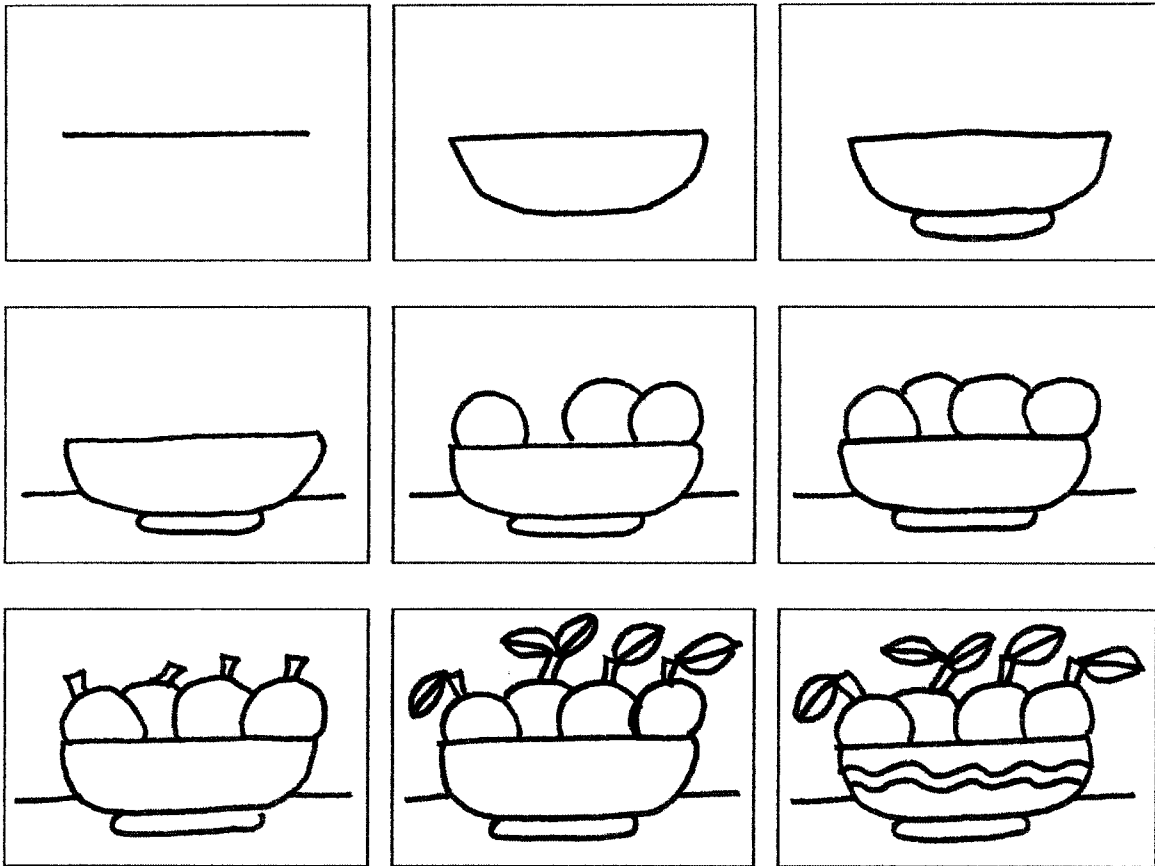
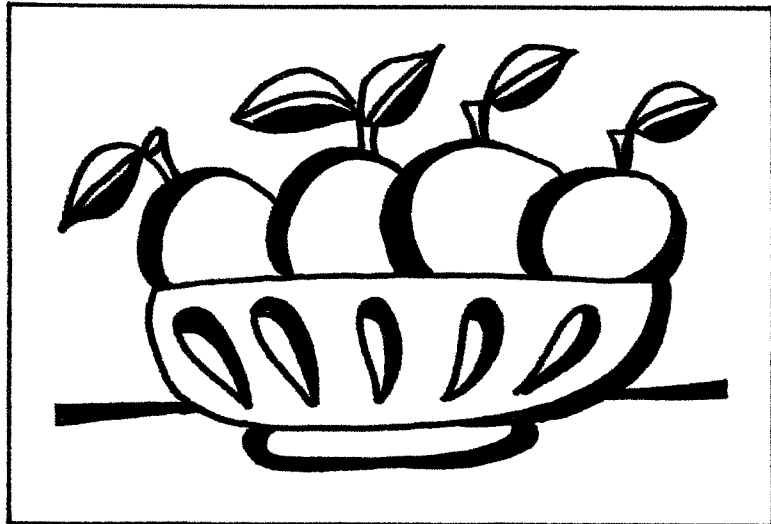
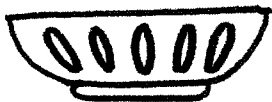


