



**ASCENT  
ADVANTAGE  
ACADEMY**  
A DBA OF BEEHIVE LDS SCHOOLING, LLC

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## Art 2B

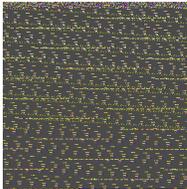


# BASIC

# ART



# COURSE



# ENJOY

## Creating Art

## Have Fun!





# ART 2B

## Introductory

### Scope:

This course covers self and family portraits, mural-making and a review of color. The vast amount of work in mural-making helps to strengthen the fine muscle control needed in Music and Language Arts.

### Objectives:

- To learn how to draw BIG.
- To discern a pattern and not put two of the same color next to each other or two of the same shapes next to each other.
- To learn a bit about portrait-making.
- To learn what a mural is.
- To have fun making a variety of murals.
- To learn the various concepts of doodling.
- To review color mastery.

### Materials List:

- 40' of butcher paper or the like
- crayons
- water colors
- finger paints
- 20 - 8 ½ " by 11" inch sheets to put together for larger works or use for painting.
- Black marker – medium to broad tip
- Scissors
- Paste
- Tape
- Colored Pencils
- Ruler
- Finger paints
- 3 items of different smell
- 4 items of each type of tastes – sweet, sour, bitter, salty
- 3 recordings of music – fast with strong beat, slow and melodic and one of another type
- Paints for mixing - finger paints do mix well – NOT water colors. Try tempera or acrylic paints for mixing.
- Circle templates – coins, glasses, bowls & plates.
- Pack of multicolored construction paper – 8 ½" x 11" or 11" x 17"

### Use of Art Lessons:

The 36 Art Lessons herein are given every other day or two days a week.

They are specially designed for fun exploration, plus further development of fine motor skills in preparation for handwriting.

**Course Format:**

- 36 Lessons – 2 days a week for 18 weeks.
- Friday R's consist of reviewing the cards from Art 100 & 200 and the cards incident to passing the Final Assessment. SEE Final Assessment at the end of this course to know what to card.
- Holiday Art – This is included in a six lesson download. You can redo last year's 100-200 lessons for the holidays covered previously, plus we are adding more Christmas, Easter and Thanksgiving projects and Grandparent's Day, New Year's Day, Saint Patrick's Day, Flag Day, and the 4<sup>th</sup> of July.

**Downloading Notes:**

The only colored part of this download is the first page. The complete course is contained in this download and the Holiday Art download that follows.

**Unit One: Family Time Mural**

Materials: Pencil, Crayons, Butcher or other larger paper for mural background  
Two cut sections of the mural paper for each family member.

**Lesson One: Self-Portrait in pencil.**

Have the child point to parts of his body as designated here:

- Eyes
- ears
- head
- feet
- elbows
- lips
- nose
- head
- hair
- mouth
- stomach
- chest
- legs
- teeth
- forehead
- chin
- face
- front
- hips

Explain that today he is going to make a picture of himself, from the top of his head to his feet.

Give him a cut sheet of the butcher or like paper. Have him practice drawing with pencil his own self portrait.

## **Lesson Two: Self-Portrait** – Pencil, Marker and Crayon

The child is to draw a second portrait of himself from head to feet.

Then, when he is satisfied with it, he outlines it in black marker.

Finally, with crayons, he colors in his clothes and facial features.

## **Lessons Three -Six: Family Time** - Pencil, Marker and Crayons

For each of the four lessons above, the student draws a family member and repeats the process of penciling in first, then marking the outline with black marker and finally coloring in clothes and facial features.

Note: This course presumes at least four family members. YOU may have more or less. Adjust the lessons accordingly. But, please, don't rush your student. Let him give each person in your family a full day's art attention. Genius and art can't be rushed.

## **Lesson Seven: Mural Time I** - Piece of butcher paper long enough to accommodate every family member's picture, paste.

Lay the butcher paper on the floor.

Explain that today you are going to make a mural of your family.

Explain the word 'mural', that is a BIG drawing or painting on a wall.

Then, Google: "images of murals" and click on MORE IMAGES. You will have a plethora of examples.

Have the student cut-out all your family figures.

Have him lay them on top of the butcher paper in an order that he chooses.

Finally, teach him correct pasting procedure and have him paste the images onto the paper.

Clean-up and let dry.

### **CORRECT PASTING PROCEDURE:**

- Put on only what is needed. Too much will wear-out the picture.
- Smooth it out with a Popsicle stick or like instrument.
- Put it near the edges, but not on the edges as it might smear if it is put on the edges. Put a dot of paste on several places in the interior or center of your figure. Be sure to smooth these.
- Attach the figure from the top, then center and press out toward the sides from the top to the bottom.

