

Art Instruction

Art

Level 1

Art Instruction: Level 1

Grade(s) 1 (suitable Grades 2+)



About the Course

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 p.13)

"Bad drawing is the result of wrong thinking, and the mental effort made by the student is of greater importance than the actual drawing." (Glass p.10)

Art Instruction gives us opportunities to observe the world around us. We systematically develop skills and techniques using various media. These skills are valuable in their own right for students who wish to create things of beauty, but all students benefit from the confidence and accuracy art instruction brings to their nature notebook, science notebooks, and Books of Centuries.

Art is a core part of a Charlotte Mason Education equal to Literature, Math, and Science, and therefore ought not to be considered an "optional" subject. Teacher preparation is very helpful to ensure student success. If possible, go through the program yourself during the summer or try to stay a few weeks ahead of your students.

TERMINOLOGY

Medium refers to the art tool being used such as graphite, pastel, watercolor, etc. *Media* is the plural of medium.

Pastels are referred to as "crayons" in Drawing, Design, and Craft-Work by Glass. Pastels have a gum binder which allows them to be more intense in hue and to be blended. (Our modern crayons are not equivalent, as they have wax as a binder.) Pastels are considered a painting medium and can be referred to as either painting or drawing, just as watercolors can be called painting or brush drawing. You will always need to spray pastel work either with a fixative specifically for pastel or with aerosol hairspray. (Tip: The cheaper the hairspray, the better the fixative.)

Art Books refer to mixed media books that accept dry and wet media without wrinkling or bleeding. We will call them "art books" rather than "sketchbooks," as the latter use a particular type of paper that is not appropriate for wet media.

Wild Fruits are the parts of any plant that contains seeds. These may be berries, catkins, "helicopters," nuts, etc. When collecting, trim the whole twig (with leaves, if present) to give the fruit context.

Twigs are small cuttings from live plants. In winter, some may have leaves but most will be bare. This will allow students to study the leaf scars and developing buds. Do not use dead twigs picked up from the ground.

Wildflowers refer to the flowering part of any plant, including trees. When you find a plant in flower, cut the whole twig or dig up from the root so that the flower's context can be included.



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. See course descriptions for specific content covered at each level.



Scheduling

Art Instruction: Level 1

GRADE	MIN.	xWK	MORN.	TEACH.	TOPIC(S)	BOOK(S)
1+	20	2	*	<input checked="" type="checkbox"/> T	Art Instruction – Level 1	Drawing Design and Craft-Work, Brushwork: Elementary Brush-Forms

Sample Weekly View

Day 1	Day 2	Day 3	Day 4	Day 5
	Picture Study	Art Instruction	Art Instruction	

_ = afternoon
* = morning

☒ = full teacher attention
☒ = half teacher attention

☐ = little teacher attention



Planning & Prep

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.

☐ View Art Teacher Training Tutorials (see Quick Links below) read Drawing, Design, and Craft-Work by Glass p.1–33, and look over Brushwork: Elementary Brush-Forms.

☐ Print online images. 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.

☐ Read the Ethics Guide for picking Wildflowers and Plants on Public Lands (see Quick Links)

☐ Prepare a large framed chalkboard for each student to allow for large shoulder movement.

Art Instruction: 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.

Art Instruction: Level 1

Term 1

WEEK 1 Lesson 01

□ 01 Brush Drawing: Introduction

PREP: Fill one palette space each with colors Prussian Blue, Hansa Yellow, and Quinacridone Pink and let dry for several days. Watch the tutorial video.

∞ Video Link: Preparing and Cleaning Your Palette

MATERIAL(S): watercolor, grid paper

→ INTRO

We have new art supplies like the ones artists use. They cost a lot of money, and it will be important to learn how to take good care of them so they will last a long time.

→ VIEW, NARRATE, & DISCUSS

∞ Video Link: Brush Care

→ PRACTICE

- Rinse the gum arabic from new brushes and reshape tip (directions in brush care link).
- Practice loading the brush and making strokes so that the bristles do not splay.
- Ask about the parts of the brush (wear hair bristles, ferrule, handle, glue inside) and how it is put together (see brush care link).
- Demonstrate the correct way to wash, dry, and reshape the brush using only water. Let students practice.
- Have students choose a paint color. Demonstrate how to load color on the brush using water and make a stroke with the brush correctly (don't splay the bristles).
- Have students explore using different amounts of water.
- What happens when you have too much? Too little? How can you tell when it is just right?
- Allow students to practice making strokes correctly so that the bristles do not splay. Do this on grid paper. Save this grid paper and use it for the next lesson.