APPLES – A Big, Bold Bowl of Apples

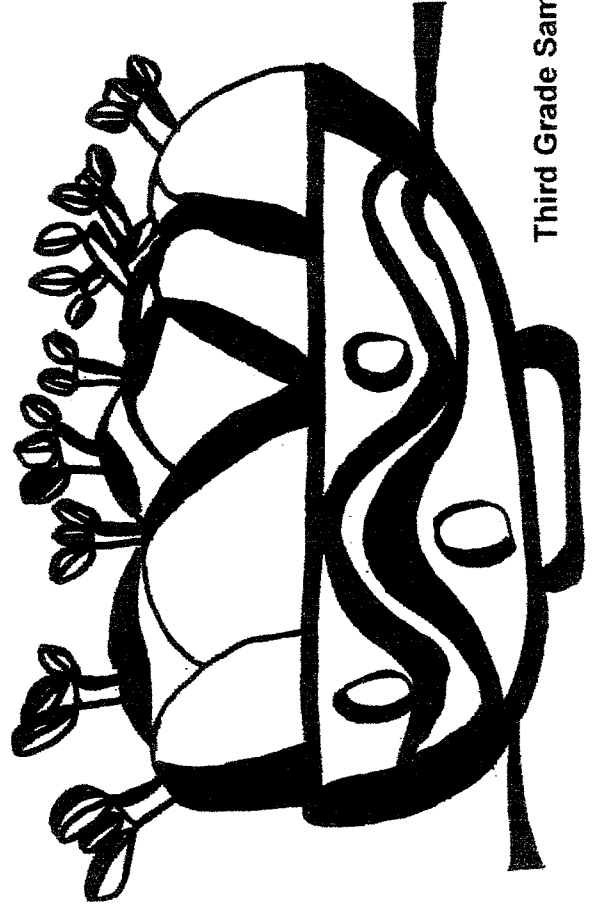
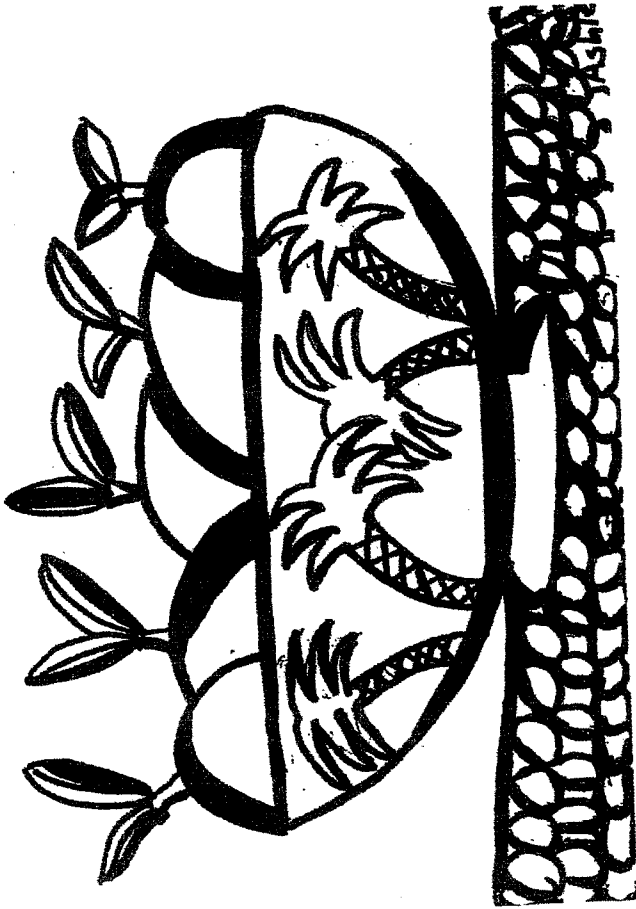
