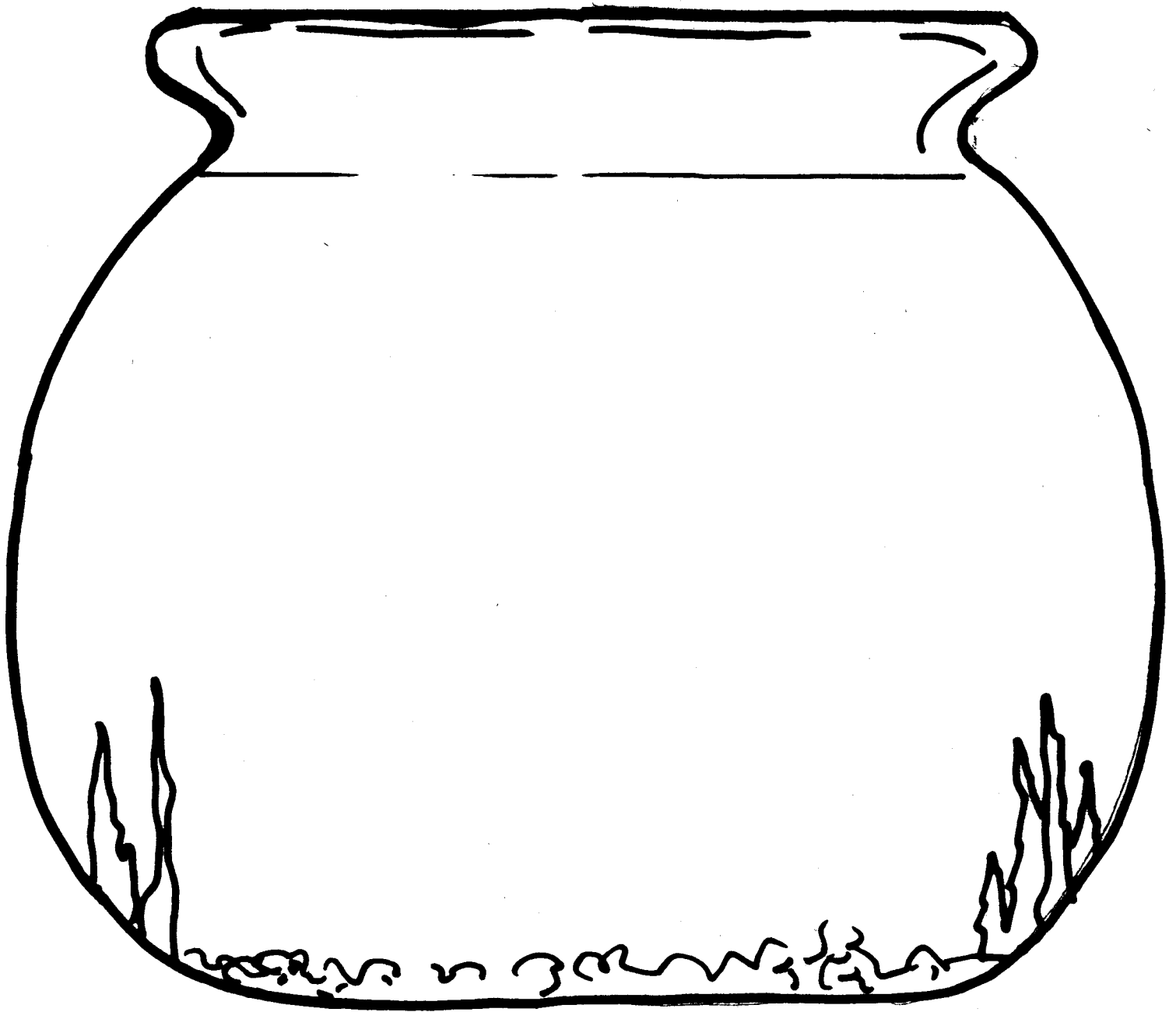
Emphasis, Warm colors, Cool colors

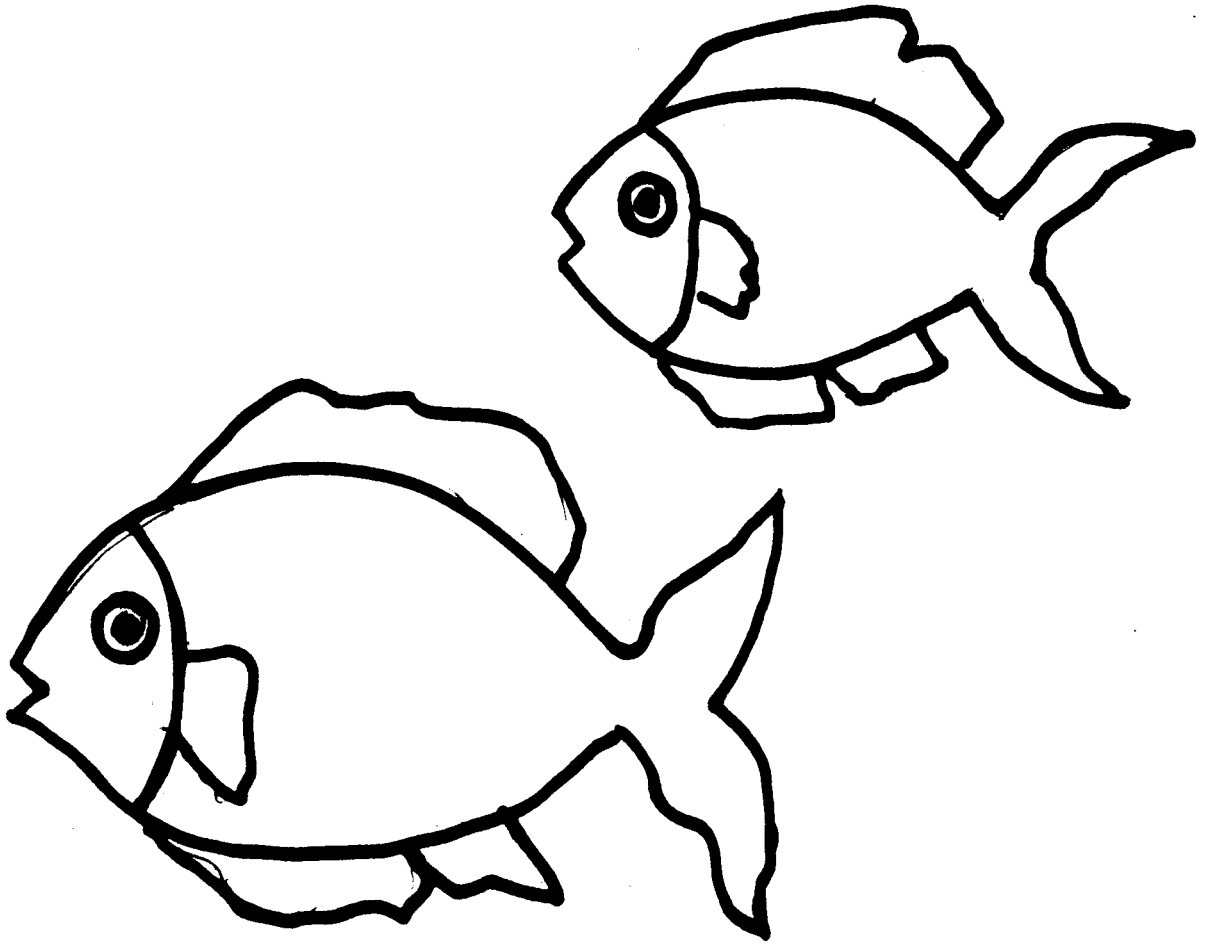
Teacher/Assistant Prep:

- Make templates of the goldfish bowl and fish [use Goldfish Bowl/Fish Template].
- Trace onto cardboard.
- Laminate and cut out the shapes.

Procedures:

- Introduce lesson by reading the suggested children's book and showing the students the art print by Matisse. Explain how artists can use color to help notice a certain part of an artwork. This is called emphasis.
- Distribute the materials and the goldfish bowl and fish templates.
- Demonstrate how to trace the "bowl" on the drawing paper. Then, repeat with tracing the "fish"...explaining/illustrating how they must be drawn inside the goldfish bowl.
- Continue to demonstrate how to select a warm colored crayon [such as red, yellow or orange] and color their "fish" with heavy strokes. Remind the students to color inside the body of the "fish".
- When finished, show them how to "magically paint" the water by using a watercolor wash.
- Have students select a dark colored crayon and demonstrate how to draw the "table" behind the goldfish bowl. [If time permits, allow students to decorate the tablecloth with crayons.]





LESSON 7

BALANCE: Balance in Nature

Objective: [To reinforce small motor skills and eye hand coordination]

Focus: Create a Butterfly. [The student will identify balance (symmetry) in nature.]

