

## Art Lesson #191 (page 325):

### *"Light Side /Dark Side"*

Read page 325. Have students copy the tea kettle and the dragon in box with one of their drawing pencils. When finished, set up a simple still life with a small bowl, a cup, and an apple (or any other simple objects) in front of the students. Make sure to have a light source. Start the drawing with an orange pencil and then add darker values with brown and black pencils.

**Teacher's Note:** Another still life? Drawing from "life" is one of the most beneficial exercises for students because it is practical in teaching students to observe light, structure, form, and color.

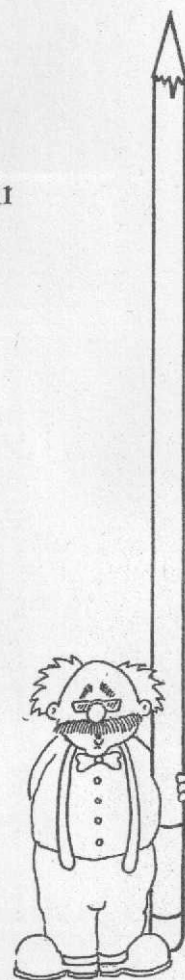
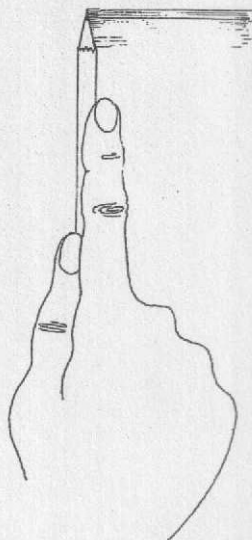
#### Checklist:

- Are there darker lines on the shaded side of the objects?
- Do cast shadows have soft edges?
- Are cast shadows darker in value near the objects?

## Art Lesson #192 (page 326):

### *"Blending Colors"*

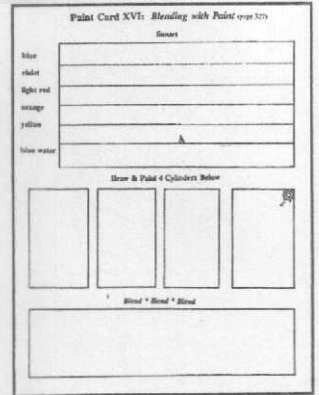
Make copies of page 326 to hand out to the students. Have them read the instructions and then practice blending colors with their colored pencils in the long figure box near the top of the page. They can blend by using the broad side of their pencils. However, have them also practice by doing some blending with the point of their pencil. When finished, have them draw and color a rainbow in A, softly blending the edges of the colors together.



## Beginning Painting/Paint Card #XVI:

### Art Lesson # 193 (page 327): "Blending with Paint"

Read page 327 and place Paint Card # XVI in front of the students. Before beginning, have the students draw cylinders (as illustrated in A & B) in the 4 figure boxes in the middle of the paint card. Then draw two vertical lines down each, dividing the cylinders into thirds, suggesting where the light side, middle tone, and shaded side will be. Have the students then draw 4 cylinders in the same manner on the bottom of page 327 and practice making light, medium, and dark tones of red, blue, green, and brown with their colored pencils. When finished, follow the instructions and begin painting.



**Pointer #1:** When painting the sunset sky in the top figure box of the paint card, put a little violet in the water, too.

**Pointer #2:** Make sure your water is dry before painting the bottom part of your sky yellow because when the colors touch, it could pull blue into the yellow of your sky and make it green.

**Pointer #3:** There are several ways to blend paints: with a dry brush, with a "loaded brush" (more paint on the hairs), or with a touch of water on the brush. Have students practice all 3 methods on a scrap sheet of paper.

### Art Lesson #194 (page 328):

#### "Going Outside/Drawing a Wooded Area"

This is a good homework assignment since it is more portable. Have students read the bottom of page 328 and then complete the tree line (right of A) with their blue colored pencil. Add more color to these distant trees by using vertical, blue lines (close together) and then vertical, green lines (and possibly yellow and violet) in between the blue. Finally, have the students complete the wooded area in the figure box as instructed.

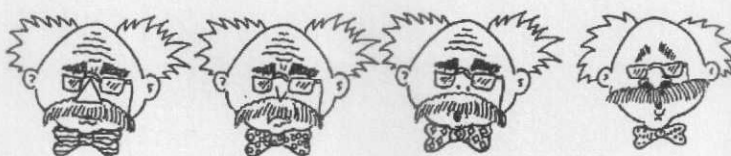
**Teacher's Note:** When students go outside to study from nature, encourage them to take a portable chair and possibly a hat. Make sure to remind them to clip their papers down so they don't blow in the wind and always have sharp pencils.