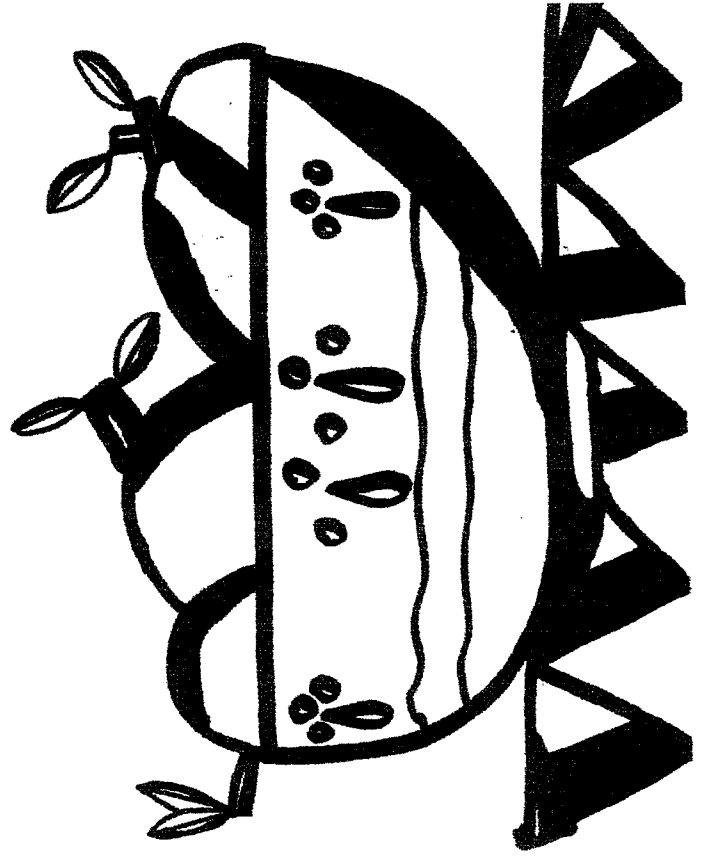
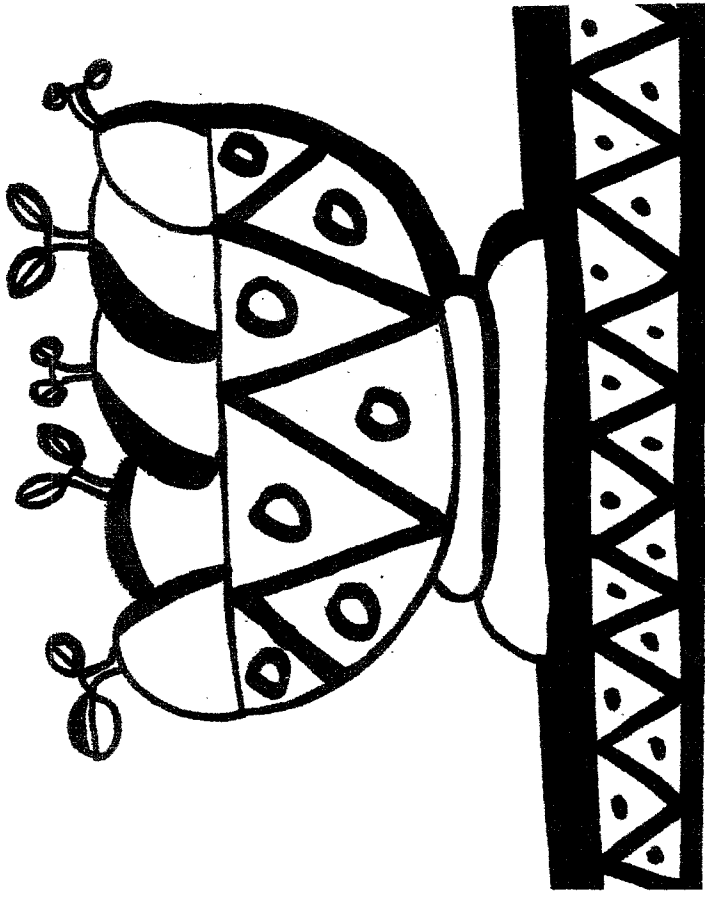