## Lesson Eight: Mural Time II – Crayons & Marker

First, use the marker to label each person in the mural.

Let the child decide how he wishes to accomplish this.

- All one color
- A different background color for each individual.
- A pattern or rainbow of color going throughout the mural
- Other.

Then, have him color the background of his mural.

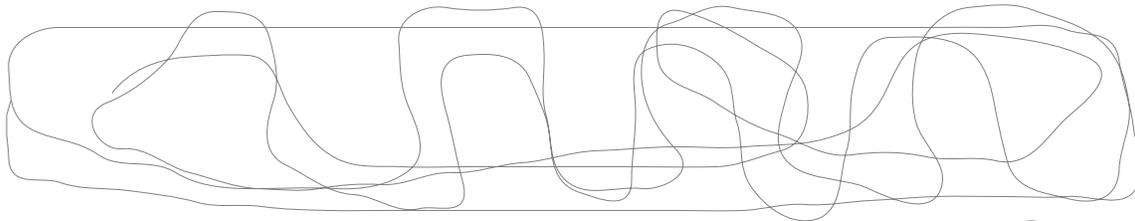
When he is finished, hang the mural in a conspicuous place.

HINT: Hallways are good places for murals.

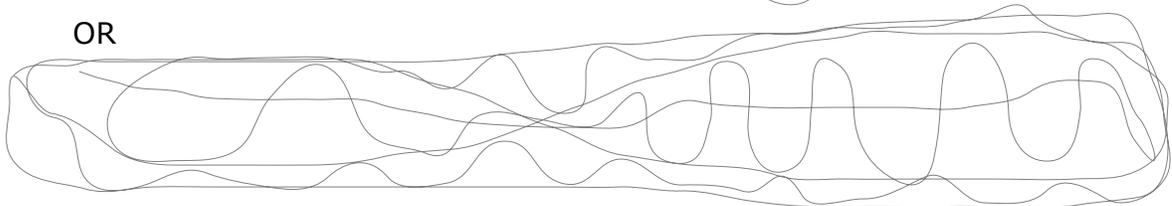
**Unit Two: Doodling Murals** – Butcher Paper - 3', Marker, Paints, Crayon, Colored Paper, Scissors and Paste.

**Lesson Nine: LAZY DOODLE** - Butcher Paper, Black Marker, Water Colors.

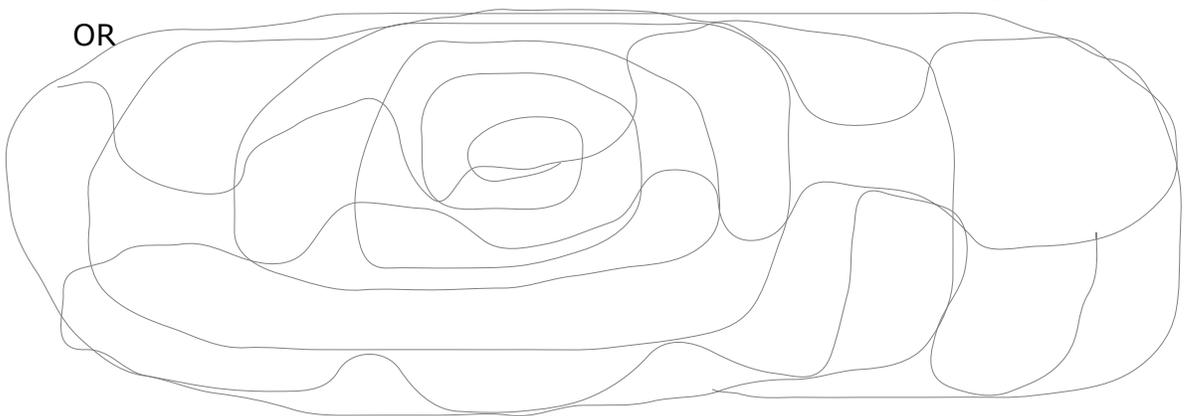
Explain that a doodle is a free form of art. The student puts his marker on the paper and without lifting it makes one continuous curved line which crosses it self several times, creating many, many separate shapes and compartments, such as:



OR



OR



When he has finished outlining his doodle, his next task is to paint it. The trick is NOT to use the same color next to itself.

