

Fine Arts: Drawing (weeks 1-6)
Lesson plans for Abecedarians or Apprentices

*some of these lesson plans are adapted from plans by Lori Berlie which I can no longer locate on CC Connected

After three years as a tutor, it has been my experience that by midday Abecedarians are often in need of a reset. I have found that a short break to sit on the floor and read a book together is often just the thing they need to focus in again in preparation for the rest of the day. For this reason, all of my drawing lesson plans begin with reading.

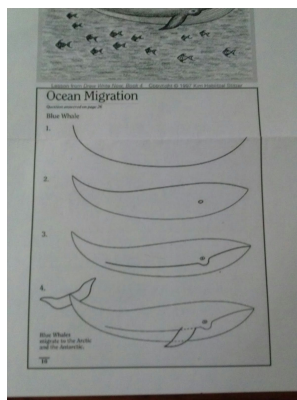
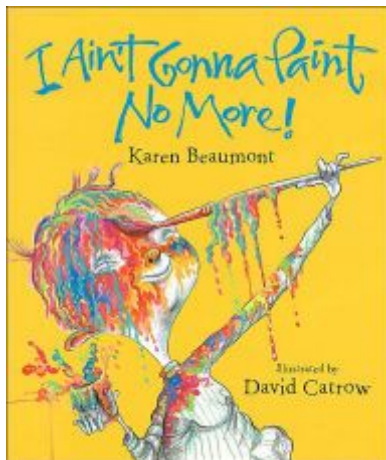
Week 1: Elements of Drawing (OiLS)

Materials:

- *I Ain't Gonna Paint No More* by Karen Beaumont
- OiLS poster/ examples
- White board/ dry erase markers
- markers
- “gingerbread kid” cutouts (one per student)

Lesson:

1. Read *I Ain't Gonna Paint No More* out loud to the class.
2. Look at the OiLS poster/ examples together.
3. Let each student take a chance to draw an example of one element on the white board while the rest of the class guesses which element it is.
4. On the board (or as a class at the table), try drawing a simple picture using the elements of OiLS (there are lots of simple “how to draw...” instructions that can be followed online. The whale we used is pictured below).
5. Send the class to the table and give each student a “gingerbread kid”.
6. Have each student select a single marker to begin with.
7. Prompt the class to use different elements for different body parts on their kid. (for example, you may say, “use small angle lines on your kid’s right foot.”)
8. Have the students switch to a different color and prompt the class to use a different element for another body part.
9. Continue in this fashion (new color, new element, new part) until the entire kid is colorfully colored in.



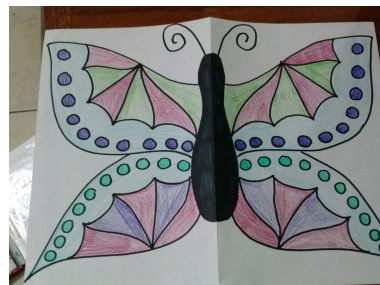
Week 2: Mirror Images

Materials:

- *The Very Hungry Caterpillar* by Eric Carle
- symmetric and non symmetric shapes cut from construction paper
- Pictures of butterflies or a butterfly encyclopedia
- Mirror image practice sheets (these can be found online or on CC Connected)
- pencils
- butterfly papers with bodies pre-drawn (these should be folded in half)
- black markers
- crayons

Lesson:

1. Review OILS together.
2. Read *The Very Hungry Caterpillar* out loud together.
3. Using the construction paper examples and non-examples, discuss symmetry.
4. Show the pictures of butterflies to the class and point out the symmetry in each. This also a great opportunity to talk about how God is both orderly and beautiful in His creation.
5. Send the students to the table and allow them a few minutes to practice symmetry using the mirror image practice sheets.
6. Explain to the students that when they are given their butterfly papers they are to leave them folded.
7. Pass out the butterfly papers and have students use the markers to draw a wing on one side (papers should be folded so that only one side of the butterfly is visible).
8. Once the first wing is drawn, have the students open up the paper and try to mirror the first wing on the other side.
9. Once both wings are drawn, take the markers away and allow them to color the wings using crayons.