Materials/resources:

- *Butterfly* by Andy Warhol
- Butterfly Boy by Virginia Kroll, It Could Still Be a Butterfly by Allan Fowler
- [1/2 Butterfly Template]
- 8 1/2" x 14" copy paper
- Tempera paint [the three primary or secondary colors in squirt bottles]
- Paint brushes
- Pre-cut scrap black construction paper and/or black felt for the body
- Pipe cleaners in different colors for the butterfly antennae [use body template]
- Glue

Vocabulary:

Balance-symmetry

Teacher/Assistant Prep:

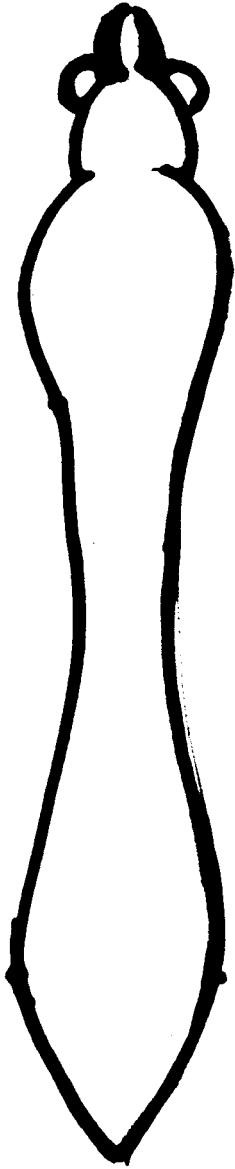
- Make copies of the 1/2 butterfly [use Butterfly Template] on legal size [8 1/2 " x 14"] paper.
- Precut the bodies of the butterfly [Body Template] and the pipe cleaners to the length desired for the antennae.
- Prepare paint, paint containers, water, and brushes to be distributed.

Procedures:

- Introduce lesson by reading the suggested children's' books about butterflies.
- Show *Butterfly* art print by Andy Warhol.
- Explain that if both sides of something are the same it has symmetrical balance.
- Show and discuss other examples of objects that have symmetrical balance.
- Demonstrate how to paint the 1/2 side of the butterfly with the three primary or secondary colors. Show students how to fold over their papers while they are still wet to create the second half of the butterfly showing symmetrical balance.
- Distribute copies of 1/2 butterfly, paint, brushes, etc. and have students proceed.
- Allow the paintings to dry.
- Demonstrate how to glue the body [Body Template] onto the center of the butterfly and how to cut and glue the pipe cleaners for the antennae.



TEMPLATE FOR BODY OF
BUTTERFLY



LESSON 8

PATTERN: Repeating Shapes

Objective: [To reinforce small motor skills and eye hand coordination]

Focus: Make a Crazy Quilt. [The student will recognize that repeated shapes and color make a pattern.]

Materials/Resources:

- [Crazy Quilt Pattern Template]
- 9"x 12" brown paper bag or 9"x12" colored construction paper
- Children's books, A Message of Love by April Robbins, Celeste Robbins, Ruby Robbins; The Crazy Quilt by Kristin Avery; Crazy Quilts: History-Techniques, Embroidery Motifs by Cindy Brick
- Scrap construction paper and decorative paper [wallpaper samples] and/or pieces of fabric
- Glue, black Sharpies, scissors

Vocabulary:

Pattern: repeating shapes, quilt

Teacher/Assistant Prep:

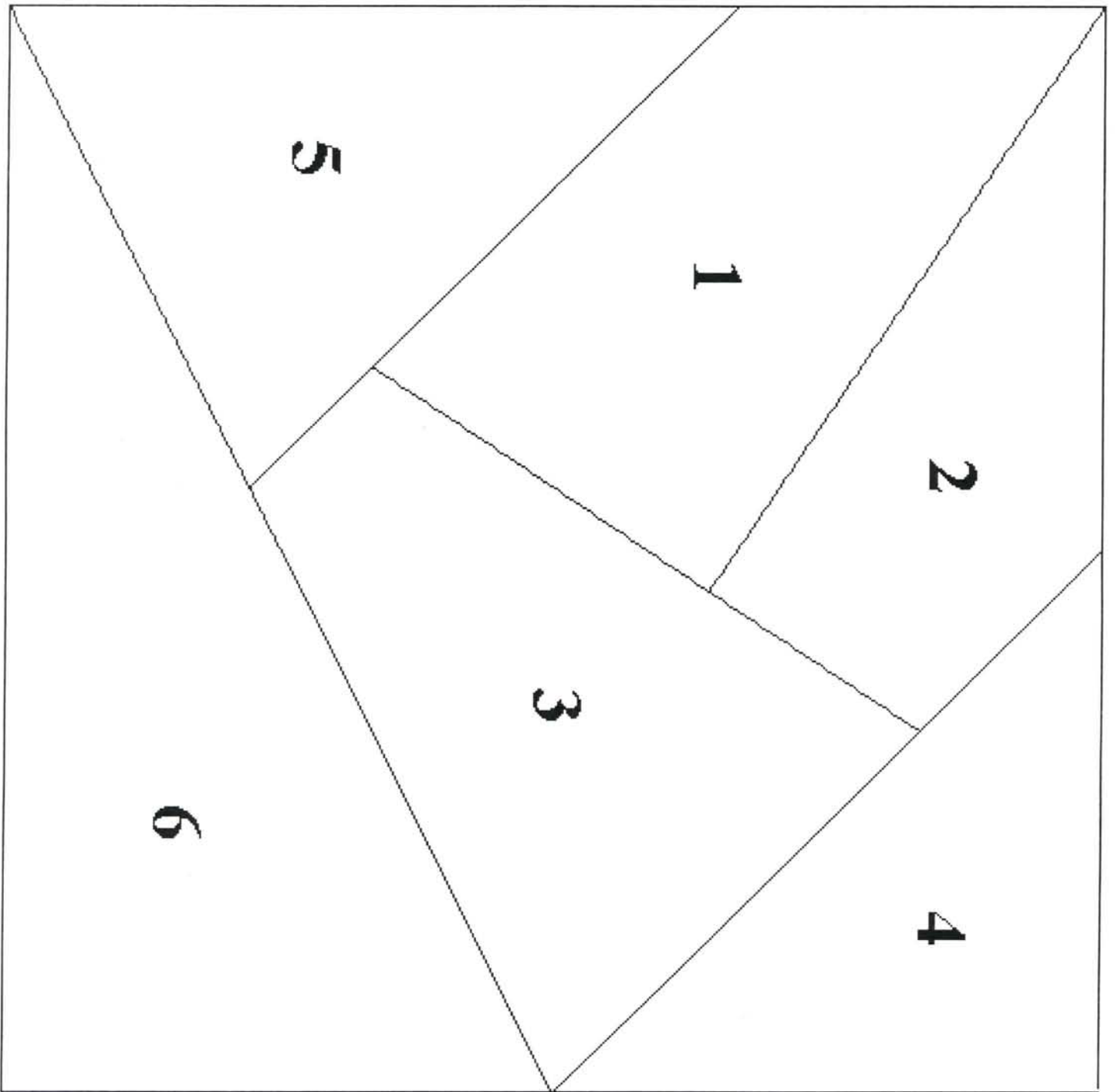
- Make templates of the quilt patterns [use Crazy Quilt Pattern Template]
- Trace onto cardboard.
- Label with corresponding numbers.
- Laminate and cut out the shapes.
- Make copies of the Crazy Quilt Pattern Template [either # 1 or # 2] for the students.
- [Optional: Teacher may have to cut the decorative paper templates].

Procedures:

