Art

Level 1

SAMPLE

Alveary

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Art: Level 1

GRADE(S): 1+

About the Course

Skills Focus: Students learn “to see correctly, to set down truthfully and freely the facts seen, and to store the mind with definite mental images for future reference” (Glass 13). Draw using large arm movements, differentiating between writing and drawing skills. Be introduced to silhouettes and observational drawing. Begin understanding the medium of soft pastels. Learn foundational concepts in painting such as proper brush etiquette, drawing with a brush through simple brush forms, and controlling watercolor. Students will also learn basic color theory skills such as color mixing. Skills covered are foundational to all preceding visual art skills.

Placement & Combining Tips

If students are in Grade 5 and below and have not had formal art lessons, they should begin with Level 1. However, those with prior art knowledge can take the Level 1-3 fast-track lessons and then continue with Level 4.

Scheduling

GRADE	SCHEDULE INFO.	BOOKS
1+	Art: Level 1 2 times/week 20 min	Drawing, Design, and Craft-Work Brushwork: Elementary Brush-Forms

Sample Weekly View

Day 1	Day 2	Day 3	Day 4	Day 5
Art: Level 1				
		Art: Level 1		Art: Level 1

Planning & Prep

Permission to print for non-commercial use. See Alveary group use policy to use lessons in a group context.

LINKS: Click text or scan the QR code in the top corner of the lesson plan pages to view online resources associated with the lessons.

Responsibility for previewing all links rests with the teacher. All links were checked at the time of publication; however, websites change frequently and may contain objectionable content. Please report broken links by contacting us through our website.

Art: Level 1

☐ View Art Teacher Training Tutorials as you need them throughout the years of art study (see Quick Links below). Read Drawing, Design, and Craft-Work by Glass p.1-33 to understand the "why" behind what we do in art lessons, and look over Brushwork: Elementary Brush-Forms for Levels 1-3 and Fast Track or Brush Drawing by May Mallam for students in Levels 4-8.

☐ Print online images as you need them for lessons. It is very important that students work from printed photos in books or magazines (or printed from the internet), rather than from a device. Computers, iPads, etc., are lightboxes whose illumination affects the way an object is seen. This illumination is not controllable and will lead to confusion and frustration. Students are

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welcome to view artwork or photographs on a device, but when they are working from a reference photo, it needs to be printed, and they should not work from a screen.

☐ Prepare a large, frameless chalkboard for each student to allow for large shoulder movement. This could be on the backside of their individual drawing boards or on a large chalkboard on the wall. Do what works best for your students and classroom. You can view the teacher tutorials to learn how to create a chalkboard for your student(s).

☐ Before you begin the color theory or brush drawing term, prepare paint palettes by putting a small amount of each pigment in its own single palette space. Allow to dry for several days. View the video playlist of Art Teacher Training Tutorials to learn how to prepare, clean, and label your palette.
• Level 1 Palette: Prussian Blue, Hansa Yellow, and Quinacridone Pink

☐ Preview lesson plans to know if you will need a special supply for an upcoming lesson and organize supplies for easy lesson setup. Replenish supplies as needed.

Books & Resources

For book rationales and purchase options, click the Book List link or scan the QR code below.
∞ View Book List Details

Art: Level 1


Drawing, Design, and Craft-Work


Brushwork: Elementary Brush-Forms

Supplies

For supply list details and basic supplies helpful to have on hand, click the links or scan the QR code below.
∞ View Basic Supplies
∞ View Supply List Details

Art: Level 1


Daniel Smith Extra Fine Watercolor Pigment: Hansa Yellow


Daniel Smith Extra Fine Watercolor Pigment: Prussian Blue


Daniel Smith Extra Fine Watercolor Pigment: Quinacridone Pink


Drawing Board


Grid Paper Notebook


Modeling Clay: Primary and Secondary Colors


Empty Watercolor Palette


Elmer's Glue


Mungyo Soft Pastels

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 Aerosol Hair Spray

 Misting Water Spray Bottle

 Pink Pearl Erasers

 Beste Golden Taklon Round Brush Set

 Blending Stumps

 Watercolor Paper

 Household Items - Art: Level 1

 White and Colored Chalk

Quick Links

Art: Level 1

- Extra Helpings
- Appendix: Guiding Questions for Art
- Art Teacher Training Tutorials
- Ethics Guide for Picking Wildflowers
- Grid Paper Template
- Foundations (See Section 5: Art Appreciation and Instruction)

Click THIS text or scan the QR code for links.

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Art: Level 1

How To Teach



Prepare

Make sure your art supplies are organized and easily accessible. Look ahead to the upcoming lessons and gather supplies needed.



Recap

Connect back to the activities and ideas from last lesson.



Introduce

Teach students the new skill (model it yourself and use the book or video resource in the lesson). Look at examples.



Practice

Give students time to practice the new skill. Keep the "Guiding Questions" document (see Appendix) for reference when practicing observational skills.