## Art Lesson #195 (page 330):

### “Caricature Studies”

This could be another delightful home assignment. Have the students read about “Caricature Studies” on page 330 and then copy the 3 caricatures in the figure boxes. Finally, have them do a caricature of themselves or someone in a picture by over-emphasizing some of the facial features. For example, is the nose long, wide, small, plump? If so, exaggerate it.



### “Romanticism & Nature”

Read pages 331 thru 334. Then have the students read page 335 and write the goals they have for their future, along with a poem which emphasizes their goals as if everything had already been accomplished. When finished, have them place a creative border around their poem such as a vine or floral design using both their black pen and colored pencils.

**Teacher’s Note:** Creative writing and good penmanship seem to be fading arts, especially with younger generations. Try to encourage them that this, too, is a gift from God and needs to be nurtured with practice.

#### Checklist:

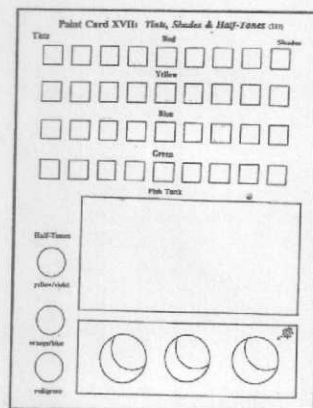
- Did student use good penmanship?
- Was there a creative border around the poem?

#### Beginning Painting/Paint Card #XVII:

### Art Lesson #198 (page 337):

#### “Tints, Shades & Half-Tones”

Read page 337. Before painting, have the students stretch out the color blue by making various “tints” and “shades.” (This is somewhat similar to making “tones” as we did in Lesson #143.) First, color the 6<sup>th</sup> square in the long row on the middle of the page blue with your colored pencil (it doesn’t matter which blue you use). Then color all the squares to the right of that blue. However, add a little more black to each until the final square is a very dark blue “shade.” Then color all the squares to the left blue, but make them lighter and lighter by adding less pressure to your blue pencil. (As mentioned, if you have a white colored pencil,



you can add this to the blue to make it lighter, or you can simply erase to make lighter variations of a color.)

Next, have them blend each pair of complimentary colors together (yellow + violet, orange + blue, red + green) in the 3 small figure boxes on the bottom of the page. Continue to mix portions of these colors together until they make "half-tones." Remember, half-tones are a rich blend of both colors until neither one of the colors can be seen in the mixture.

When finished, have the students draw some tropical fish in the tank on page 338 with a colored pencil. Also draw fish in the tank on the paint card. Then add a flat layer of yellow over all the water using horizontal strokes and the broad side of the pencil point. Blend green over the yellow. (Again with the broad side of your point.) And, finally, lay a flat layer of blue over these colors. Color in the fish with bright colors.

Return to the paint card and have the students begin painting "tints," "shades," and "half-tones" along with the fish tank. For the balls on the bottom, paint each entirely with a complimentary color (yellow, red, or blue) and then, on the shaded side of each, add a speck of its compliment (violet, green, or orange) to tone down the color.

**Teacher's Note:** Though this is a rather difficult painting assignment, it is also very academic. Some students may not be pleased with the results, but they are comprehending much about color theory. It is most likely the first time that many of them have done such an exercise.

(pages 341 thru 344): "*English Artists*"


Read pages 341 thru 344. When finished, have students read page 345 and compare the caricature drawings of Hogarth and Daumier by answering the questions on the lines on the bottom of the page.

**Paint Card XVI: *Blending with Paint*** (page 327)

Sunset

blue	
violet	
light red	
orange	
yellow	
blue water	

**Draw & Paint 4 Cylinders Below**

			
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***Blend \* Blend \* Blend***

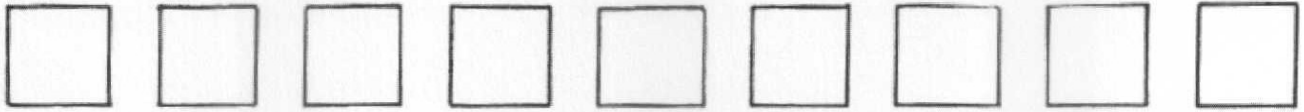
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# Paint Card XVII: *Tints, Shades & Half-Tones* (337)