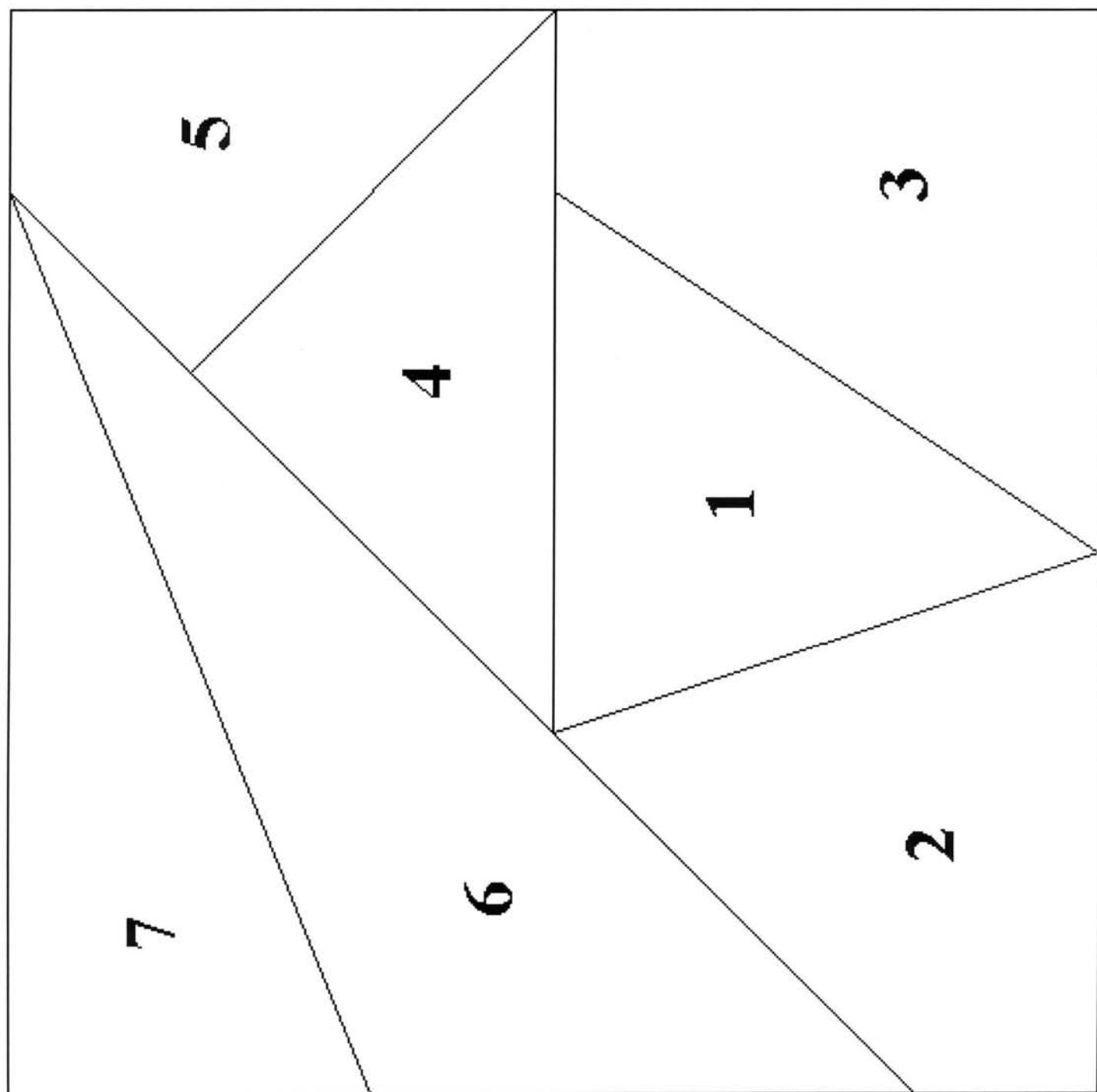
- Introduce lesson by reading one of the suggested children's books about crazy quilts.
- Show photos of several crazy quilts [see book by Cindy Brick].
- Distribute decorative paper/pieces of fabric.
- Have students glue the Crazy Quilt Pattern Template onto the 9"x12" brown/colored paper. Some edges will show.
- Demonstrate how to trace [use the Sharpie] around each "quilt" template shape on the decorative paper/cut out and number on the back. [Use a different decorative paper for each shape.]
- Show the students how to match these shapes to the "numbered" Crazy Quilt Pattern Template.
- Glue in place and let dry.
- Demonstrate how to use the black Sharpie to "make" [by drawing them] the unique stitches on their crazy quilt.



CRAZY QUILT PATTERN TEMPLATE 1.



CRAZY QUILT PATTERN TEMPLATE 2.



LESSON 9

TEXTURE

Objective: [To reinforce small motor skills and eye hand coordination/use a variety of materials to produce texture in everyday objects]

Focus: Draw a pot and decorate with textural materials. [The student will identify textures in everyday objects.]

Materials/Resources:

- [Goldfish Bowl Template]
- Refer to “Types of Line” in Appendix
- Sandpaper/corrugated cardboard
- Children’s book, Is It Rough? Is It Smooth? Is It Shiny? by Tana Hoban
- Crayons, found objects [small twigs, buttons, etc.]
- White glue

Vocabulary:

Texture

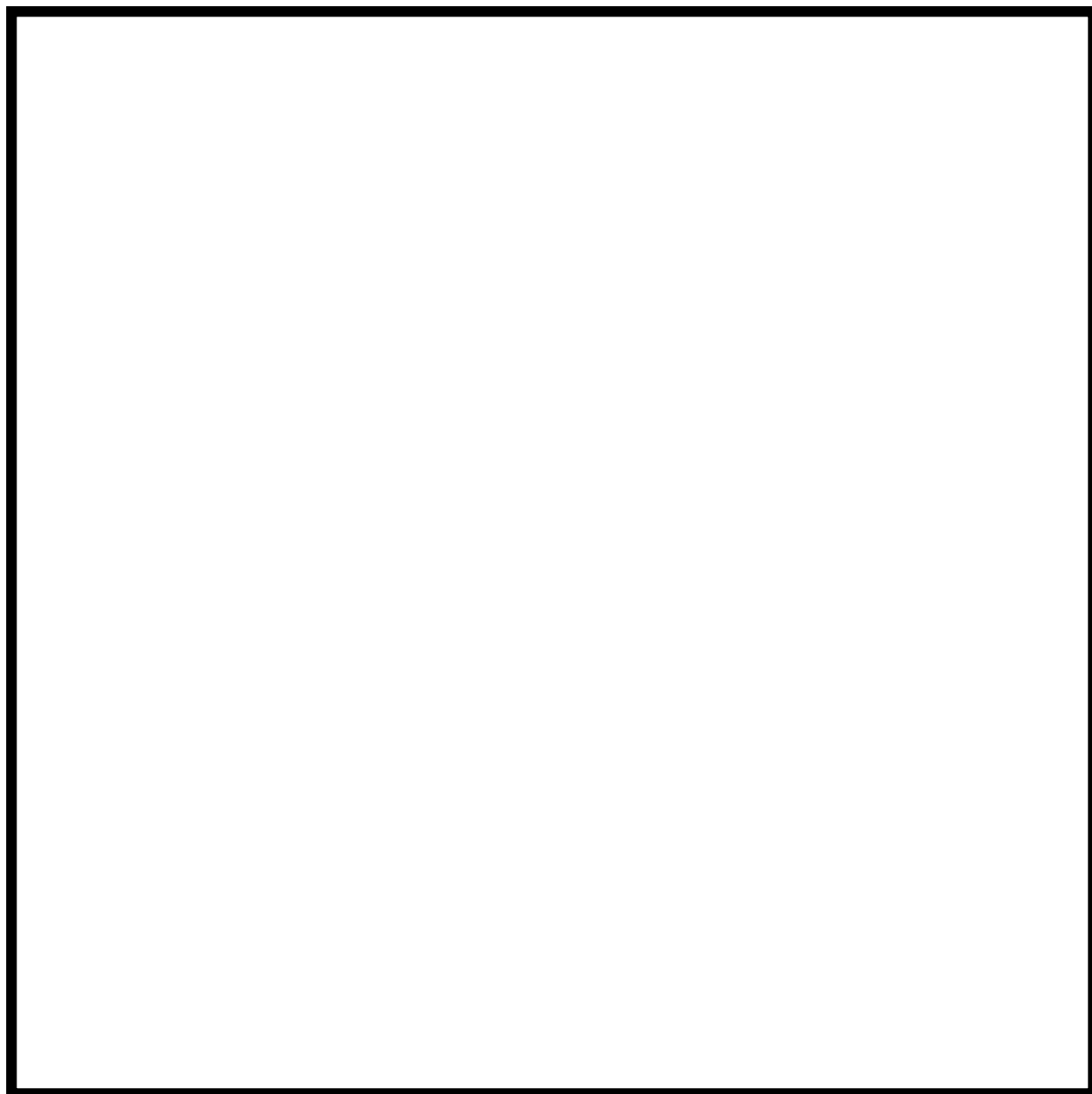
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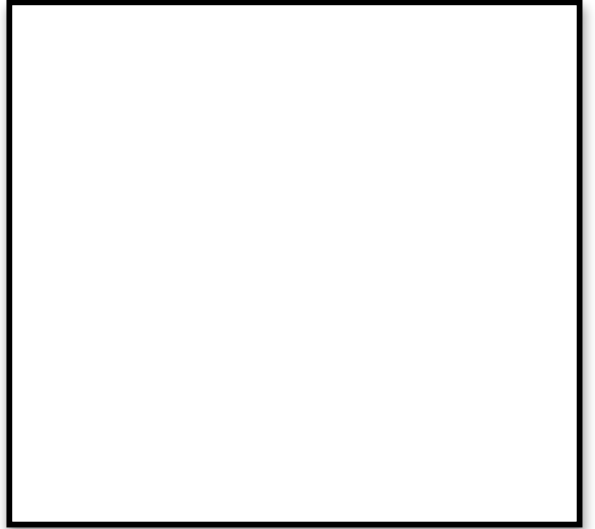
- Gather an assortment of objects that have different textures.
- Make templates of the goldfish bowl [use Goldfish Bowl Template].
- Trace onto cardboard.
- Laminate and cut out the goldfish bowl templates.
- [Teacher may have to trace and cut out the “sandpaper” pots for some students].

