

“Keeping an Art Journal”

Read page 50 and then, on the bottom of the page, do the exercise in Lesson #35: *“Keeping an Art Journal.”*

Art Lesson #36 (page 51):

“Creating a Diptych”

Have students illustrate two different parts of the same Bible story (as shown on the top of page 51). Develop the drawings by having them do several thumbnail sketches. Finally have them do their final illustration within the two arches provided to make a *“diptych.”* Place creative designs in the arched frames and color with colored pencils when finished.

Pointer: Refer to the last lessons in Chapter XIII for creative borders and designs.

Teacher’s Note: There are quite a few art lessons in this section on Albrecht Durer. You may do well to have students do Lessons #35 thru #39 as homework. These assignments should be relatively easy and enjoyable. This will free up the class time for beginning painting (Lessons #40 & #41).

Art Lesson #37 (page 52):

“Nature Study with Pen & Ink”

Copy the pen and ink nature study by Durer on page 52 with your black drawing pen, lightly doing the drawing in pencil first. Notice how some areas are only barely suggested and others have more detail. The areas with the most details also have the darkest values. Darker values may be created by placing lines closer together with your black pen.



Pointer: Make copies of the picture on page 52 and have students add darker values in some of the areas with their black pen. Doing this exercise first will build up their confidence and give them a better understanding of various values before copying the picture.

Art Lesson #38 (page 53):
"Objects Around the House"

Read page 53 and have the students select 5 simple objects from around the house (or classroom) to draw in the figure boxes on the bottom of the page. Try to find objects that are cylindrical, or round, to practice drawing ellipses. Start your drawings lightly with an orange colored pencil and then add darker values with brown and black. Finally, have a light source, creating a light side and a shaded side for each object. Shade with lines.

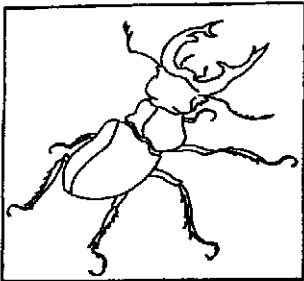
Checklist:

- Did the student use all 3 colored pencils?
- Did the student shade with lines?

Art Lesson #39 (page 54):

"Going Outside"

Place the postcard of the "Stag Beetle" by Albrecht Durer in front of the students and have them color in the illustration on the top of page 54 with their orange, brown, and black colored pencils (possibly even a little purple or dark blue in the shaded areas). When finished, have them find insects from nature to sketch in the figure boxes on the bottom of the page or in their sketchbooks. Make sure to put a lot of detail and color in each insect.



Teacher's Note: If you are giving this lesson in the winter, it may be difficult to obtain a variety of insects to study. If this is the case, simply find pictures of insects for the students to copy.

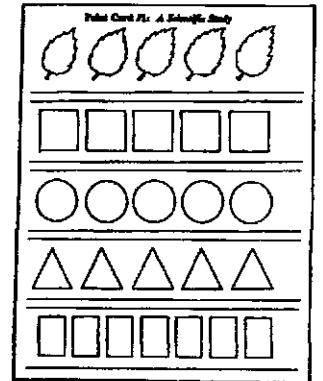
Beginning Painting / "Paint Card #1"



Art Lesson: #40 (pages 55-56):

"A Scientific Study"

Have students read pages 55-56 before beginning. Make sure each student is set up with Paint Card #1, a napkin, brush (only one brush is needed for this assignment - preferably a medium round size brush, either #6 or #7), and a half cup of water placed directly above the paint card. Before beginning, have students take a colored pencil and neatly print their names in the bottom right corner.



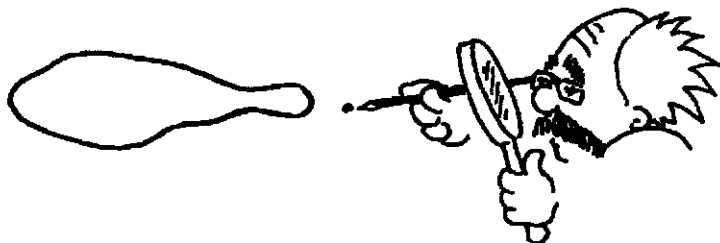
Teacher's Note #1: Do not pour paint until the last moment. Pour two colors at a time (i.e. yellow and red), with one in each hand, and go from palette to palette. It is very important that you neither pour out too much paint (which will create a messy palette and become wasteful) or not enough. As mentioned on the top of page 55, pour out approximately the size of a nickel or a quarter.

Teacher's Note #2: To maintain a tidy palette, do not pollute the puddles of color. This can be done by keeping brushes clean before dipping into each color. For example, if a student has blue paint on his brush and dips into the center of the white puddle, the latter will be polluted with blue and will not be a clean color any longer to use for other mixtures. Simply pull out a portion of one color with a clean brush and then, on the side of another puddle, add a speck of this color to the color just pulled out (as illustrated below).