Add Thick to Thin Lines

Ideas for Bowl Designs



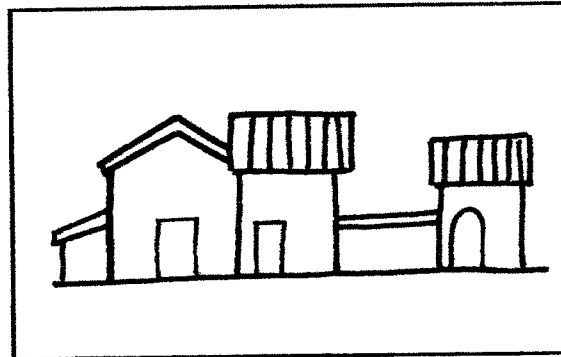
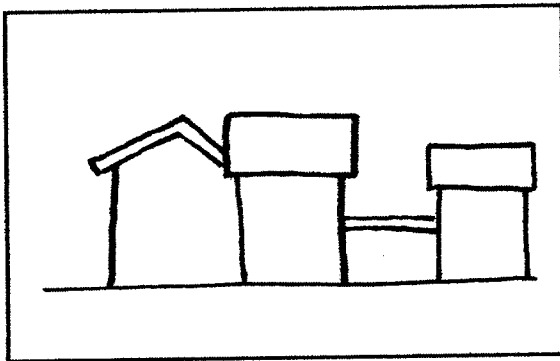
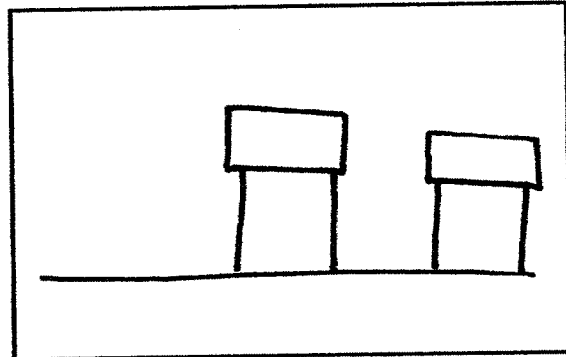
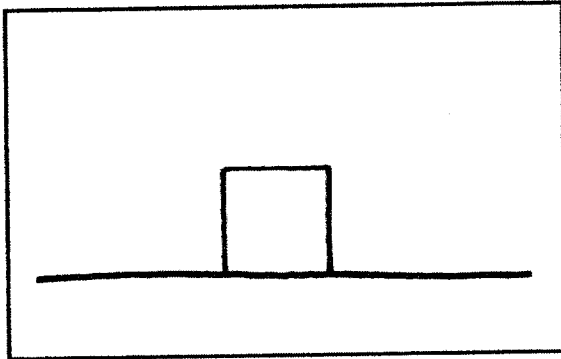
Color the apples red, green or yellow.