Procedures:

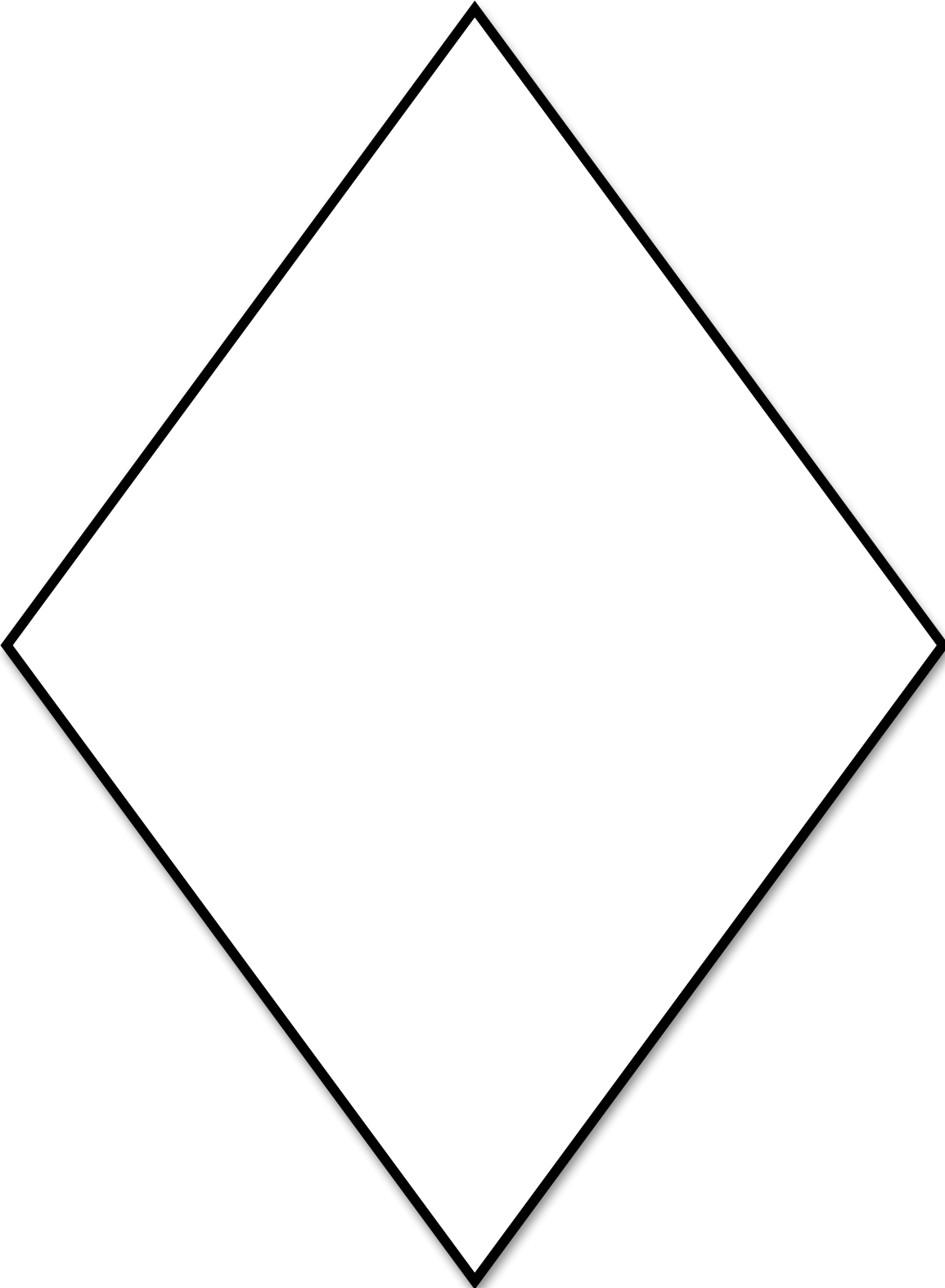
- Introduce lesson by reading, Is It Rough? Is It Smooth? Is It Shiny? by Tana Hoban/show Art Print 7, *Polychrome Bowl*, by Lucy Lewis [see Harcourt- Art Everywhere, Book 1].
- Discuss texture and allow students to actually feel objects that have various textures.
- Review information about the different types of line.
- Direct students to trace the “pot” onto the sandpaper [use the templates of the goldfish bowl].
- Show the students how to “decorate” their pot by drawing lines/color with crayons.
- Direct students to select a variety of objects [buttons, twigs, etc.] and glue onto their pot.

S Q U A R E

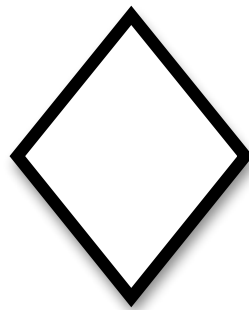
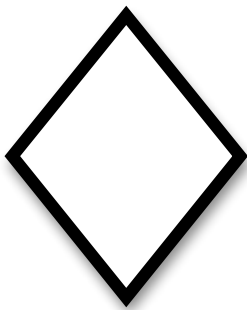
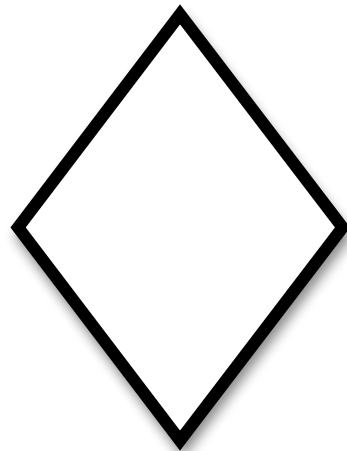
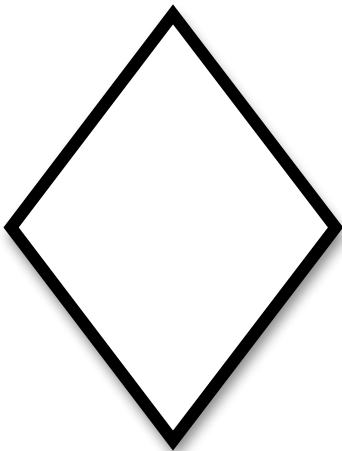
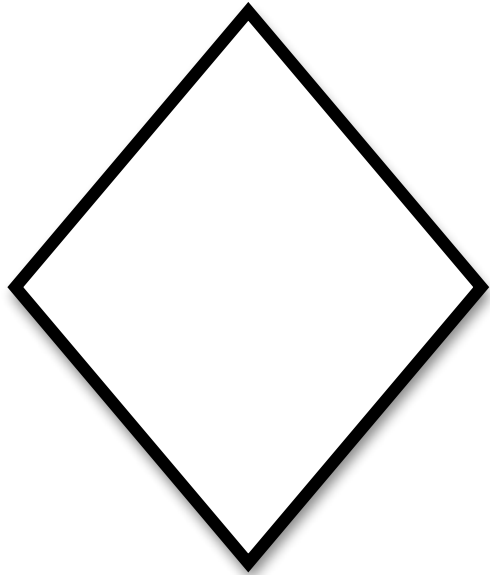
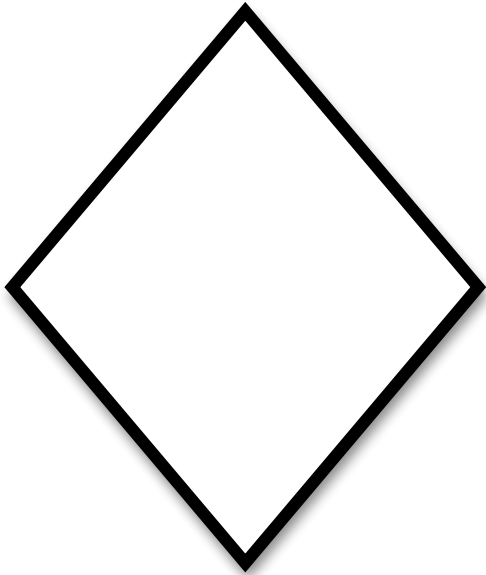




