

40

Sure-Fire Art Lessons

Presenting a
selection of practical
user-friendly art ideas
for the primary classroom.

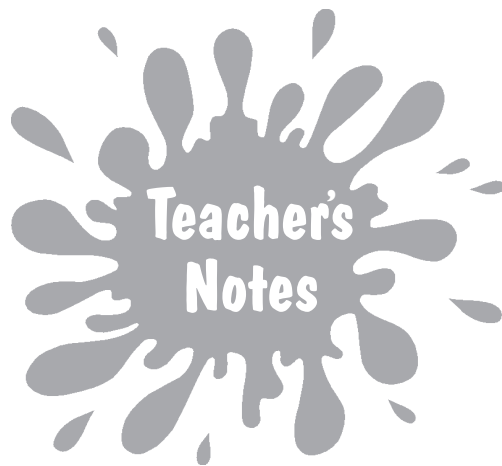
Includes teachers'
notes & lesson plans.

contains
Photocopiable
Templates

BY
Paul Larkin



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40 Sure-Fire Art Lessons has been written with one thing in mind: to provide teachers with some great art ideas that all children can do.

Hopefully the activities will provide a sense of accomplishment for students and add to the aesthetics of the classroom.

This book is intended to be a resource – not a curriculum to be followed in a certain order and at a prescribed level. The activities can be adapted to suit the class but should always try to provide children with a fair degree of satisfaction. There are suggestions for extension activities and these can be used at the discretion of the teacher.

A lot of the stress and headaches of setting up and cleaning up can be avoided by making sure in advance that you have all the materials/resources you need. It may be useful to organise 3-4 children to have specific clean up jobs.

It's also a good idea to have a follow up activity for fast finishers (not necessarily an art activity).

When displays are changed in the classroom, keep one or two samples for later in the year and plan an art exhibition. This could be for your room only, or organise a whole school exhibition (possibly a fundraiser). This is very simple to organise but is excellent for marketing your school in the community and showing work to parents.

One sure-fire fact is that with art you can't really go wrong. Everyone can be good at it – I should know because I wasn't very good at it in primary school.

Paul Larkin

Curriculum Links

| QUEENSLAND | |
|--|---------|
| Area | |
| Visual Arts | Level 2 |
| Students make images and objects by selecting and manipulating elements and additional concepts. | VA 2.1 |
| Students select and arrange images and objects for personal display. | VA 2.2 |
| Students identify elements and additional concepts to interpret images and objects from a variety of cultural and historical contexts. | VA 2.3 |
| Students design, make and modify images and objects applying elements and additional concepts to construct intended meanings. | VA 3.1 |
| Students make and display images and objects, understanding the functions of informal and formal display. | VA 3.2 |
| Students compare elements and additional concepts of images and objects from a variety of cultural and historical contexts. | VA 3.3 |

| NEW SOUTH WALES | |
|---|---------|
| Area | |
| Visual Arts (Making) | Stage 2 |
| Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter. | VAS 2.1 |
| Uses the forms to suggest the qualities of subject matter. | VAS 2.2 |
| (Making) | |
| Investigates subject matter in an attempt to represent likenesses of things in the world. | VAS 3.1 |
| Makes artworks for different audiences, assembling materials in a variety of forms. | VAS 3.2 |

| (NORTHERN TERRITORY) | |
|--|---------|
| Area | |
| Creative Arts (Creating Arts Ideas) | Level 2 |
| Students create and share artworks that reflect a range of ideas and feelings. | CrA 2.1 |
| Students create artworks that involve a degree of experimentation with ideas, and present to a range of audiences. | CrA 3.1 |
| Students identify and experiment with arts materials, skills, techniques, processes and technologies within each art form when creating and sharing artworks. | SkP2.1 |
| Students experiment with and apply a variety of arts materials, skills techniques, processes, technologies and conventions within each art form when creating and presenting artworks. | SkP3.1 |
| National Curriculum/ Tasmania (Creating Making and Presenting) | Band B |

| WESTERN AUSTRALIA | |
|--|---------|
| Area | |
| Communicating Arts Ideas | |
| The student draws on own experiences and observations in the development of art works which use her or his ideas for personal creative expression. | Level 2 |
| The student explores and develops ideas and feelings, to make art works within the structure of given tasks, a limited range of choices and a clear sense of purpose. | Level 3 |
| Using arts skills, techniques, technologies and processes | |
| The student identifies and uses a range of arts languages, skills, simple arts processes and appropriate technologies to make and communicate artworks and to engage in arts activities with others. | Level 2 |
| The student applies a range of specific skills, techniques, processes and appropriate technologies in presenting artworks for identified audiences or purposes. | Level 3 |

| SOUTH AUSTRALIA | |
|---|---------|
| Area | |
| Arts Practice | Level 2 |
| The students demonstrates knowledge and skills specific to each arts form. The student chooses appropriate techniques and technologies to complete work specific to one arts form or combinations there of. | 2.2 |
| The student presents artworks within each arts form to engage and influence a range of viewers, using sources of information beyond personal experience as inspiration. | 2.3 |
| The student selects, plans and constructs art works within each arts form using appropriate combinations of skills, techniques, processes, conventions and technologies. | 3.2 |
| The student works as an individual or in groups to present artworks from each arts form that demonstrate an awareness of social, ecological and/ or cultural issues to particular viewers. | 3.3 |

| VICTORIA | |
|---|----------------|
| Area | |
| The Arts | Level 2 |
| Visual Arts | |
| The student makes informed decisions about effective ways of using visual arts elements in making and presenting visual artworks. | 2.1 |
| The student makes and presents visual artworks using a range of visual arts elements, skills, techniques and processes. | Level 3 3.1 |



Use pictures and shapes from around the classroom!