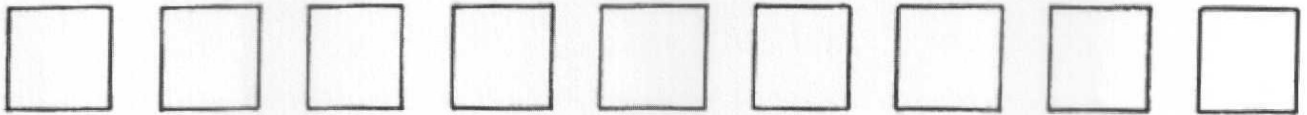
**Tints**

**Red**

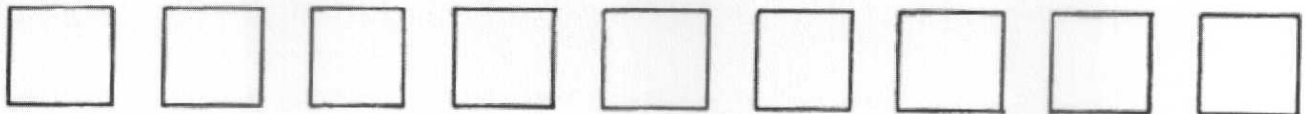
**Shades**



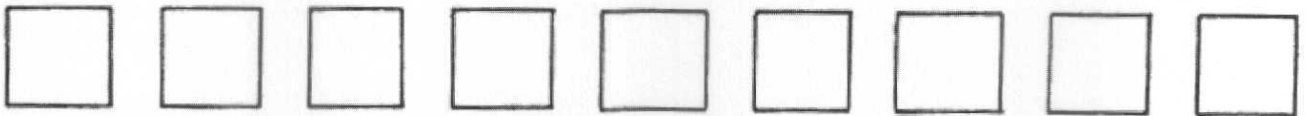
**Yellow**



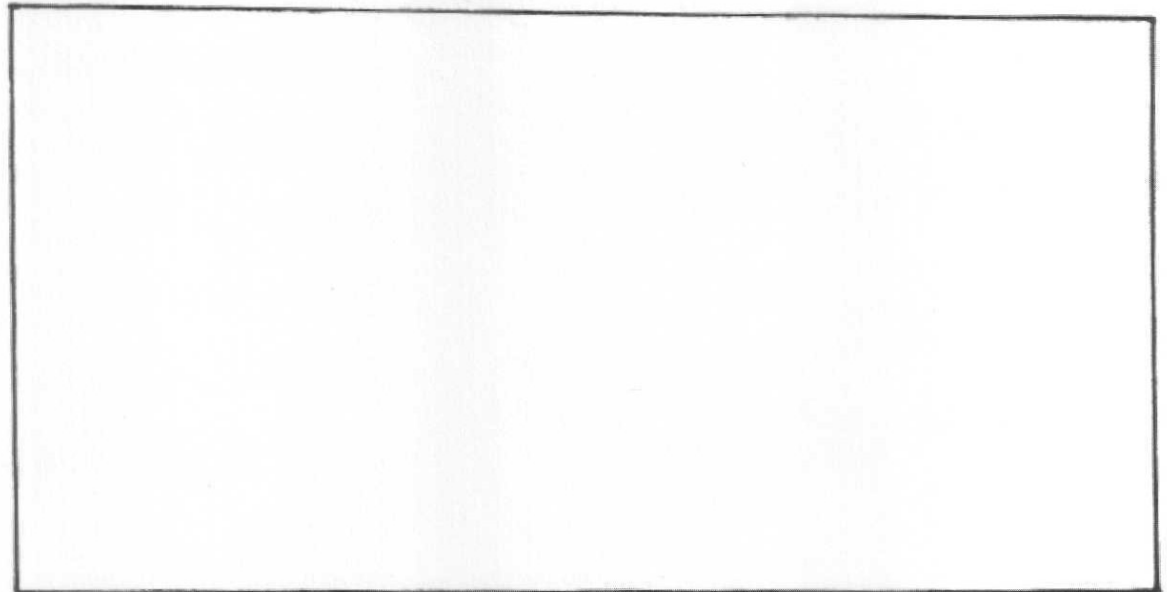
**Blue**



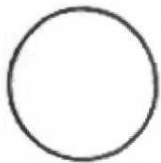
**Green**



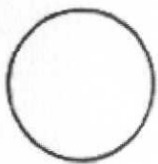
**Fish Tank**



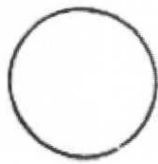
**Half-Tones**



**yellow/violet**



**orange/blue**



**red/green**