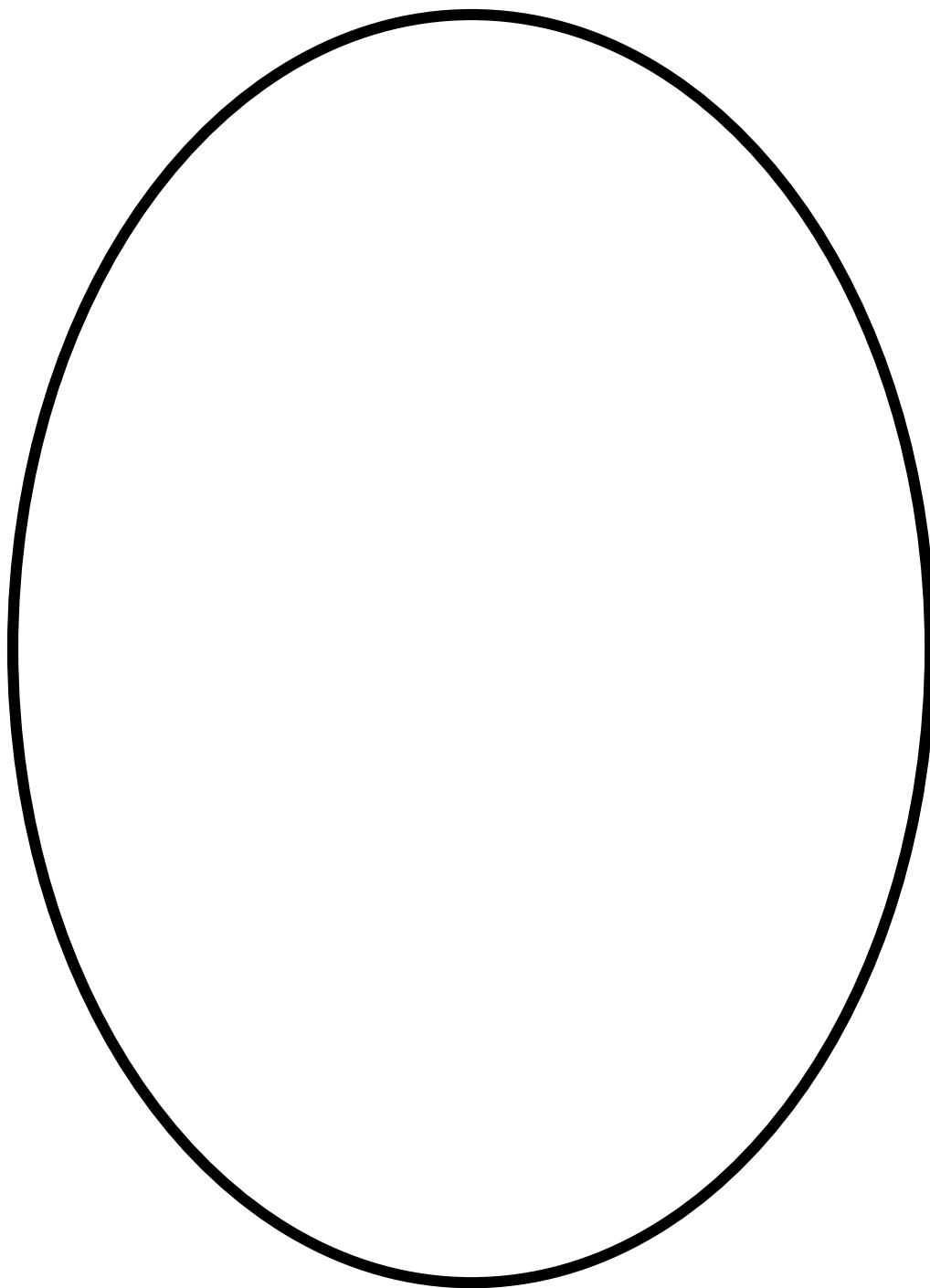
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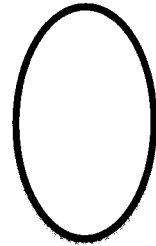
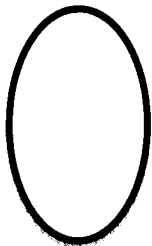
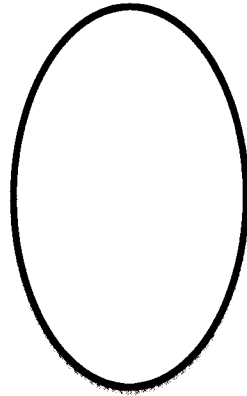
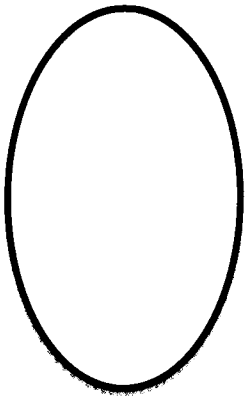
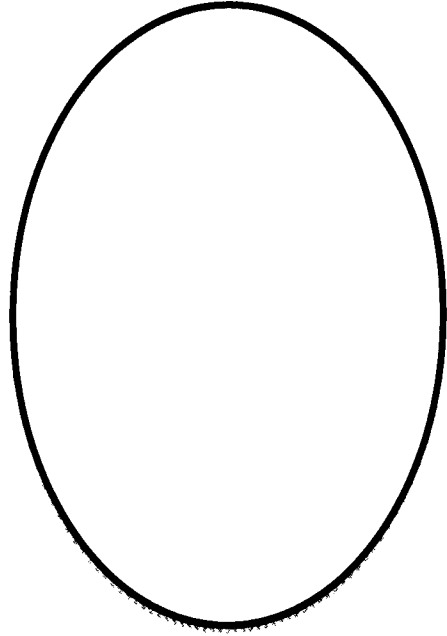
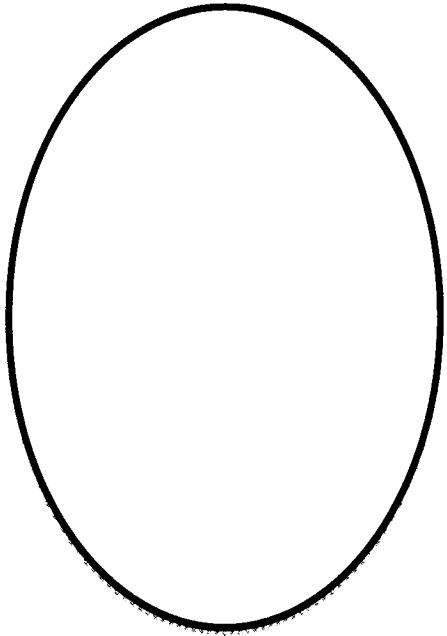
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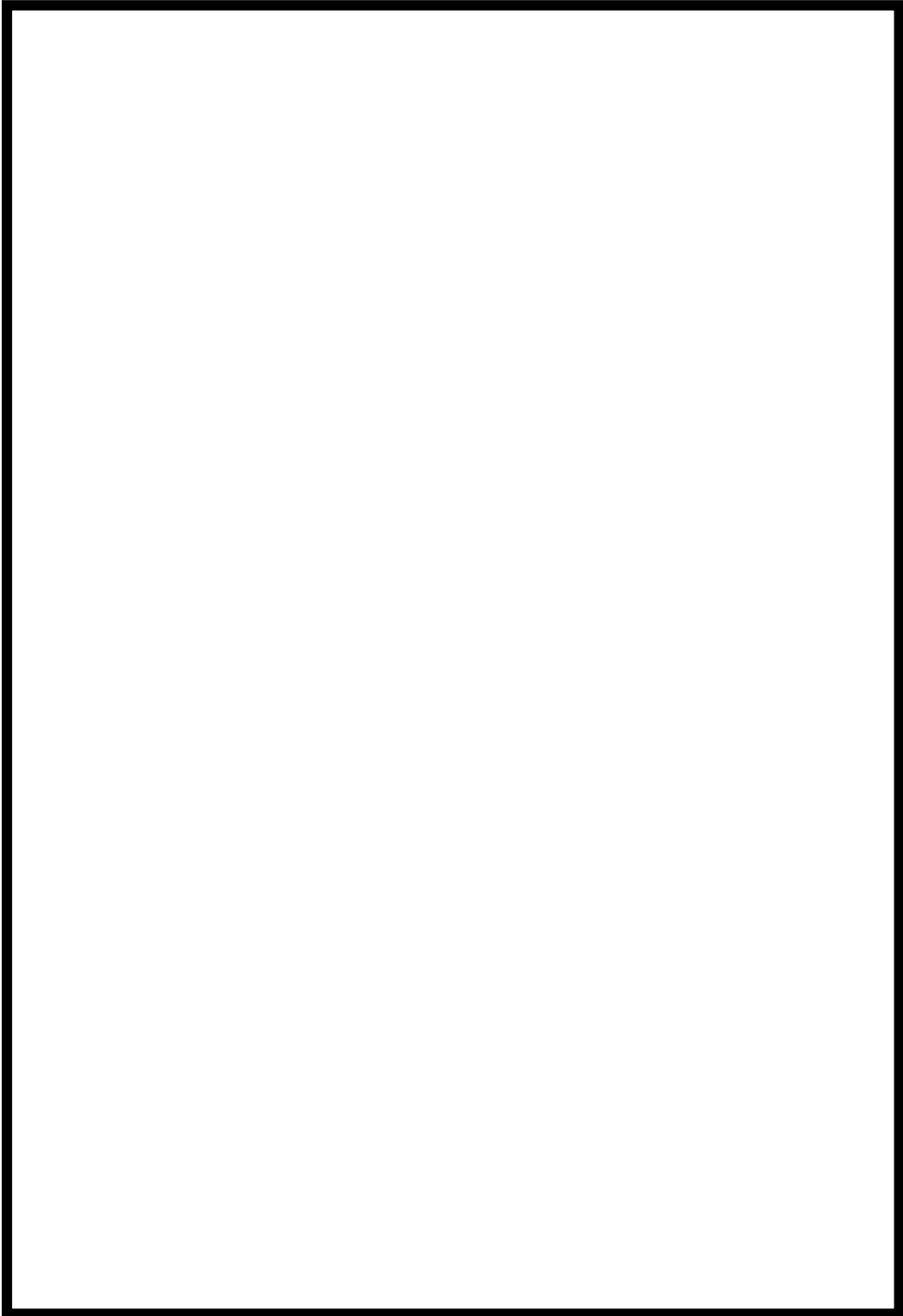