Positive/Negative Pictures



Materials

- Brenex squares or coloured A4 paper
- Scissors
- Glue
- Pencils

Step 1

Have two contrasting colour sheets of Brenex or A4 paper ready. One is for the base. Fold the other piece in half.

Step 2

Students draw a simple picture or shape but only draw half the picture. The middle of the picture should lie along the fold. Do this on the folded side.

Demonstrate!

Select a simple shape and demonstrate how to draw only half of the shape on the folded side of the coloured square.

Step 3

Cut out the picture or shape whilst the paper is still folded then cut along the fold lines of the piece and the outside paper.

Step 4

The cut out section is glued onto the base paper on one side with the other pieces glued opposite. This creates a positive/negative effect. There will also be another set of cut out pieces to glue on to another base if desired.

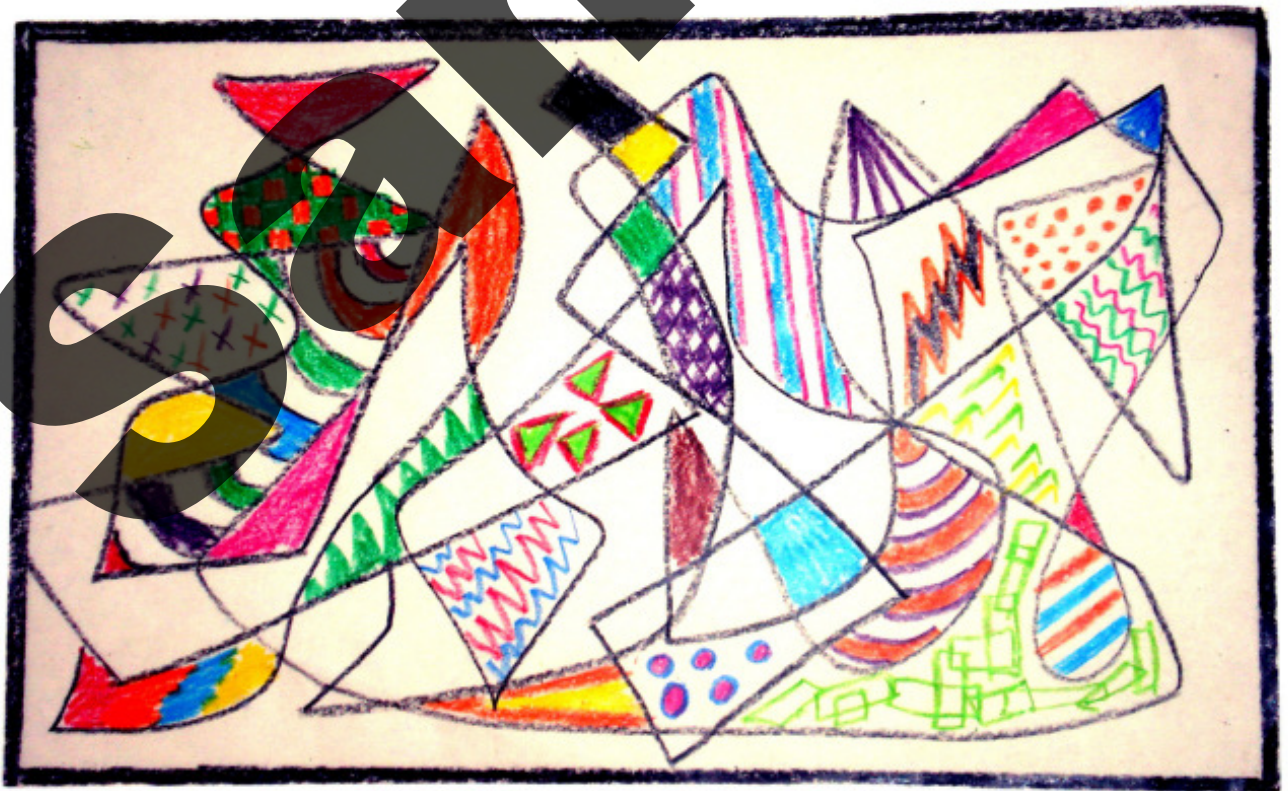
Extension Activity

This activity becomes more complicated if the initial drawing has more components to it, e.g. a face or mask with nose, eyes and a mouth or multiple shapes (see *Activity 1 example, Page 7*).

