Successful Art Lessons
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Lesson 5 - Wavy and Zigzag Lines

What is a wavy line?
A wavy line has a series of curves - like waves on water.

Sometimes the waves are close together and sometimes far apart.

Draw different wavy lines on a chart. Can you see any wavy lines in the classroom? Take a strip of paper, perhaps a metre long - or a piece of sentence strip paper. Hold it so it is straight, then lay it on the table. Put objects under it so the edge of the paper becomes wavy. We can make this wavy line change.

Put water into a large pan. Drop in pebbles and watch the waves.

What do we see in the environment that is wavy? Waves on water, of course, and sometimes the tops of mountains that are far away (the skyline). Sometimes the edges of leaves are wavy - oak leaves, for example. Look at the petals of a flower.

What is a zigzag line?
A zigzag line is made of short straight lines. Draw different zigzag lines on the chart. Put the children into groups of 4 or 5 and take a long piece of string or a skipping rope. Can they make a zigzag line by holding the string? Zigzags can be narrow or broad. Show this with the string.

What is it?
Photocopy the pages with the wavy (or curved) and zigzag lines. Draw a picture using the line as part of the drawing. Use your imagination! What does this line make you think of?

With the younger children you may want to do this exercise with the class. What do you think this might be? The top of a mountain, the back of a turtle or a camel, or if turned upside down might be a bowl, the foot of a rocking chair or??? Turn the paper to see what it might be.
Additional Ideas

You can do one for each child. Take 12" x 18" paper and draw a line on each with black felt pen. The lines can be straight, curved, wavy or zigzag - or two of these.

Make these into pictures. Talk about imagination and what you can 'see'. Turn the paper to get ideas. The children can share their ideas and brainstorm, if you wish - or work alone each using his/her imagination.

Talk about the numbers and letters. What kinds of lines do you see in each? Which letters have curves and which are all straight lines? Do some have both straight and curved lines?

Waves and zigzag lines can be in a set pattern that repeats, or drawn with random shapes. Make repeating patterns with wavy or zigzag lines on graph paper. Discuss the size of the wave or zigzag. Share the different patterns.

Here are some examples from pages 27 and 28. Can you see the original line?
Lesson 6 - Open and Closed Spaces

What are open and closed spaces?

Ask the students what they think an open space and a closed space might be. You might illustrate it with the classroom door open or shut.

Talk about open spaces, by drawing lines that are wavy and zigzag. Use a string to illustrate open spaces.

All 'shapes' are closed spaces. Circles, triangles, squares and rectangles are closed spaces, and so are shapes that are irregular.

Have the children work together in small groups to make open and closed spaces with a skipping rope.

When we draw pictures we use both open and closed spaces. Enlarge the child's drawing of the father and daughter. Where do you see closed spaces? Where do you see lines that do not form a closed space? How would you colour an open space? You can't, except to colour the entire paper, but the line itself can be coloured.

Go into the gym and find open and closed spaces on the floor. Talk about when a shape has a line through it..... Does that change the closed spaces? Now there are two closed spaces. We still have a circle and a line, but the closed spaces are changed.

Lines can make both open and closed spaces. Closed spaces are shapes. Some may be regular and some irregular. Make some lines that are open, and then make closed shapes with both straight and curved lines.

Talk about the lines and spaces on the last page of this lesson. Colour all the closed spaces.

Look at the letters and numbers. Talk about whether there are open or closed areas. For the project today, give the children a piece of paper, and have them print letters and numbers, but in different sizes and scattered over the paper. Colour all the closed spaces.
**Additional Ideas**

Use the closed spaces on the gym floor for 'homes'. Can the students stand in the home space and go for a walk on a line? How will you recognize your space when you come back? Have the students explain how they know their own space.

Can you have closed spaces inside other spaces? Talk about this and try it. Use the words 'inside' and 'overlap'. Can we always see the shape that is behind?

![Diagram of shapes](image)

Talk about the closed spaces that are made when one shape is inside another or overlapping another.

Draw any picture you wish. Are there some closed spaces? When we draw an object, whether it be a house, a car or a person - make sure that the spaces are closed and that the lines join.

We do this when we make some letters with closed spaces........ Do the children close their a’s and b’s? What about c? What letters have open lines and which have closed spaces?
Lesson 13 - Drawing people  Level 1 +

Tricky! Let's begin with the shape of clothing..... What is the shape of a tee-shirt? What is the shape of a pair of pants? These are much easier to think about than the shape of a person.

Draw a rectangle for the shirt top. Draw two rectangles for the sleeves. You want to keep the shoulders the same size, so part of the sleeve must touch the corner that is the shoulder. A line can be drawn from the tip of the shoulder as a beginning of the rectangle.
Older students can make two rectangles for arms - shoulder to elbow and then to wrist.
Draw the pants from the lower edge of the shirt.
Once you have the clothing, add the head, hands and feet.

