

**Purpose**

Weekly lessons are planned to enhance motor skills and build confidence with projects relating to calendar events and other subject areas. Basic colors, shapes, following directions, and proper use of art materials and supplies are taught. Emphasis is placed on the act of creating, rather than the outcome of the project. Also, there is a fostering of an appreciation for the artistic gifts God has given each person.

**Outcome**

The students will

- recognize and use color
- draw, cut, and use shapes
- learn to use supplies (rulers, scissors, glue...)

Self expression

The students will

- create projects with a general theme allowing for room for choice
- include gender and cultural variety
- use techniques that are challenging, but skill appropriate
- create projects made with visual and tactile materials

**Teaching strategies**

An example of the project is often displayed, and any new technique is demonstrated. Directions are then given, either as a whole, or through step by step examples. Student's participation, along with following directions is emphasized.

**Assessment**

During the student's creative time, the teacher walks around the class and helps those who may need it or guides a student using praise and suggestions to encourage confidence. At this time, completed projects are collected and evaluated.

## **Resources**

### Materials

#### Glue

Pan water color and tempera paints

Crayons and colored pencils

Craft sticks and chenille stems

Yarn, beads, felt, and whatever else becomes available

### Supplies

rulers

scissors

stencils

**Purpose**

Art history, vocabulary, and concept of inspiration are introduced. Projects are less calendar oriented and are more inclusive of other subjects, as well as art that relates to everyday life in our community and in our world. Skills that are being taught in other subjects are often “practiced” in art class, giving the students a chance to explore new ideas, such as fractions or geometric shapes, building their confidence. Perspectives and angles are explored, along with 3D drawing and building projects. New ways to use familiar supplies and materials are learned, and the outcome of the project takes on more importance. Also, there is a fostering of an appreciation for the artistic gifts God has given each person.

**Outcomes**

The students will

- increase their vocabulary and understanding of art
- develop motor skills through weaving and building projects
- gain self-control by participating in projects with open choices
- learn patience and cooperation by working in group projects
- become aware of their personal creativity, and see how it can be used in other areas of their lives

Self expression

The students will

- explore art history and inspire personal styles through projects
- mimic professional artists (designers, architects, illustrators...) to learn how creativity is used in the world
- encourage personal reflection with inspiring ideas

**Teaching Strategies**

Half of the projects begin with an example and demonstration, followed by the class either following along, or being given directions. While students create, the teacher walks around the classroom answering questions and giving suggestions or guidance. The rest of the lessons are exploration/application style classes, where new technique is taught and practiced during one class and in the next class or classes will then be applied

to a project. In this way, new skills can be mastered before actually using them on a project, increasing success, and building confidence.

### **Assessment**

Evaluation of the techniques being taught is best done as the student is learning; during this class time the teacher can gauge the student's understanding. At some point, within a lengthy project, it is helpful to review all the works in progress before the final assessment is made.

### **Resources**

#### **Materials**

pan and tube water colors, tempera, acrylic paints  
crayons, colored pencils, markers  
craft sticks, yarn, beads, felt  
oil pastels, clay, glue, and whatever  
else becomes available

#### **Supplies**

rulers, compass  
scissors  
stencils  
sculpting tools

**Purpose**

In preparation for high school, art history, vocabulary, inspiration, and personal style are the main focus of projects that challenge student's imagination in a Christ-centered environment. Lessons include new uses of basic art supplies and materials, and instruction on the use of new ones. To allow for further exploration of personal style, and self-expression, the projects include many more choices. Students are shown how other artists have used simple shapes and colors to convey mood and meaning within a work of art, and are encouraged to do so themselves. Also, there is a fostering of an appreciation for the artistic gifts God has given each person.

**Outcomes**

The students will

- gain experience they can use in high school
- improve their presentation skills by explaining their creations
- learn to organize their thoughts through inspiration
- develop 3D problem solving skills with building projects

Self-expression

The students will

- produce projects that allow for differences in style which means success for all talent levels
- work in groups which encourage teamwork and patience
- make choices that enhance decision making
- allow for personal growth through projects that relate to feelings

**Teaching Strategies**

Most of the projects are exploration and application style, allowing for one class to be spent learning a new technique, and the following class or classes spent on a project using this technique. Often, directions are given for a project with a specific time frame to encourage students to use their time wisely. While a project is being worked on, the teacher may stop the class to demonstrate a particular application of a technique, the best use of this time is to work one on one with any student needing attention.

## **Assessment**

Mastery of skill, use of time, and following directions are best evaluated during the class while students are working on their projects. Going over work in progress after class, or even for a few minutes after school is useful as well. The teacher should pay close attention while students present their work during creation, and when it is finished, this increases the level of confidence. Finally, work is assessed when it is turned in.

## **Resources**

### **Materials**

pan and tube water colors, tempera  
acrylic, enamel paints  
crayons, colored pencils, markers  
craft sticks, yarn, beads, felt  
oil pastels, clay, glue, and whatever else  
becomes available

### **Supplies**

rulers, compass  
scissors  
stencils  
sculpting tools