



Teaching Art to Children: Giving Teachers the Tools to Teach Fine Arts

EDUO 9840 Three Semester Credits/Units

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Syllabus

Course Introduction

Welcome to **Teaching Art to Children**. This course is designed to help classroom teachers give hands-on fine art lessons to their students. The intent is to give participants the skills to teach and impart to their students a love and understanding of the art produced by modern artists of the western world.

Required books for this class: (you will need access to these two)

The Art Lesson by Tomie dePaola; Putnam & Grosset

Abuela by Arthur Dorros; Trumpet Club

Suggested books: You will find lots of wonderful books recommended throughout the course. Many of these delightful books may be available at your library. I have purchased many of my books from Amazon used at a very good price.

Grading Rubric

Exemplary	Acceptable	Unacceptable
Met and Exceeds Expectations A+ to A-	Meets Expectations B+ to B-	Needs Improvement, Must be resubmitted
Reflective, thoughtful ideas relevant to the assignment are clearly presented	Assignments present some relevant ideas and connections to the assignment	Few relevant ideas connected to the assignment, some ideas unclear
Very well organized	Is generally well organized	Shows little organization
Obvious attention to effort, detail and neatness	Some effort, attention to detail and neatness	Lack of effort, attention to detail and neatness
Artist's style clearly evident	Some elements of artist's style evident	Lacking evidence of artist's style

Note: The instructor intends for you to create art in the style of the given artists, however, there is room for individual expression.

All materials in this section are for you to keep.

Section 1 – a teaching outline showing the relationship between the online forum entries, the art activities, the readings and websites. Section 2– Instructions for the Art Activities

Section 3 – Appendix and other helpful information

- a) Glossary
- b) Color terms
- c) Art vocabulary
- d) Bibliography

Section 1 – A Teaching Outline

NOTE: Read and study this outline, but do not start on assignments until you look at the more detailed explanations. It is for reference only and will help keep you on track.

1. Forum Post – Online Assignment #1

Click on your Instructor’s discussion Forum. Create an introductory post that includes:

- Your grade/subject level
- Your teaching situation – urban, rural, suburban, etc.
- Your level of comfort with and your own personal involvement in art (Do you like art? Do you do art yourself? If so, what’s your preferred medium?)

I. Introduction to Art

Readings: Required – The Art Lesson by Tomie DePaola

Recommended – Cat and Dog by Rozanne Williams **Forum**

Post – Online Assignment #2 Why do People Make Art?

Forum Post – Online Assignment #3 Who’s an artist? What makes an artist an artist? What attributes does an artist possess? Are you an artist?

II. The Element of Line

A. Readings

1. Required – Abuela by Arthur Dorros

2. Recommended - The Straight Line Wonder by Mem Fox

B. The Line Family

The Line Family is composed of 5 Brothers:

- Straight Line
- Curved Line
- Angle
- Circle

Dot

With these 5 types of lines we can draw almost anything.

C. Activity #1 – Line Dictionary: Fill in each type of line in the line dictionary.

D. Activity #2 – Line Design Activity (See Section 2 – Instructions for Art Activities)

E. Activity #3 – Lion Drawing (See Section 2 – Instructions for Art Activities)

F. Kandinsky

1. Do a web search for Wassily Kandinsky. Read about his life and work. View examples of his work.

2. Study the following artist prints

Improvisation 35 (1914)

Layers

In blue (1925)

Yellow, Red Blue (1925)

3. **Forum Post – Online Assignment #4** From your web search of Kandinsky, what struck you about his life and/or work?

4. **Forum Post - Online Assignment #5** Pick one of Kandinsky's prints.

Look at the print. Jot down words or phrases that come to mind as you study it. Describe what you see. How does the artist use line? How does this painting make you feel? Would you hang it in your house? Why or why not?

5. **Activity #4 Kandinsky** (Line and Watercolor) (See Section 2 – Instructions for Art Activities)

G. Elisa Kleven

1. City Scape:

Read [Abuela](#) by Arthur Dorros.

Pay special attention to the illustrations by Elisa Kleven.

2. **Forum Post - Online Assignment #6:** Do Elisa Kleven's illustrations of flying over the city give you the feeling of tranquility or busyness? What is it about the illustrations that imparts that feeling?