Girls can use a skirt instead of pants, and then two thinner rectangles for the legs.

How do you draw faces? As always, let's have a look. What features do you see? What shape are they? First, there is the shape of the face - then eyes, nose and mouth. There are also ears, and eyebrows and finally hair.
Have your students draw each other, or bring a small mirror and draw themselves. Can they see shapes that will help with the drawing?

For older students, here is a good website that tells how to draw a face with proportions:
Additional Ideas

For Grade 2 and 3 students, you can discuss proportion. Most adult’s proportions are in eighths - one-half is legs and the other half the torso and head. The head is one-eighth of the entire body, so the torso is three-eighths. Arms to the wrist come to the top of the leg, and the hands are below that.

Arms are approximately half shoulder to elbow and half elbow to wrist. The elbow comes at the waist. Legs are similar with the knee as half way. Hands and feet are extra.....

Children's proportions are a bit different. The head of a 5 - 6 year old is about one-sixth of the body height. The legs and torso split the other five-sixths.

Have one of your students stand on a desk with the chalkboard behind. Put a line at the top of the head, one at the shoulder and one at the top of the legs. Show where the elbow, wrist and hand come in relation to the torso. Once you have the proportions, the child can step down and you can draw an outline of the shirt and pants, head, arms, hands and feet. We want our students to see the general proportions of the human body.

Think about the shapes of arms and legs when they are bent. You can have one student demonstrate how arms move and let the rest of the class draw these.

Talk about the shape of hands - trace a hand to see it. Hands are always changing and moving - do we draw a hand seeing all the fingers when we draw a person? How does the shape of a foot appear if the person is facing us? If we are looking at the side of someone?

Have your students in pairs tracing around each other. Remember to keep the pencil vertical and touching the body.
Lesson 18 - Movement in pictures

One thing that makes drawings interesting is movement. Talk about this by taking some digital pictures - one of a student just sitting or standing, and another of the same student doing something - throwing a ball, jumping, etc.

How can we show movement in our drawing? I like this little cartoon drawing as an example.

On a chart, draw a cartoon of a girl like the one on the left. Ask the students what they can tell about this girl. Then draw one like the right hand one. Can they tell that something is happening?

Talk about having 'movement' in pictures to make them interesting. Here is another simple child-like drawing below that has movement, too.

Boys like machines that go fast. How can your pictures show that something is going fast? Sometimes artists draw lines behind to show movement.

Look at the illustrations in a Robert Munsch book. His illustrations are particularly good examples of movement in pictures. How does he show movement? Discuss the ways we know that things are happening in his pictures. Look in other picture books to see how other artists show movement.

Have your students think of an occasion where something or someone is moving. They can share their ideas. Now, draw a picture about it. Can you see movement in your picture or in the pictures of your friends? Do you think these pictures are interesting?
**Additional Ideas**

Have the students illustrate a book they are reading, or one you are reading to them. Choose a scene where there is movement.

Ask the students to draw one of these:
- a ball moving
- a car moving
- a dog running
- a boy on a bike going fast
- a boy or girl swimming
- a tower of blocks falling down
- skipping
- a fast plane
- riding a horse
- a ride in a sailboat
- running down the street

Etc.......
Lesson 20 - The Primary Colours

Today we will learn about the primary colours - red, yellow and blue. These are the most important colours because all other colours are made from them. Teach the words ‘primary colours’. Find primary colours in the classroom. You can brainstorm familiar items in each of the colours and make a chart of these. In Kindergarten and Grade One make sure the children can read the words for red, yellow and blue. Primary means first and most important..... You are in the primary grades!

Let's paint! For this painting project, use washable paints, already mixed. Give the children a large piece of suitable white paper (18” x 24” is a good size.) Use large brushes for this - ¼” to ½” (.5 to 1.5 cm.). Put one brush in each paint jar. Provide one jar for each child. Have only one colour on each table.

Let's do a picture using only one primary colour. Model, model, model! Show how we hold the jar with one hand with the jar still firmly on the table, put the brush into the paint, and then wipe the brush gently on the side of the jar edge so there won’t be drips on the paper or the table. Have the students practice this.

Do a practice sheet first (you can use newsprint for this). Ask the children how they could make wide lines and thin lines with the paint brush. Talk about making wide lines by pressing more firmly with the brush width on the paper, and thin lines by using the edge of the brush and pressing more lightly. Make straight and curved lines and shapes. Now colour in some of the shapes with paint. Don’t hold the brush close to the tip - hold farther back on the handle. Talk about not wanting puddles of paint on the paper, so it is important not to have too much paint on the brush.