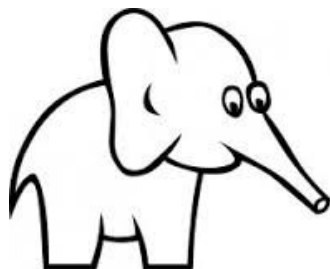
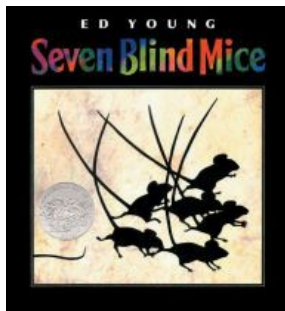
Week 3: Upside Down Drawing

Materials:

- *Seven Blind Mice* by Ed Young
- simple elephant picture
- dry erase board/ marker or poster board/ marker
- sheet of construction paper
- drawing paper
- pencils
- colored pencils

Lesson:

1. Before class, tape the elephant picture to the wall upside down. Tape the construction paper over it in a way that would allow you to reveal portions of the upside-down elephant without showing the class the rest of it. Do this near the white board or the poster board (whichever you will be using).
2. Read *Seven Blind Mice* together.
3. Talk about how looking at something in a different way can sometimes make it easier to draw.
4. Send students to the table and give each a paper and pencil.
5. Lower the construction paper, revealing the top third of the upside-down elephant.
6. Draw this portion of the elephant on the poster board or white board, explaining each line or shape as you draw it. Allow students to draw along with you on their paper (younger students will need to be guided to begin at the very top of their papers).
7. Slide the construction paper down, revealing the second third of the elephant.
8. Draw the new portion of elephant on the white board or poster board, explaining each step as you go and allowing the students to follow along on their paper.
9. Repeat these steps for the last third of the elephant.
10. Once finished, turn the poster board (or the example elephant) over and show the class what they have been working on. Have them turn their papers over.
11. If time allows, give students the opportunity to try again with the whole elephant in view (but still upside down).
12. Color if desired.



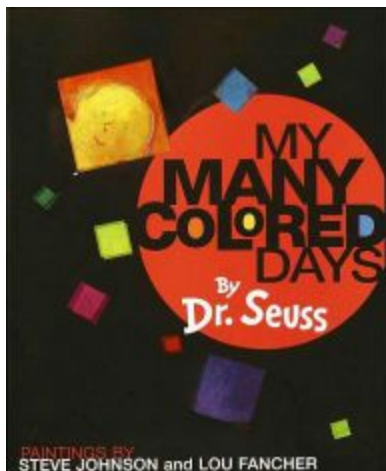
Week 4: Abstract Art

Materials:

- *My Many Colored Days* by Dr. Seuss
- examples of famous abstract art
- cardstock, cut into fourths (for a smaller space to fill)
- tutor created example squares (I find a few examples to be helpful for this lesson)
- oil pastels
- paper towels

Lesson:

1. Review OILS
2. Read *My Many Colored Days* out loud together.
3. Talk about how different colors can be used to convey different emotions.
4. Explain that in abstract art, the artist uses shapes and colors to convey a feeling, emotion, or idea.
5. show famous abstract art pieces and try to guess what the artist was trying to convey in that piece. There are no wrong answers, of course.
6. Show tutor examples and explain the emotions that you were trying to convey with the colors and shapes that you chose.
7. Give each student a square and instruct them to choose a feeling to create. Remind them that they are not to draw anything concrete. Encourage the students to fill the whole square with color.
8. If time allows, a second square can be made with another emotion.