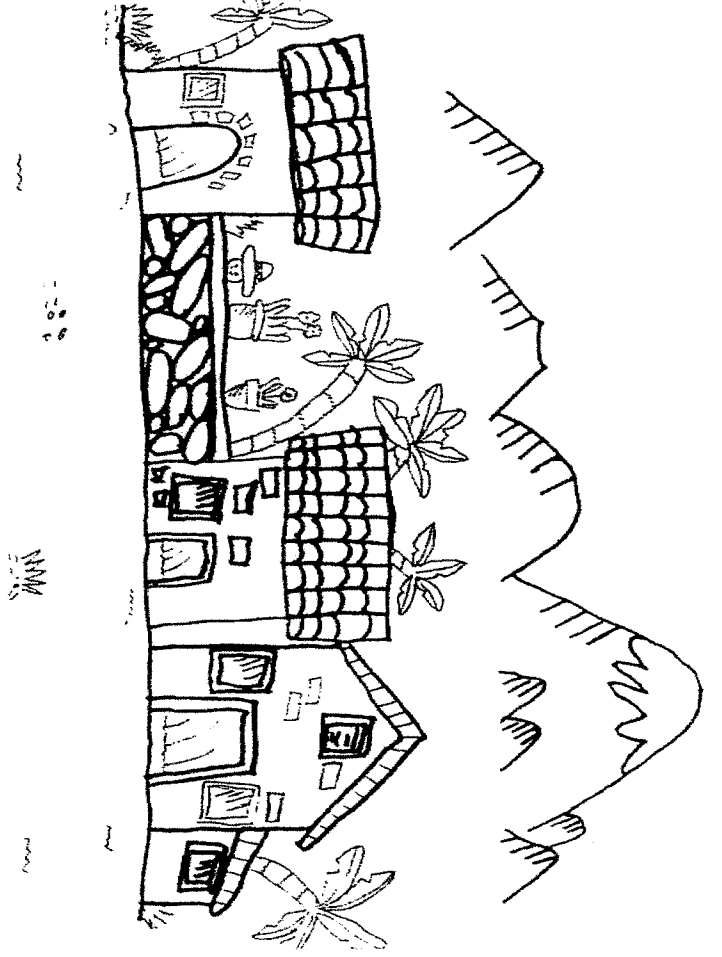
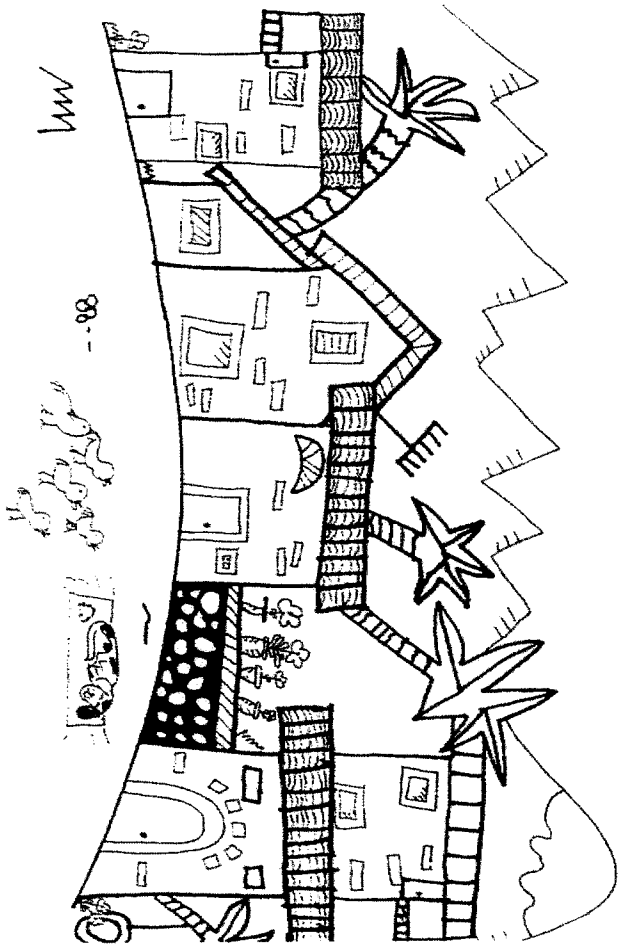