→ CLEAN UP

Allow student to clean, dry, and store the brush. Leave palette open to dry.

→ DISCUSS

How to use and care for brushes.

★ TEACHER TIP

Encourage and remind students to use the skills and techniques learned in art lessons anytime they paint or do nature study. This will help them develop good habits.

Supply Note: Look for six different wild fruits (we'll draw them) this term.

• OBSERVE & DISCUSS

Practice identifying Art skills. Look for things with a teardrop shape during nature walks.

Art Instruction: Level 1

QR code &
links not
included in
sample

Term 1

WEEK 1

Lesson 02

□ 02 Drawing: Introduction

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.

∞ Video Link: Mass Drawing Versus Outline Drawing

Paint or hang a chalkboard on the wall or lean on an easel.

MATERIAL(S): White chalk, chalkboard, pencil, and scrap paper (a small piece is fine)

→ WARM UP

Allow students three to four minutes to draw with the chalk freely. 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 observations.
- Have the student write his/her name on the upright chalkboard.
- Notice and discuss the difference 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.
- Make sure to remind them to use their shoulder muscles to draw with and not their wrists or fingers.

→ DISCUSS

What was noticed or discovered?

• OBSERVE & DISCUSS

Practice identifying Art skills.
Point out and discuss circles.

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

Art Instruction: Level 1

Term 1

WEEK 2

Lesson 03

□ 03 Color Theory: Introduction

PREP: Fill one palette space each with colors Prussian Blue, Hansa Yellow and Quinacridone Pink and let dry for several days. (This is the same prep that should have been completed before Lesson 1 Brush Drawing.

∞ Video Link: Preparing and Cleaning Your Palette

MATERIAL(S): Watercolor palettes, water, cloth, art books, paint brush

→ NOTE

Wet your watercolors before talking so that they will have time to soften. This should be done at the very beginning of any use of watercolors.

→ VIEW, NARRATE, & DISCUSS

∞ Video Link: Brush Care

→ PRACTICE

- Teach students the names of the three colors in their palettes. (Students need to know that these three colors have specific names; Quinacridone pink, Hansa yellow and Prussian blue, but “primary colors” can be any blue, red and yellow. Every set of primaries makes a new rainbow. Our rainbow aka color wheel will remain the same based on Quinacridone pink, Hansa yellow and Prussian blue until level 7.)
- Instruct them that these three colors are called ‘primary colors.’ Mixing them in certain orders will create an entire rainbow. Next term we will begin learning how to mix colors.
- Allow students to do “free drawing” with their brushes and new colors. Do not attempt to instruct them any further. Allow them to mix colors on their own if they happen to do it. Allow students to verbalize what they notice if they would like to but do not force a conversation at this time.
- Stay near to students and remind them to clean their brush when they switch colors.
- Encourage them to keep their colors clean from other colors.
- Be quick to clean their colors for them if they dirty their colors.

→ CLEAN UP

When students are finished for the day, clean any mixed colors off their palettes so that for each lesson they begin with only their primary colors until we begin mixing secondary colors in later lessons.

→ DISCUSS

What was noticed or discovered?

• OBSERVE & DISCUSS

Practice identifying Art skills. Spend time looking outside and naming the primary colors that you see.

Allow students to “free paint” in the afternoons.

Art Instruction: Level 1

QR code &
links not
included in
sample

Term 1

WEEK 2 Lesson 04

□ 04 Observational Drawing: Introduction

PREP: Students should study six different kinds of wild fruits this term. In order to meet this goal, please gather a different type for each observational drawing lesson.

MATERIAL(S): White chalk, chalkboard, pastels, art book, wild fruit

→ 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 & NARRATE

∞ Video Link: Pastel Basics #1

→ PRACTICE

Observational Drawing: Allow the student a minute or two to study the object that you have chosen. Discuss.

- Are there outlines?
- What shapes do you see?
- What is the overall shape?
- What colors do you see?
- Can you find pastels that match the colors?
- Anything else noticed?