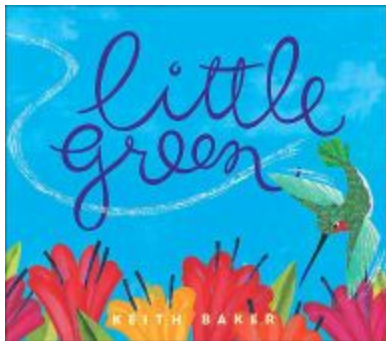
Week 4: Abstract Art (alternate)

Materials:

- *Little Green* by Keith Baker
- plush hummingbird or hummingbird cutout on a popsicle stick
- cardstock
- oil pastels
- watercolor paints

Lesson:

1. Review OILS
2. Read *Little Green* together
3. Looking at the last page of the book, talk about how the painting that the boy did was not of a concrete object, but rather was inspired by the movement of the hummingbird.
4. Discuss the idea that abstract art uses shape and color to convey an emotion, feeling, or idea.
5. show famous abstract art pieces and try to guess what the artist was trying to convey in that piece. There are no wrong answers, of course.
6. Send students to the table and give them each a piece of cardstock. Allow them each to choose one oil pastel to use for their drawing.
7. Explain that the students will follow the flight of your hummingbird and mimic those movements on their papers.
8. “Fly” your hummingbird across the room in a distinct pattern (example: zig zag) while verbally instructing students (“draw a big zig zag all the way across your paper!”).
9. Have students turn their papers and repeat the “flying” with another, different movement (swirls, circle, tiny zig-zag, etc).
10. Continue until students have five to six shapes or lines on their papers.
11. Put away the oil pastels and bring out the watercolors.
12. Instruct students to look at their paper and notice the shapes that were created by their lines.
13. Explain that in this picture, each shape should be painted a different color.
14. Supervise and encourage as students paint each shape a different color.



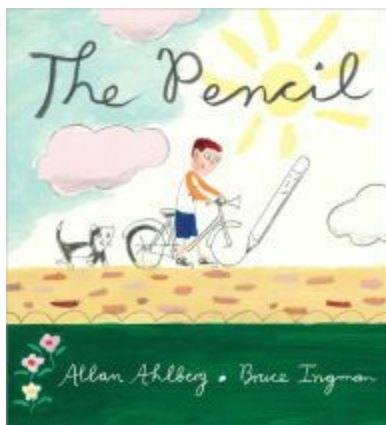
Week 5: Perspective

Materials:

- *The Pencil* By Allan Ahlberg
- drawing paper
- pencils
- colored pencils

Lesson:

1. Review OILS
2. Read *The Pencil* together.
3. After reading, go back through the book noting how the size of shape of an object (a road, a person, a building) changes based on its position in the drawing.
4. Send the students to the table and show them how to draw an X from one corner of the page to the other.
5. Explain that the bottom triangle will be their road (and how it gets thinner as it gets further away).
6. Show them how to make trees in the two side triangles (and how they will be larger at the sides and get smaller towards the middle)
7. Show them how to make clouds in the top triangle (and how the clouds will get smaller towards the center of the paper).
8. Allow them to explore perspective and draw their own tree-lined roads.



Week 6: Final Drawing Project

Materials:

- *Not a Box* by Anioinette Portis
- drawing paper with pre-drawn boxes of various shapes and sizes
- Markers, crayons and colored pencils

Lesson:

1. Review OiLS
2. Read *Not a Box* together.
3. Talk about how a box can become anything they would like when they draw, giving some examples from the book.
4. Allow students to pick a box of their choice.
5. Give students plenty of time to transform their box into a drawing of their choice.
Encourage them to fill the paper with color.



Week 6: Final Drawing Project (Alternate)

Materials:

- *Lines That Wiggle* by Candace Whitman
- drawing paper with pre-drawn lines of various types (zig zag, V's, squiggles, waves, etc)
OR if you wanted to be true to the book, the lines could be done in blue glitter!
- colored pencils or crayons

Lesson:

1. Review OILS
2. Read *Lines That Wiggle* together.
3. Discuss how just one line could be transformed into a complete drawing.
4. Allow students to choose their own lines from the various ones available
5. Give plenty of time for the students to create drawings with their lines. Encourage them to fill the paper with color.