3. **Activity # 5 The City** (Line and Watercolor) (See Section 2 – Instructions for Art Activities)

H. Mondrian

1. Do a web search for Piet Mondrian. Read about his life and work. View examples of his work.

2. **Forum Post – Online Assignment #7:** Share some things you learned about Mondrian and his work. How does this artist use line?
3. Study the following artist prints
 - Composition #2 (1921)*
 - Composition with Red, Yellow, and Blue, (1927)*
 - Lozenge Composition with Red, Black, Blue, and Yellow*
 - Boogie Woogie Broadway*
4. **Forum Post – Online Assignment #8:** Using the prints you have seen, compare and contrast the work of Kandinsky and Mondrian. What is the feeling you get from Mondrian’s work? Would that feeling be different if he had used other colors? How? Which artist’s work do you prefer? Why? Would you hang either artist in your home?
5. **Activity #6 Mondrian** (Line and color) (See Section 2 – Instructions for Art Activities)
6. **Forum Post – Online Assignment #9:** Re-read The Art Lesson. How do you feel about copying? In The Art Lesson Tomie dePaolo said, “Real artists don’t copy!” What are your thoughts on that? Is it OK? If so, when?

III. The Element of Color

A. Readings

1. Required: None 2.

Recommended:

[Magic School Bus Make a Rainbow](#)

[Who Said Red?](#)

[White Rabbit’s Color Book](#)

[Purple, Green & Yellow](#)

[Hello Red Fox](#)

[If you Take a Paintbrush](#)

1. **Forum Post – Online Assignment #10:** What is color? Where does it come from? (If you really want to know where color comes from, ask some first graders. You may be surprised.)

Suggested Reading: [Magic School Bus Makes a Rainbow](#) by Joanna Cole or view the video. (It is a wonderful, child-friendly explanation of color.) After showing this to your students, pass out Prism Glasses for them to look through. They are always amazed that the room is full of hidden color. (Prism glasses are available through Rainbow Symphony at www.rainbowsymphonystore.com).

Color. There are many aspects to color.

Primary Colors - Primary colors are the first colors. You cannot make these colors by mixing other colors together. You must start with them. The three primary colors are: red, yellow and blue.

Secondary Colors - Secondary means second and secondary colors are made by mixing two primary colors. When you mix the primary colors red and yellow, you get the secondary color orange. When you mix the primary colors yellow and blue, you get the secondary color green. And when you mix the primary colors blue and red, you get the secondary color purple.

Intermediate or Tertiary Colors - Intermediate colors are made by mixing a primary color and a secondary color. (That's how we get all the hundreds of variations.)

Complementary Colors – Colors directly opposite each other on the color wheel. Red and green, blue and orange, purple and yellow.

Warm & Cool Colors – Red, orange & yellow are warm. Blue, green & purple are cool.

2. Activity #8: Color Wheel (Suggested reading White Rabbit's Color Book)

Starting at the top circle and proceeding clockwise, fill in the color wheel. Begin with red, then orange, yellow, green, blue, and purple. List the primary, secondary, and complementary colors.

3. Forum Post – Online Assignment #11:

(Suggested Reading: My Box of Colors by Lorianne Siomades);

Does the color of something make a difference? Does a thing's color change how we feel about it? Support your answer.

4. Activity #9: Warm and Cool Colors (See Section 2 – Instructions for Art Activities)

(Suggested Reading: Purple, Green and Yellow by Robert Munsch)

Warm Colors - Warm colors are those associated with heat. They are red, orange, and yellow.

Cool Colors - Cool colors are those associated with water, sky and shade. They are blue, green, and purple.

IV. The Artists

A. Vincent van Gogh

1. Do a web search for Vincent van Gogh. Read about his life and work. View examples of his work.

2. **Forum Post – Online Assignment #12.** Share some things you learned about van Gogh and his work. What strikes you about the artist's use of texture? How did he achieve this?

3. Readings

Required: None

Suggested:

Vincent van Gogh by Mike Venezia

Camille and the Sunflowers by Laurence Anholt

The First Starry Night by Joan Shaddox Isom

4. Study the following artist's prints:

Sunflowers

Self-portrait 1889

The Wheatfield with Crows 1890

The Starry Night 1889

5. **Forum Post – Online Assignment #13:** Examine van Gogh's Sunflowers. Describe what you see (color, line, texture, etc.). Did he use primarily warm or cool colors? Would the feel or mood of this picture have changed had he used the other set of colors? How?

6. **Activity #10** Sunflowers (See Section 2 – Instructions for Art Activities)

B. Georgia O'Keeffe

1. Do a web search for Georgia O'Keeffe. Read about her life and work.

2. **Forum Post – Online Assignment #14.** Share some interesting things you learned about the artist's life and work.