**Lessons Ten - Twelve: Geometric Doodle** – Butcher Paper - 3', Colored Construction Paper, Marker, Ruler, Circle Templates, Scissors, Paste

For this mural, the student uses his knowledge of geometric shapes. Out of each piece of colored paper, (8 ½" x 11") he makes at least six different shapes – each of a different size. Thereby, he will end-up with squares, triangles, rectangles, circles, ovals, etc of many different shapes and sizes. He may also include stars and hearts for variety.

For circles, it is advised that he use coins, cups or glasses, bowls and plates of varying sizes and traces around these.

**Lesson Ten: Draw the Shapes**

**Lesson Eleven: Cut-out the Shapes**

**Lesson Twelve: Paste the shapes onto the mural.**

The same rule applies here as before.

However, not only can the same color not be next to itself, but also the same shape.

When finished, there should be NO BACKGROUND SHOWING!

**Lessons Thirteen to Sixteen: Design or Picture Doodle.** - Pencil, Ink Pen, Butcher Paper – 3'; Colored pencils

**Lesson Thirteen: Google Doodle images** and click on more images for doodles. Here you will see some intricate and fascinating doodles.

After looking over the doodles, have the student decide whether he/she wants to make a design doodle or a picture doodle.

Once the type is determined, have him determine his design or picture.

**Lesson Fourteen: Then he can commence to draw WITH PENCIL..**

**Lesson Fifteen: Inking** After the design or pictures are complete and pretty much cover his 3' of butcher paper, have him ink his designs and pictures. (Use a medium tip black marker to "ink".)

**Lesson Sixteen: Coloring** the images or designs with colored pencils.

**Unit Three: LINES and MUSIC** – 3 sheets of 11" x 17" white paper, crayons, recordings of three types of music – slow, fast and in-between

**Lesson Seventeen: Lines Tell Stories**

Introduce the concept that lines "go somewhere", they tell stories.

Talk about the many different kinds of lines:

curved, straight, zigzag, etc. talk about what stories they might tell.

Play the three types of music and have the children determine after each one what kind of lines might be used to tell the story of the music.

### **Lesson Eighteen: Music Stories**

Play one of the music selections. Have the child think of the story the music might be telling.

Then, play the music the second time and have the student draw lines to correspond with the telling of the story. Have him label his drawing the title of the music.

### **Lessons Nineteen & Twenty: More Music Stories.**

Repeat Lesson Eighteen's format with the other two pieces of music.

**Unit Four: Lines and Smells** - 3 - 8 ½" x 11" white sheets of paper; finger paints and three smells

In **Lessons Twenty-one through Twenty-four**, repeat Lessons 17-20, but this time using smells. Label the drawing with each smell.

**Unit Five: Tastes and Lines** - 4 - 8 ½" x 11" white sheets of paper; finger paints and four tastes

In **Lessons Twenty-five through Twenty-nine**, repeat Lessons 17-20, but this time using tastes. Label each drawing according to its taste.

### **Unit Six: Review on Colors**

**Lesson Thirty:** Paint a picture of your choice using only Primary Colors

**Lesson Thirty-one:** Mix colors to create Secondary Colors and paint a picture using only secondary colors.

**Lesson Thirty-two:** Create tints of each primary color by adding three different amounts of white to the unchanging amount of the primary color.

Paint a picture with these tints.

**Lesson Thirty-three:** Create shades of the secondary colors by adding three different amounts of black to the unchanging amount of the secondary color.

Paint a picture with these shades.

## **Unit Seven: Flower Mural in Tints, Hues, and Shades**

### **Lesson Thirty-four: Draw a Doodle/Flower Mural in pencil**

You will need: 3' of Butcher paper, pencil and eraser.

### **Lessons Thirty-five – Thirty-six: Painting your Flower Mural**

- 1 - Paint a third of the picture in hues –  
Real Colors found on the color wheel
- 2 – Paint a third of your painting in tints of the colors on the color wheel.
- 3 – Paint the last third of your mural in shades of colors found on the color wheel.
- 4 – When dry, hand your mural.

### **Final Assessment for Art 500 is on the LAST Friday R's Day.**

Questions must be passed-off at 90% accuracy to receive the Certificate of Completion.

- 1 – Shuffle cards from Art 400-500. Divide deck into two halves. Have the student pick one of the halves. Ask him the questions for the cards. 40 points
- 2 – For Art 500:
  - a – Define Mural. 5 points
  - b – Define doodling and list three types of doodling. 20 points
  - C – Make a small miniature strip mural of each type - covering the long way of an 8 ½" x 11" sheet of paper folded in three. 30 points
  - d – In response to a piece of music, smell OR a taste, have the child draw lines that tell the story of the music. He may chose the medium of his choice – pencil, ink, marker, colored pencil, crayon or finger or another type of paint. 5 points