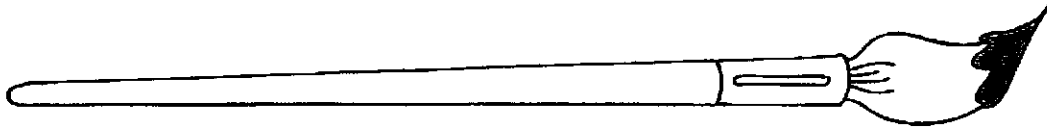
Pointer #1: Painting should be both fun and educational as the students learn the academics of color theory and the basic fundamentals. Two things we urge students to do are:

1. Keep a Tidy Palette
2. Paint with Control

Pointer #2: A golden rule is to always add a little of the darker color to the lighter color. It is much easier to make a color lighter than darker.



Pointer #3: It is very important in the beginning for students learn to paint with control. Simply stated, painting with control means having control of the brush and neatly staying in the lines. After a student learns this basic fundamental, he or she can then go on to paint in a more expressive manner. Some students also have a tendency to rush. Painting with control is a good discipline in having them take their time.



Pointer #4: A brush will paint with more control if painting on the inside of an outline (like the inside of a box). To do this, have students turn their paintings sideways, or even upside down, to paint more precisely inside the lines.

Pointer #5: Have a “loaded brush” (a lot of paint on the hairs). However, make sure you also have a fine point on the end of the brush for control. Simply twirl, or roll, the side of the brush hairs on the side of the palette to pull the hairs together.

Checklist:

- Did student make interesting new colors?
- Did student paint with control?
- Did student have a neat palette?
- Did student print the colors used underneath each new color?



Beginning Painting / “Paint Card #2”

Art Lesson #41 (pages 57-58): “Painting a Stag Beetle”

Read pages 57 and 58. Place Paint Card #2 in front of students and have them print their names on the bottom. Before beginning, have them select their favorite insect study from Lesson #39 and draw it in the figure box on page 58 with an orange colored pencil and then add all the other colors that are in the insect. When finished, have them draw the insect in the figure box on the bottom of Paint Card #2 with their brown colored pencil. Then pour paint on the palettes and have them commence with the painting lesson.

Pointer #1: Remember, always add a little of the darker color to the lighter color.

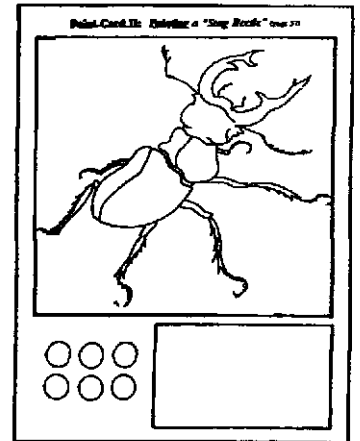
Pointer #2: For details use your smallest brush.

Checklist:

- Did student mix delightful browns?
- Was student able to paint in details?
- Did student paint with control and keep a tidy palette?

Art Lesson #42 (page 59):
"Christ at the Sea of Galilee"

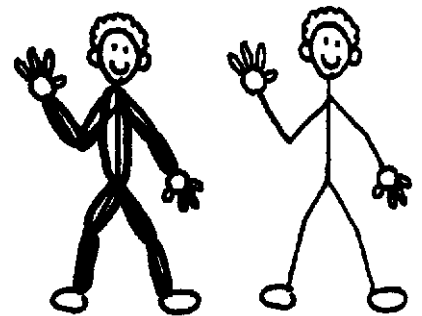
Read Matthew 14:22-33, Mark 6: 45-52, and John 6:16-22 and have students draw what they imagine from the story, drawing their depiction of the story in their sketchbooks with colored pencils.



Teacher's Note: You may want to have students practice mixing colors for a stormy sky with a combination of colors such as blue, purple, brown, and black. Also, add some of these colors to the water since water is a reflection of the sky.

Art Lesson #43 (page 63):
"Drawing People"

First, have the students draw the 3 stick figures in various positions on the top of page 63. When finished, have them add "meat to the bones" by drawing a "Hot Dog Figure" and a "Rectangular Man" in the space provided in the middle of the page. Finally, have the students draw the "Hot Dog Figure" and the "Rectangular Man" in various positions in the figure box on the bottom of the page. Finally, have them go over their drawings with a black pen.



Teacher's Note: It is important to demonstrate whenever possible. An overhead projector is excellent for this as the students can observe and follow step-by-step as you demonstrate.

Art Lessons #45 & #46 (page64):

“Creating a Massive Picture of People”

Have students draw a Bible story in the large picture frame on page 64, putting a lot of people in the picture. Emphasize drawing people in various positions and putting *“meat on their bones.”* Use colored pencils.

Checklist:

___ Did the student draw people in various positions?

___ Did the student put *“meat on their bones”* and refrain from drawing stick figures?

Art Lesson #46:

“Making a Larger Picture”

For the second part of this lesson, have students illustrate their Bible story even larger! Use a large sheet of white poster board and colored markers for this assignment. It is important to start off lightly with a yellow colored marker. Then, when finished, add colors with the other markers. A great way to color is by using lines just as we did with colored pencils in Lessons #18 and #19 (page 28). Colorful dots is also a delightful method with markers since there is a thick point on the end.



Teacher's Note: A large picture on poster board may take a long time. This would be a good project to do during *“down time,”* when lessons end earlier than expected or when a student completes an assignment before the rest of the class.