3. Readings

Required: None

Suggested

Georgia O'Keeffe by Mike Venezia

Georgia O'Keeffe by Linda Lowery

4. Study the following artist's prints:

Purple Petunia 1925

Oriental Poppies 1928

Red Cana

Jimson Weed 1936

5. **Forum Post – Online Assignment #15:** Examine one of Georgia O'Keeffe's prints. Describe what you see. What strikes you as the most important aspect of this piece? Why?

6. **Activity # 11 Large Flower** (See section 2 – Instructions for Art Activities)

C. Henri Matisse

1. Do a web search for Henri Matisse. Read about his life and work.

2. **Forum Post – Online Assignment #16:** Discuss his life and work.

3. Readings

Required: None

Suggested

Henri Matisse by Mike Venezia

Henri Matisse Drawing With Scissors by Keesia Johnson and Jane O'Connor

4. Study the following artist's prints:

Beasts of the Sea

Sadness of the King (Tristesse du Roi)

Icarus

La Danseuse Creole

5. **Forum Post – Online Assignment #17:** Henri Matisse is considered the “Father of Modern Art”. In his lifetime he did many pieces of art that at the time were considered revolutionary by many and ridiculous and even decadent by some. He was a member of a group of artists that came to be known as “fauves”. What does the word “fauve” mean, and why were they labeled this way? Later in his life he began to “paint” with cutout pieces of painted paper. View some of Matisse’s work and comment on how you feel about the two different styles.

6. **Activity # 12 Matisse** (See Section 2 – Instructions for Art Activities)

D. Pablo Picasso

1. Do a web search for Pablo Picasso. Read about his life and work.

2. **Forum Post – Online Assignment #18:** Discuss some of the interesting things about Picasso’s life and work.

3. Readings

Required: None

Suggested:

Pablo Picasso by Mike Venezia

In The Time of Picasso by Antony Mason

Pablo Picasso by Kate Scarborough

Picasso and the Girl with a Ponytail by Laurence Arhdt

When Picasso Met Matisse by Nina Laden.

4. Study the following artist's prints:

Girl Before a Mirror
Portrait of Dora Maar
Three Musicians 1921

5. **Forum Post – Online Assignment #19:** Compare a piece by Matisse to a piece by Picasso. What are the similarities? What are the differences? Which do you prefer? Why?
6. **Activity #13 Picasso** (drawing chalks) (See Section 2 – Instructions for Art Activities)
7. **Forum Post – Online Assignment #20:** This whole period of artists was so different in their styles from each other but also from painting tradition of hundreds of years prior. What do you think might have been some things that influenced this radical change? What is your opinion of this “radical” new art compared to the more “traditional” styles?

Section 2 – Instructions for Art Activities

This section will give you the instructions for completing the 13 Art Activities required for this course. When all 13 activities are completed, download them to the Drop Box.

A small black and white sketch of a project will be found next to the instructions for some of the activities. To view full color pictures of examples, go to our website.

Note: The directions for the art activities are presented as a teacher instructing students. For this course you will be the student who is receiving the instructions. You will do all of the activities and post a picture of each to the Drop Box. You do not need to teach the lessons to a class.

Supplies you will need:

- ☐ 12x18 inch white construction paper
- ☐ 12x18 inch black construction paper
- ☐ 9x12 inch red, yellow, orange, blue, green & purple construction paper ☐
- crayons
- ☐ scissors
- ☐ white glue
- ☐ watercolor paints (eight half pan box)
- ☐ 3/4" or 1" brush
- ☐ watercolor brush (one usually comes in the watercolor box. However, if it is very tiny, get a bigger one - at least 1/4 inch.)
- ☐ drawing chalks
- ☐ pencil
- ☐ ruler
- ☐ optional: oil pastels
- ☐ warm and cool colored tissue paper

☐ red, yellow, blue, black and white tempera paint ☐

Books:

o The Art Lesson by Tomi de Paola o

Abuela by Arthur Dorros

Watercolor paper: Most of you do not have access to watercolor paper at your schools, so for all activities Construction Paper has been listed. It works fine, but there is a definite difference between the two types of paper. A source for 90# White Drawing Paper, which is the same weight as the lightest weight watercolor paper is:

Schools Specialty

P.O. Box 1579

Appleton, WI 54912-1579 1-888-388-3224

www.SchoolSpecialty.com