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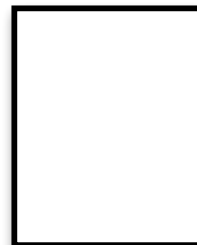
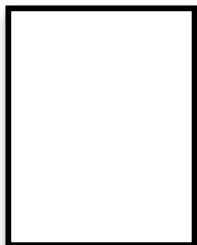
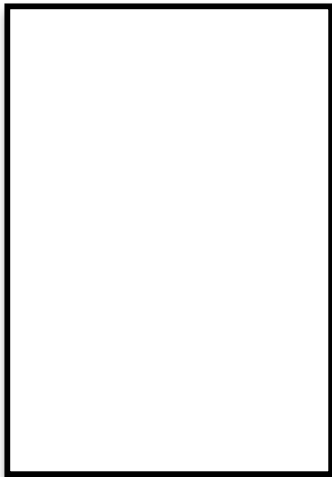
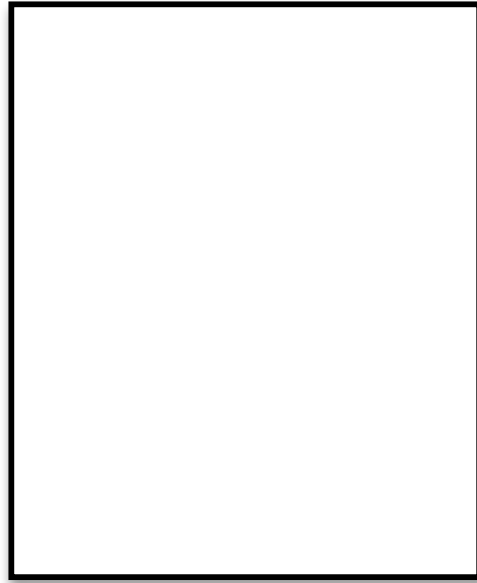
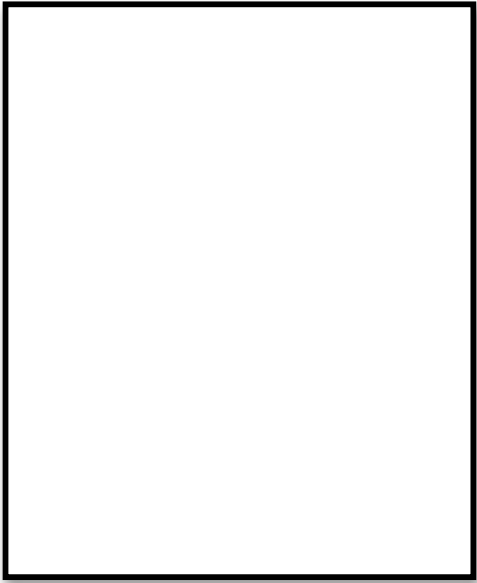
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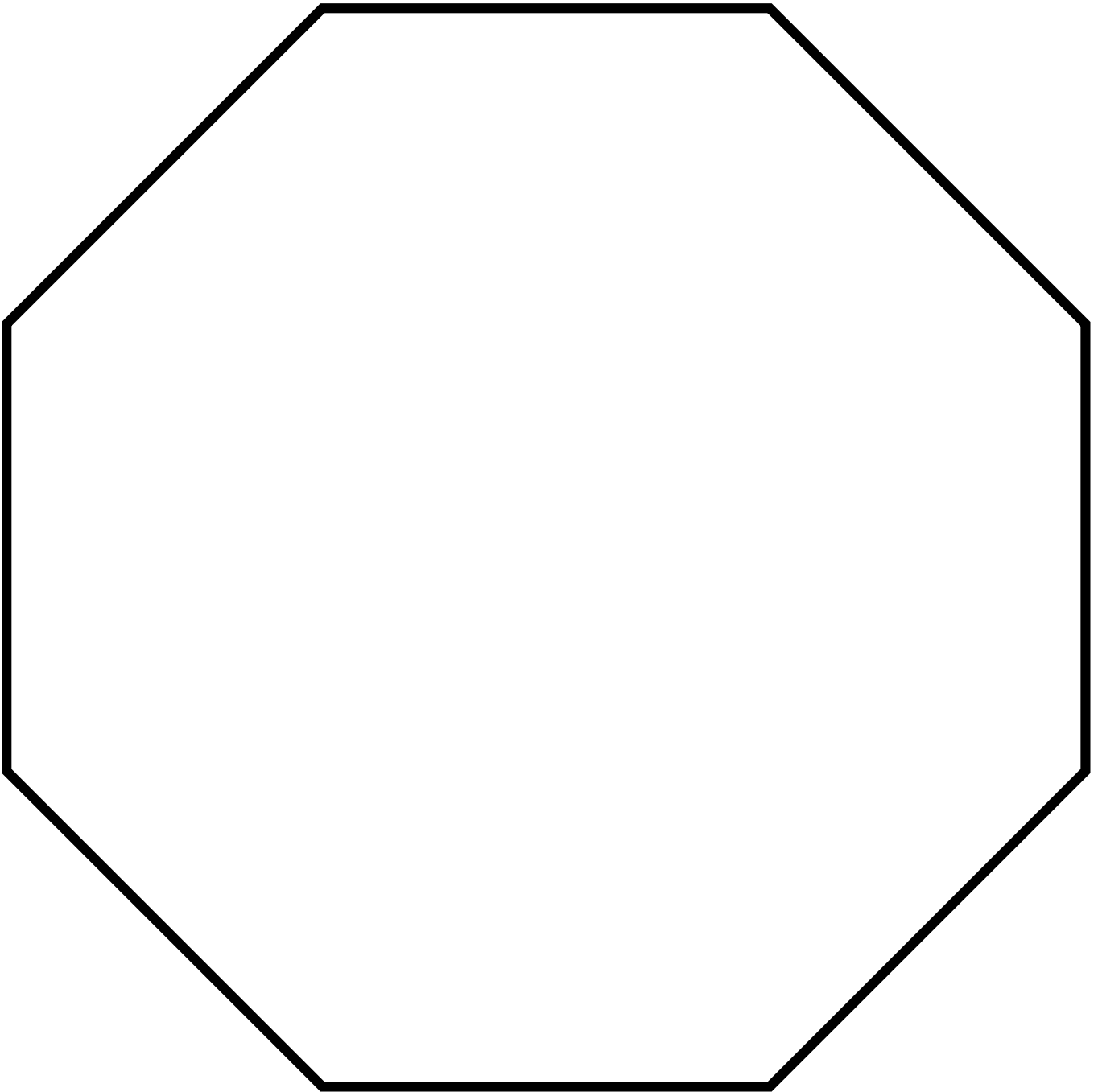