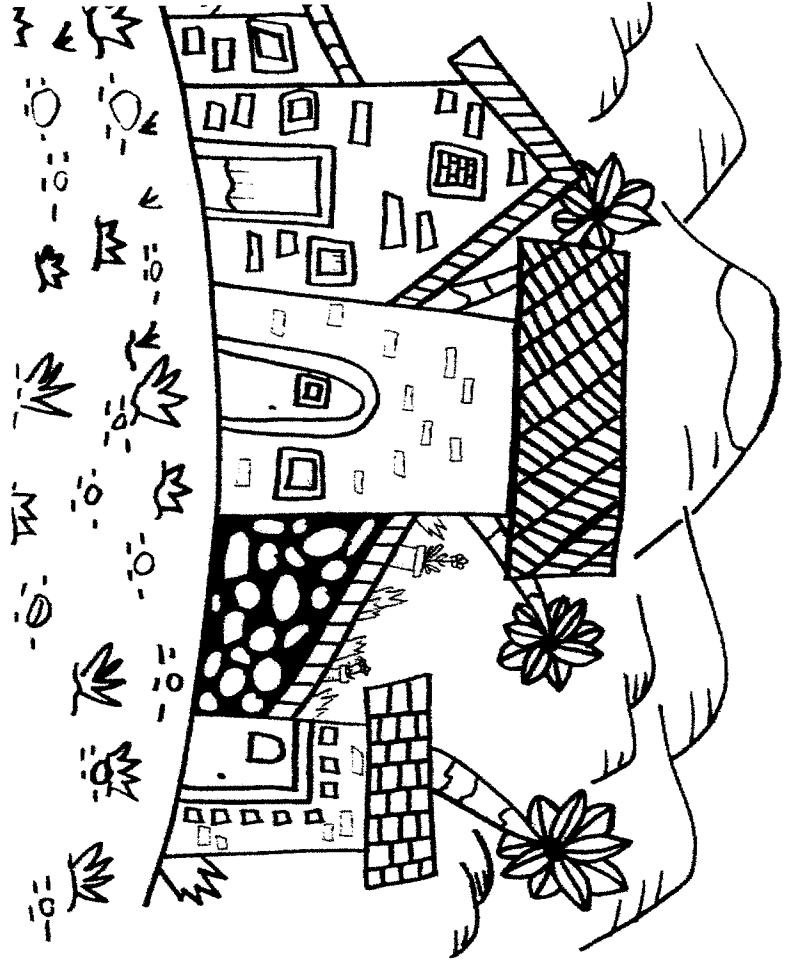
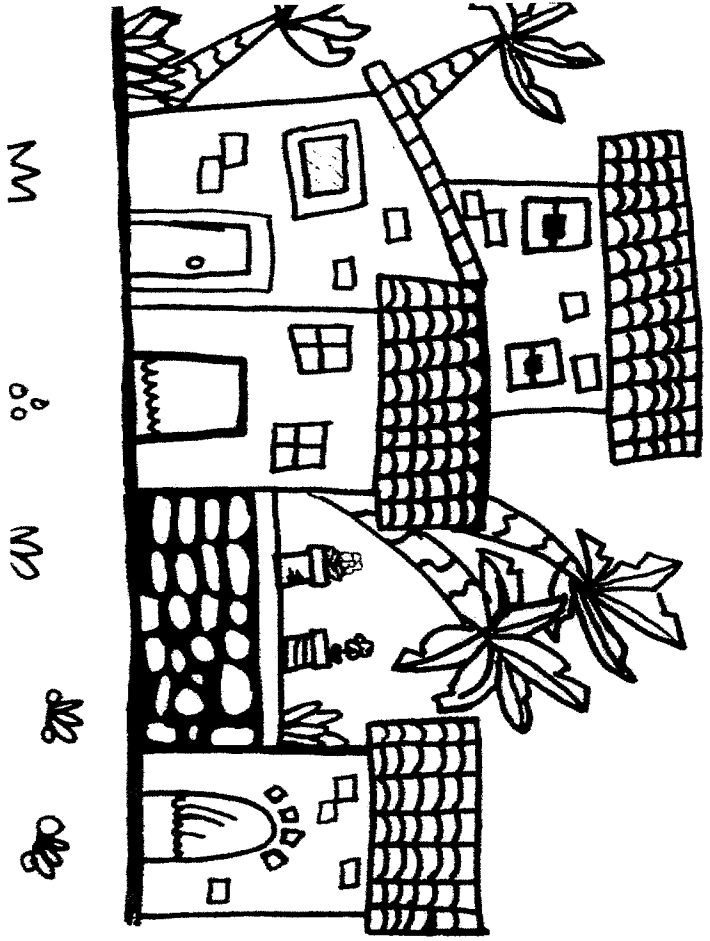