Discuss

Have students discuss, observe, and self-evaluate their work.

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Art: Level 1

Click THIS text or scan the QR code for links.

Term 1

WEEK 1

20m Art: Level 1 - Lesson 1

Drawing: Introduction

Materials: Drawing, Design, and Craft-Work, white chalk, chalkboard, pencil, and scrap paper (a small piece is fine)

PREP: Read "Introduction" Drawing, Design, and Craft-Work p.1-12 (to "for the sake of its freedom"). View the tutorial and learn some basics to share with students.

Paint or hang a chalkboard on the wall, or lean it against an easel. At the very least, prop the chalkboard in your student's lap, and lean it against the table so that they are working in an upright position as opposed to having their arm anchored on the table. Make sure students are sitting up and not leaning on the board.

If you need help understanding what it means to draw from your shoulder, watch this.
∞ Video Link: Drawing From Your Wrist and Shoulder (Start watching at 4:00 if showing directly to students.)

→ WARM UP
Allow students three to four minutes to draw with the chalk freely, i.e., "free draw." This will begin the habit of warming up at the chalkboard before drawing, even in later levels. Start strong to end strong.

→ INTRO
During our art lessons, we are going to learn how to draw like real artists.

→ PRACTICE
- Ask the student to write his/her name on the scrap paper with the pencil as they normally would.
- Notice the pencil grip, the size of the letters, and what parts of the arm/hand move (mostly hand and wrist).
- Discuss your observations.
- Have the student write his/her name on the upright chalkboard.
- Notice and discuss the differences between the two.
- Which parts of the arm moved then? (whole arm) Model if necessary.
- Tell the students that this is how we are going to draw most of the time: moving the whole arm from the shoulder.
- Allow students to explore the use of the chalk again. Suggest different kinds of marks, i.e., thick marks (chalk on its side), thin marks (on its tip), heavy, light, etc.
- The student may draw or write any words, pictures, or designs desired on the chalkboard for the rest of the lesson time.
- Make sure to remind them to use their shoulder muscles to draw with and not their wrists or elbows.

→ DISCUSS
What was noticed or discovered?

• OBSERVE & DISCUSS
Teachers, allow students the margin to free draw and explore the medium. Observe how they move their arm while drawing and reinforce moving from the shoulder as opposed to the fingers, wrist, or elbow. Remind students that they have more ability and freedom of movement from their shoulders.

• OCCUPATIONS
Spend time in the afternoon drawing on the chalkboard with white chalk.

WEEK 1

20m Art: Level 1 - Lesson 2

Drawing: Circles

Materials: White chalk, chalkboard

PREP: Watch Video
∞ Video Link: Drawing Circles Art L1 L2

Remember that this video is here to help with understanding what it means to draw from your shoulder.
∞ Video Link: Drawing From Your Wrist and Shoulder

• OBSERVE & DISCUSS
Teachers, allow students the margin to free draw and explore the medium and new skills. Practice identifying art skills "by the way." Look for things on your nature walk that have a circular shape. Draw them in your nature notebook.
Read Article
∞ Article Link: Circles in Nature

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Term 1

→ RECAP
Ask students to recall what they learned in the last drawing lesson. What part of our body do we focus energy on when drawing? (shoulder)

→ WARM UP
Give students about a one-inch piece of chalk to draw with, and allow them to draw whatever they choose for three or four minutes.

→ PRACTICE
• Have students stand up, stretch out their dominant arm/hand, and draw a circle in the air. What is the smallest circle you can draw? What is the largest circle? (Focus on the shoulder moving as opposed to the wrist or elbow, but don't fixate. Continuing to practice will help this to come more naturally, but will not be perfect in the beginning.)
• Find a medium-sized circle where your arm moves from the top of your head to about your belly button.
• Practice drawing this circle in the air, moving your arm clockwise and then counter-clockwise.
• Draw different-sized circles on the chalkboard using the same process as in the air.
• Model the circles in both directions.
• Have the student practice drawing this circle several times, going in both directions.
• What can you make out of the circles that you have drawn? Snowmen, donuts, wheels, baseballs, etc.?
• Allow students the margin to free draw and explore the medium and new skills for the rest of the lesson time.
• Is there anything in your classroom that has circles? If so, try to draw it.

→ DISCUSS
What was noticed or discovered?

WEEK 2

20m Art: Level 1 - Lesson 3
Drawing: Spirals

Materials: White chalk, chalkboard

→ WARM UP
Practice your large, small, and medium circles in the air in both directions and on the board for three or four minutes. Make sure the same large shoulder muscles are used to draw all sizes of circles.