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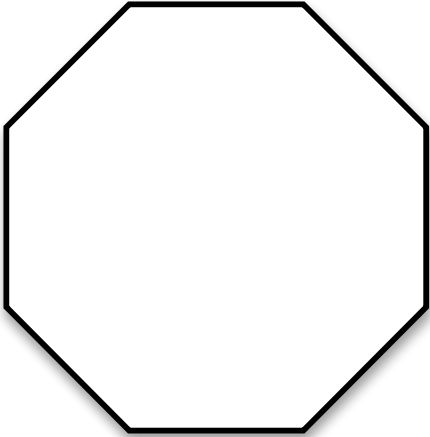
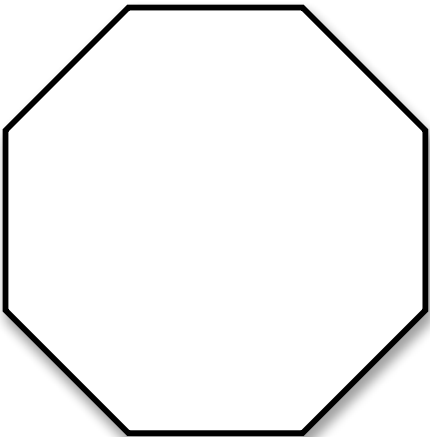
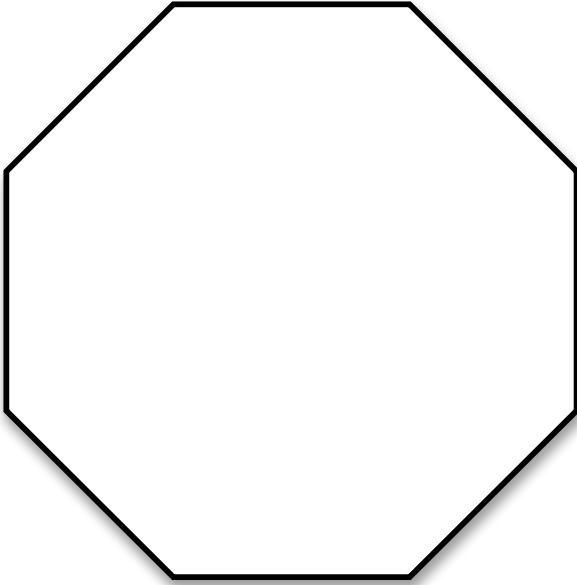
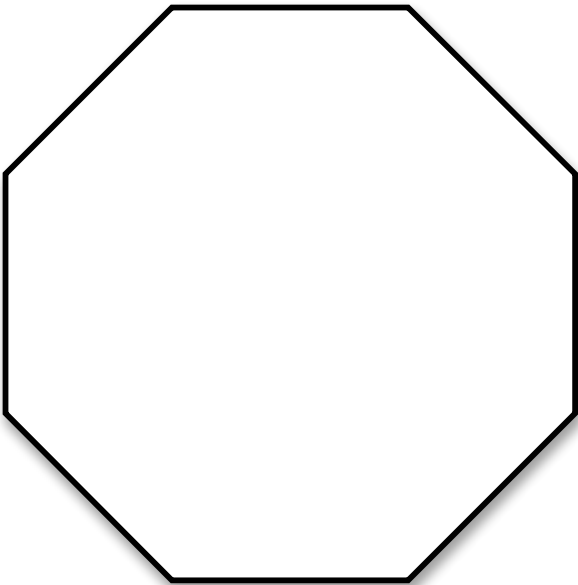
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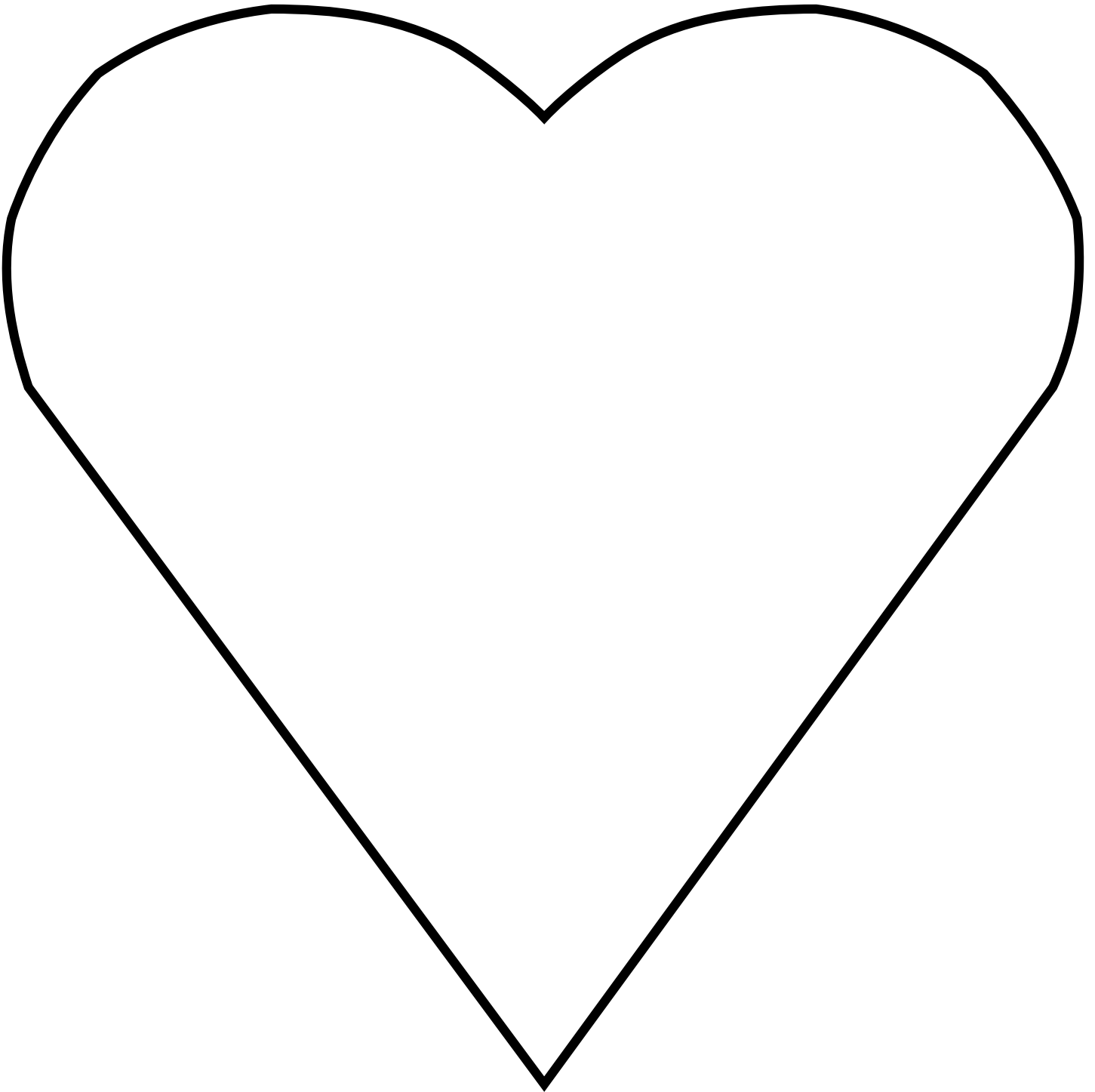
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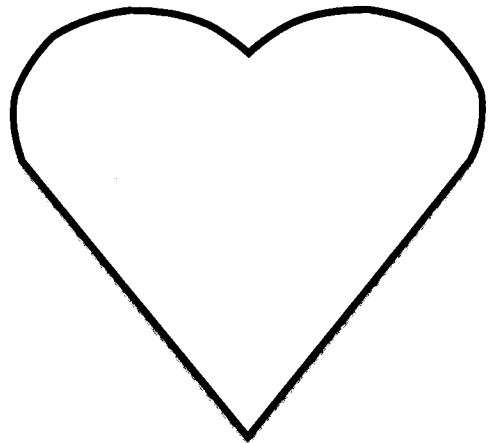
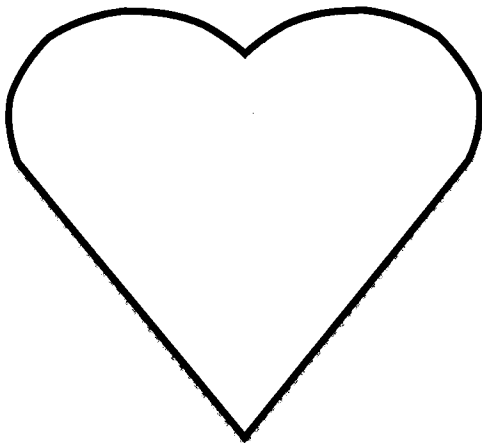