Allow the students time to draw the object for about ten minutes.

→ DISCUSS

Tell what was noticed or discovered.

• OBSERVE & DISCUSS

Practice identifying Art skills. Discuss objects that you see. Ask guiding questions to help Students think through what they see.

Do the same activity with other wild fruits from the same plant.

Art Instruction: Level 1

Term 1

WEEK 3

Lesson 05

□ 05 Brush Drawing: Vertical Brush-Forms

Brushwork: Elementary Brush-Forms

PREP: Read lesson and preview plate.

"Elementary Brush-Forms Vertical and Horizontal" Brushwork No.1

Model Lesson

There are four different directions of brush-forms to learn in Hudson's first lesson. We will learn one each Brush Drawing lesson.

- Top left: down to up
- Top right: up to down
- Bottom left: right to left
- Bottom right: left to right

→ VIEW

tutorial for a refresher on brush care

∞ Video Link: Brush Care

MATERIAL(S): Brushes, water, cloth, watercolor palette, grid paper

→ RECAP

Review brush care and use.

→ VIEW & NARRATE

∞ Video Link: Vertical Brush-forms

→ INTRO

Today we are going to learn a vertical brush-form with a stroke that goes "down to up." We will only use one color while learning the brush-forms so we can better evaluate our work and see progress. Pick one color today and use it throughout. After four Brush Drawing lessons, our page will look like the page in the book.

→ PRACTICE

- Demonstrate "down to up" brush-form.
- Have students practice until they are making consistent brush-forms.
- Help them to think through the brush-form in the same way that you would in Penmanship. Craftsmanship is important.

"Elementary Brush-Forms Vertical and Horizontal" Brushwork No.1

Model Lesson

→ SELF-EVALUATE

Which brush-forms look best?

→ CLEAN UP

Have students clean, dry, and store brush. Leave the palette open to dry.

• OBSERVE & DISCUSS

Practice identifying Art skills. Look for things with a teardrop shape during nature walks. Encourage students to think about how a brush-form might be used to create a picture or in their nature journals.

Use a different color and make patterns using the same brush-forms.

Art Instruction: Level 1

Term 1

WEEK 3 Lesson 06

□ O6 Drawing: Circles

PREP: Watch Video

∞ Video Link: Mass Drawing Verses Outline Drawing

Students will learn and repeat the following steps in each drawing lesson. These steps should become habits to help lay a good foundation for drawing.

1. Study the object that they are drawing.
2. Discuss what they see.
3. Draw the overall shape of the object with their finger in the air. (They should always draw from the shoulder.) This will help to trigger their brain to see the object correctly before they attempt a direct drawing.
4. Do a mass drawing of this object.

If you need help understanding what it means to draw from your shoulder, watch this.

∞ Video Link: Drawing From Your Wrist and Shoulder

MATERIAL(S): White chalk, chalkboard

→ 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 draw a circle in the air. What is the smallest circle you can draw? What is the largest circle?
- 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.
- Model the "just right" medium circle 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.?
- Is there anything in your classroom that has circles? 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 circle shape. Draw them in your nature notebook.

Read Article

∞ Article Link: "Circles in Nature"

Art Instruction: Level 1

Appendix

Guiding Questions for Art

QUESTIONS TO THINK THROUGH OBSERVATIONS

Allow the student a minute or two to study the object that you have chosen. Discuss.

- Are there outlines?
- What shapes do you see?
- What is the overall shape?
- What colors do you see?
- Can you find pastels that match the colors?
- Anything else noticed?

Allow the students time to draw the object for about ten minutes.

Discuss Their Drawings.

HABITS FOR BEGINNING DRAWING

Students will learn and repeat the following steps in each drawing lesson. These steps should become habit to help lay a good foundation for drawing.

1. Study the object that they are drawing.
2. Discuss what they see.
3. Draw the overall shape of the object with their finger in the air. (They should always draw from the shoulder.) This will help to trigger their brain to see the object correctly before they attempt a direct drawing.
4. Do a mass drawing of this object.

Art Instruction: Level 1

Examination

Term 1

GRADE 1

- Name the three primary colors.
- Demonstrate one of the four brush forms perfectly.

Term 2

GRADE 1

Term 3

GRADE 1

Sample