→ INTRO
Today, we are going to draw a design that starts like a small circle, but then it grows into a big circle. This shape is called a "spiral."
Watch Video
∞ Video Link: Drawing Spiral L1 L3

→ PRACTICE
• Model drawing a spiral in the air in both directions with the student following along.
• Model drawing the spiral shape on the board with the chalk on its side. Do this in both directions.
• Have students do the same thing with the chalk on its side.
• What can you turn your spiral shapes into? A fan, a flower, etc.?
• Allow students the margin to free draw and explore the medium and new skills for the rest of the lesson time.
• Is there anything in the room that is a spiral shape? If so, try to draw it.

→ DISCUSS
What was noticed or discovered?

• OBSERVE & DISCUSS - Practice identifying Art skills.
Look for things on your nature walk that have a spiral shape to collect/draw in your nature notebook. Does the spiral stay the same width all the way around, or does it start tiny in the middle and then get fatter?

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Art: Level 1

Click THIS text or scan the QR code for links.

Term 1

WEEK 2

20m Art: Level 1 - Lesson 4

Drawing: Mass Drawing Squares & Triangles

Materials: Drawing, Design, and Craft-Work, white chalk, and chalkboard

PREP: Read “Mass Drawing” and “Mass Drawing and Silhouette” Drawing, Design, and Craft-Work p.39-40, 42-43
∞ Video Link: Mass Drawing Versus Outline Drawing L1 L4

→ WARM UP
Practice drawing spirals on your chalkboard in both directions using large shoulder movements for three to four minutes.

→ INTRO
Today, we are going to draw squares first, and then triangles with our chalk on its side. This is called a “mass” drawing or “silhouette.”
Watch the video together.
∞ Video Link: Mass Drawing Squares L1 L4

→ PRACTICE
- Teach students how to turn their chalk on its side and do a mass drawing.
- Draw a square in the air in all directions using large shoulder movements.
- Model drawing squares of different sizes on the board.
- What can you turn your squares into?
- Mention that squares have four equal, straight sides and four 90-degree angles.
- Repeat the same process with triangles.
- What can you turn a triangle into?
- Allow students the margin to free draw and explore the medium and new skills for the rest of the lesson time.

→ DISCUSS
What was noticed or discovered?

- OBSERVE & DISCUSS - Practice identifying Art skills.
Look for squares and triangles in nature.

WEEK 3

20m Art: Level 1 - Lesson 5

Cityscapes

Materials: White chalk, chalkboard, towels to protect lap, pastels, Art Book, fixative, and pictures of cityscapes

PREP: If you are unfamiliar with soft pastels, watch the tutorial.
∞ Video Link: Tutorial: Pastel Basics #1 L1 L5

→ WARM UP
Practice drawing strokes and shapes on the chalkboard using both the tip and the sides of the chalk for three or four minutes.

→ VIEW & DISCUSS
∞ Link: Cityscape Examples
- Observe and discuss the cityscape examples, pointing out circles, squares, triangles, and spirals (if there are any).
- What other shapes do you see?

∞ Image Link: Paul Klee's Castle and Sun (1928)
- What shapes do you see?

→ VIEW & PRACTICE
∞ Video Link: Cityscapes L1 L5 (This is an example, not to be copied exactly.)

- OBSERVE & DISCUSS - Practice identifying Art skills.
Discuss objects that you see. Ask guiding questions to help students think through what they see.

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Term 1

• Give students their Art Books and pastels.
• Students should place towels over their laps, prop their Art Books in their laps, and lean them against the table.
• Have them draw their own cityscapes using circles, squares, triangles, and spirals.
• Remind students to draw the way they have been practicing on the chalkboard, using the pastel on its side to create mass drawings. (They can turn the pastel to use the tip for details like windows and doors.)
• Remind students to draw from their shoulders.

→ DISCUSS
Tell what was noticed or discovered.

WEEK 3

20m Art: Level 1 - Lesson 6
Drawing: Trilliums

Materials: Drawing, Design, and Craft-Work, white chalk, and chalkboard

PREP: View the tutorial to learn how to teach students to draw a trillium.
∞ Video Link: Tutorial: Trilliums L1 L6

→ WARM UP
Draw with big arm muscles on the board. Draw silhouettes of triangles of various sizes.

→ INTRO
Today, we are going to draw a shape that is like a triangle but has curved lines that intersect before coming to a point. This shape is called a "trillium." (Trilliums are difficult to do as a mass drawing, but do keep the chalk on its side while drawing. Next, try it with the point of the chalk.)

→ STUDY, NARRATE, & DISCUSS
"Plate 1" Drawing, Design, and Craft-Work p.11

→ PRACTICE
• Have students draw a trillium in the air.
• Model drawing trilliums of various sizes on the board. Make three dots in a triangular shape. Draw a line that arches in towards the center from dot to dot as seen in the teacher prep video.
• Have students trace your trillium first with their finger and then with the chalk.
• Allow students time to practice doing trilliums on the board.

→ DISCUSS
What was noticed or discovered?

• OBSERVE & DISCUSS - Practice identifying Art skills.
Look for triangles on your nature walk. Look for triangles around the classroom. Draw what you see.

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