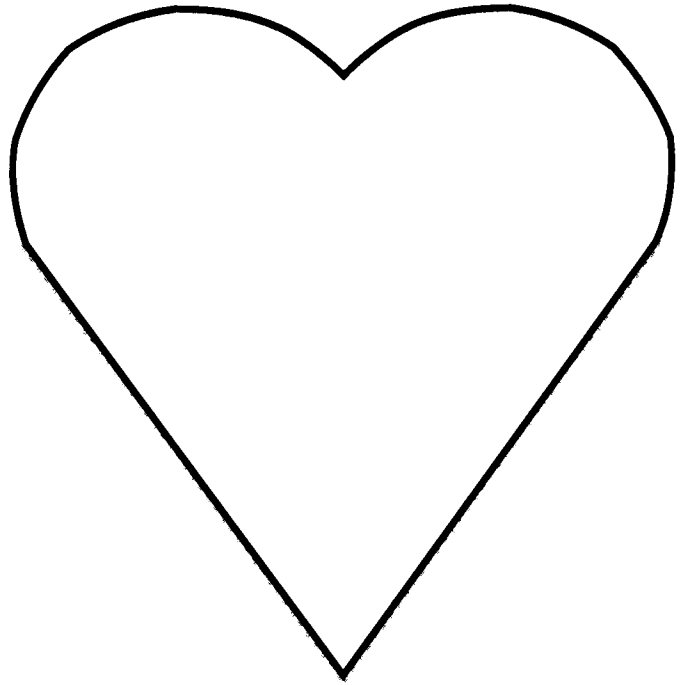
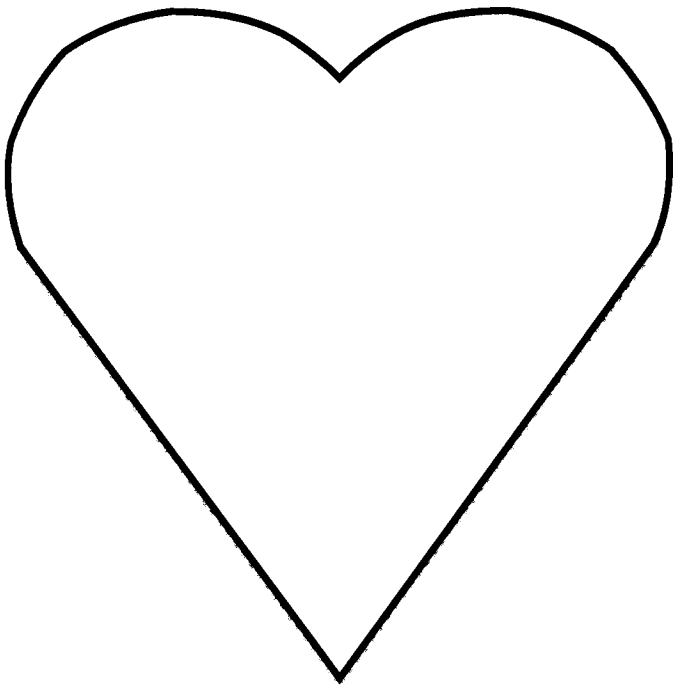
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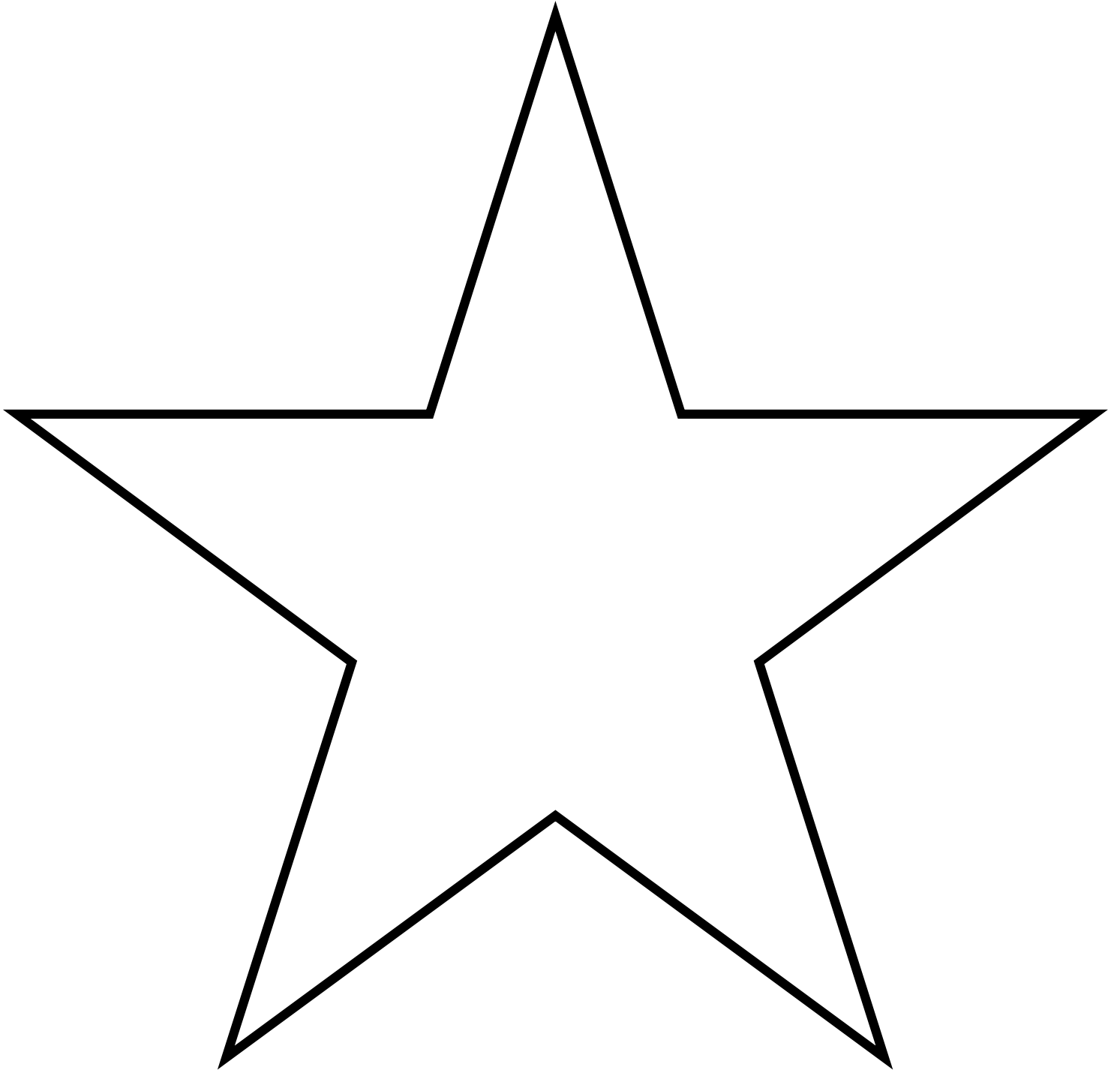
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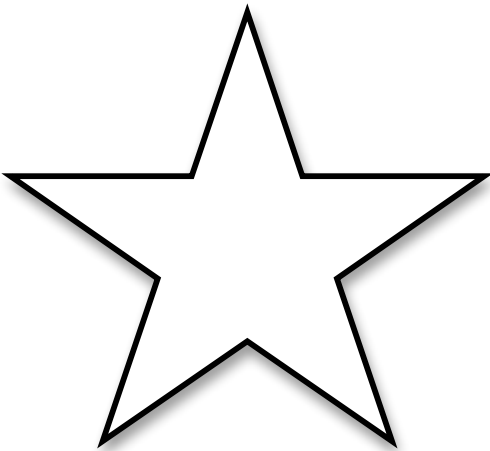
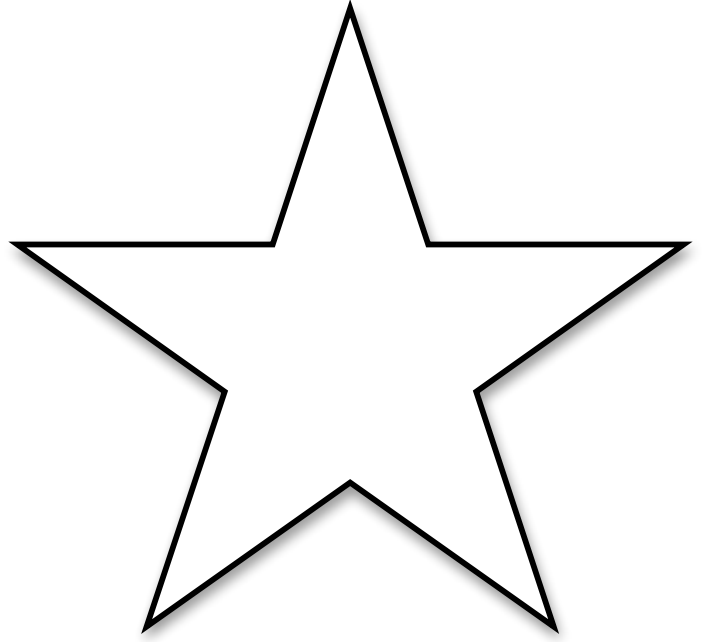
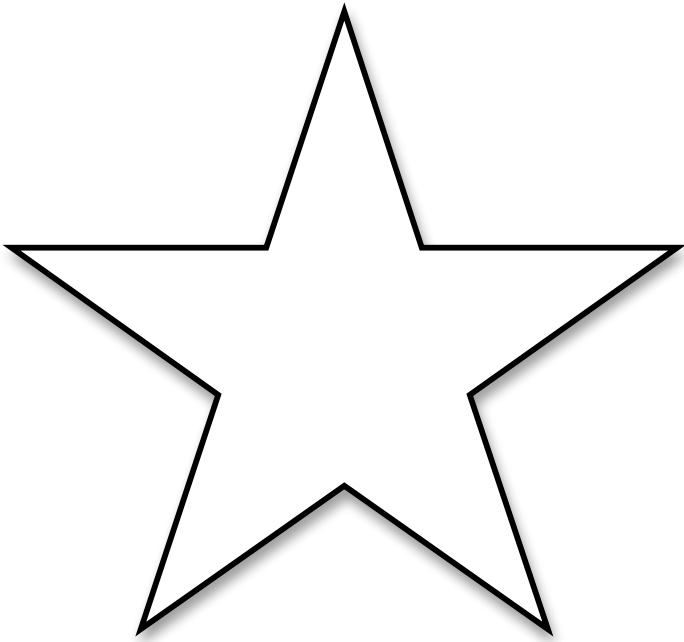
HEARTS



STAR



STARS



MOON