Another option is to go back to **Step 1** where the paper is folded in half. If the paper is folded in half again there will be room on the base piece for two completed pictures.



Activity 1: Positive/Negative Pictures (See page 6)



Activity 2: Taking a Line for a Walk (See page 8)



This is an excellent art activity for those children who say they can't do anything artistic.



Taking a Line for a Walk



Materials

- Art paper
- Coloured pencils or textas
- Overhead projector, blank overheads and pen (optional)
- Large poster sized paper (optional)

This activity can be done solo or students can work in pairs, directing each other.

Draw a rectangle on the board.

Ask one child to give you directions on where to move the chalk, e.g. up, down, left, diagonal, twisting. You end up with what looks like a tangled mess of lines.

Step 1 Students draw a tangle of lines on art paper (solo or in pairs).

Demonstrate!

Ask students to suggest ways to fill the shapes created by the tangled lines and demonstrate on the board, e.g. dots, zig-zags, shapes, patterns, coloured-in.

Step 2 Students select spaces in their tangled line drawing and fill them in.



It is important to leave some white spaces and areas untouched to make the decorated spaces stand out.

* See the example on Page 7

Extension Activity

As a follow up, have one child do this activity on the overhead projector. Children love using this tool in the classroom so it could be used as a lucky dip prize or classroom reward. The challenge is to make the picture appealing, using only one colour.

Another suggestion is to make a poster-sized drawing that could be put up in the classroom and added to over days or weeks.



Photocopy the
dolphin and island
template on page 10.



Dolphins at Play



Materials

- Art paper
- Paint
- Blackline master of dolphins and island template
- Pencil
- Wider paint brush

* See the example on Page 11

Photocopy the dolphins and island template on Page 10 for each student.

Step ① Students set the art paper to portrait and draw a faint pencil line across the middle for the horizon.

Demonstrate! *Demonstrate the painting part first for the class because it is important to work while the paint is wet.*

Step ② **Sky:** The top half is created using a generous amount of red paint. Yellow is added to create an orange sunset effect. Where the sky is darker more red can be added and white added for the opposite effect.

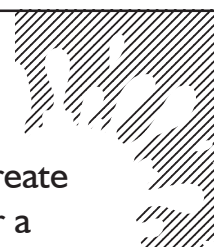
Step ③ **Sea:** The bottom half is created using a generous amount of blue paint. Add white to create a lighter effect but only a touch of black to make it darker. A wider brush is preferable. Demonstrate the use of flowing horizontal strokes, working whilst the paint is wet.

Step ④ **Sun:** An orange semi-circle is added to create the sun setting.

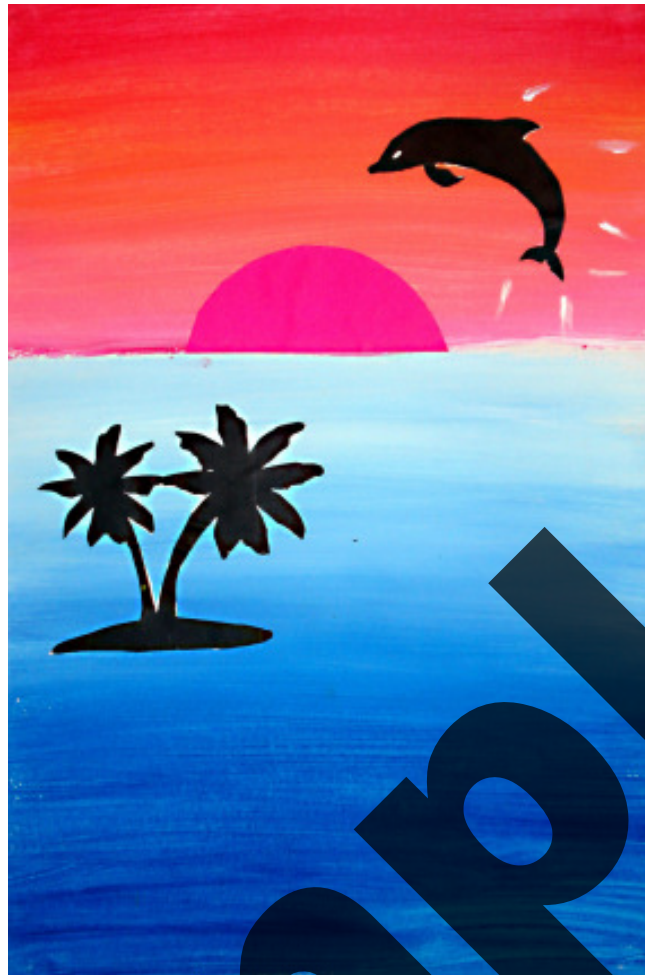
Step ⑤ When the painting is dry students cut out the **dolphin** and **island**, position and glue.

Extension Activity

A lot of the appeal in this activity comes from the simplicity of the dolphin and island. The activity can be repeated and children can create their own features – for example a ship could be the main focus, or a yacht. Birds or clouds can be added to enhance the picture.







Activity 3: Dolphins at Play (See page 9)



Activity 4: Electric Hands (See page 12)