Now, give the students a new sheet of paper. Have them print names on the back in pencil first, then do a one primary colour painting. You can give a topic or let the children choose their own. Watch that the students are using the paints and brushes correctly and praise those who wipe the brushes of excess paint. Talk about interesting things that the students are doing.
**Additional Ideas**

It is important that the teacher has a system for painting, and that it is easy to set up, has little mess and is easy to clean up after. You may have your own methods..... My suggestion is that you have large tables by pushing desks or smaller tables together - perhaps 3 tables for this first exercise. Buy a roll of the clear plastic at the hardware store - the medium weight is best. Cut it into lengths to cover your large tables. Have rags for spills - old towels cut into pieces are good for this - and paper towel is handy. You may want your children to wear smocks - a short-sleeved adult t-shirt covers most of the clothing and the students can roll up sleeves that come below the smock.

Drying paintings can be a problem. If they are lifted when wet, the paints can run. Perhaps you can leave them out after school while you do other work, or do circle work or read a story in the circle or go for P.E. until they dry. Some teachers have 'clothes lines' and clothes pegs to hang them, but this can't be done until the paints are set and almost dry. They could also be placed carefully onto shelves or the tops of other furniture until completely dry the next morning.

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Do drawings, and then colour them using only primary coloured crayons.

*Graph which primary colour is the favourite.*

In Kindergarten you can have a special day for each colour - wearing clothing of that colour, eating foods of that colour, learning a poem, etc.

Fingerpaint a single primary colour. When dry, draw huge balloon shapes on the back and cut them out. These make a great hallway or classroom wall display.

Make a collage of the primary colours with scraps of colour from magazines - all the reds together and the blues together, etc. This will show the variations in each colour, too.

**Yellow**
Yellow is a star.
Yellow is the sun.
Yellow is the moon,
When the day is done.

**Red**
Red is an apple.
Red is a cherry.
Red is a rose.
And a ripe strawberry.

**Blue**
Blue is the ocean.
Blue is the sky.
Blue are the blueberries
I put into the pie.
Lesson 23 - Colour tints and shades

Tints are made when a colour is mixed with white. So far we have used clear bright 'pure' colours, but we can see that there are many more colours around us. Talk about some of these…. How do the students think pink is made? Pale blue or green?

Talk about mixing white with the colours. Remember when yellow was mixed with red or blue, we started with a larger amount of yellow and added the other colour to it - because it is not as 'powerful' a colour. Discuss doing this with the white.

Give each student a puddle of white paint and a puddle of the colour of their choice. Each child needs a water container to wash the brush and paper towel to dry it. First, put a tiny bit of the colour on the brush - just a wee bit - and mix it into the white. What did you get? You mixed a very pale tint of your bright colour. Now take some of this first tint and put it at the top side of the paper. Wash the brush and dry it on the paper towel, and then take another small bit of the colour and mix it into what was the white puddle. Each time you do this, put the new tint below the first at the side of the paper. Continue doing this, adding more and more of the colour. Discuss what is happening. With adding a colour to white, we are making tints.

Observe what others are doing, too, and talk about what is happening. Do you like some of the new colours that are being made? How many tints would it be possible to make? Ten? A hundred? More? Are they all different?

Now we can do the opposite. We can change colours by adding black, as well. When we add black we call these new colours 'shades'. Think of shade from the sun as being a darker place. The colours in the shade are the same but darker.

Make a puddle of a colour and black. We mixed the colour into white - will we mix the colour into black? No! We mix the darkest colour into the lighter one, and as black is the darkest possible, we take a tiny bit of black and mix it into the colour. As above, show each colour you mix down the side of the page. Wash and dry the brush between each addition of a tiny bit of black.
Additional Ideas

Show the students how to mix watercolour paints. Talk about the amount of each colour needed to get the tint or shade you want.

Draw a picture with pencil on suitable paper, and then outline it if you wish with permanent felt pen in black. Paint the picture with the watercolours, mixing colours.

Take a large piece of paper. Give each student a large puddle of green tempura paint and a small puddle of black. Paint a wide strip of green down the left side of the paper, then add a bit of black and paint another strip touching the first and blending with it, then add more black and paint another strip, etc. until the paper is full. When it is dry, turn it face down, and draw tall triangles (for trees). If you turn the paper around, there will be space to do a few more the other way.

Paint a small piece of paper in brown and let dry.

Cut out the triangles. Place each of these on a piece of scrap paper, and outline them with black felt pen.

Place these on a large piece of blue construction paper to make a forest. As these are all in different shades, the effect will be interesting. Cut a strip or two from the brown paper and cut pieces from it for tree trunks. Outline these on three sides and glue one up the back of each tree.

You could put a strip of white on the bottom of the blue paper first, and when the trees have been glued on, add snowflakes.

Look at the colours around us in the classroom. Can you see any colours that are tints (made by adding the primary or secondary colour to white)? Can you see any that are shades, made by adding black to the primary or secondary colour?

We call some soft colours that have a lot of white in them ‘pale’. There is pale blue, and pale green. What do we call the tint of red? Pink! We usually say ‘light’ yellow or orange. Light tints are often called pastel colours. Are you wearing anything that is a tint or a pastel colour?