Third Grade Samples

SPANISH VILLAGE

The first step shows the position of the paper and where to begin. The base line is approximately one quarter up from the bottom of the page. The top of the square for the first building is about half way up the paper. Follow the step-by-step instructions or design your own village using the ideas shown. Include trees, foliage, and mountains. Color or paint your picture.





SPANISH VILLAGE

An Intermediate Project

GOALS AND OBJECTIVES: Students will understand the element of **space** by drawing the shapes that create the **positive** and **negative spaces** needed to produce this village project. Students will have a very pleasant and rewarding experience producing this highly successful village project, using simple shapes and repeated patterns.

EALRs: **1. The student understands and applies arts knowledge and skills.**

1.1.1 Uses line to create details and identifies and makes light, dark and middle values.

1.2 Blends art media for different visual purposes.

2. The student demonstrates thinking skills using artistic processes.

2.1 Applies previously learned arts concepts, vocabulary, skills, and techniques through a creative process.

3. The student communicates through the arts.

3.3 Recognizes that aesthetic choices are influenced by environment and experience.

Vocabulary:

- **Space** – Space is usually divided into positive and negative.
 - Positive space – area that is occupied.
 - Negative space – area adjacent to and created by positive space.
- **Horizontal Line** – A horizontal line move across the paper.
- **Shape** – a closed space made when a line connects to itself.
- **Value** – gradation of light and dark.
- **Pattern** – an art element that is repeated in a planned way for decorative purposes.

Materials:

- White drawing paper (9 x 12 inches) and pencil
- Permanent black felt tip markers or pens for drawing
- Markers, or overhead projector pens, which will require brushes and water containers for coloring

Demonstration:

- Teacher will demonstrate the project as shown on the worksheet.
- Carefully read the instructions at the top of the worksheet.

Guided Practice:

- Teacher reviews the steps for the project and monitors the students' progress.
- Students produce the project by practicing first with pencil on scratch paper.
- Begin work on good drawing paper when comfortable with the project.

Reflection:

- The teacher will obtain feedback on what students liked and learned from the project.
- The teacher will review the vocabulary of the project.

SPANISH VILLAGE

Additional Information about the Project

Demonstrate the step-by-step instructions. Read the instructions at the top of the worksheet to insure that students get off to a good start. The horizontal base line is approximately one quarter up from the bottom of the paper. The buildings should be drawn about to the middle of the paper. Have students practice first with pencil on scratch paper, before beginning work on good drawing paper.

When working on the final paper, do not waste time using a pencil when ink pens can be used. Use pencil for the large general outline, but change to ink pens when drawing roof tiles, bricks or other easy detail.

To make this project more creative, consider changes like drawing the smaller buildings shown in step two on the left instead of the right, or put the rock wall in another position. One student sample shows the rock wall slanting. Draw more than one door with a rounded top and add more windows and bricks than are shown on the worksheet. Double lines around doors and windows usually look better than a single line. Draw some palm trees and add some shrubs to complete the village scene.

The mountains are in the background and their lines stop or fade out as they get lower on the paper. Do not draw the mountain lines to the base line. This will make the mountains look like they are right in the back yard, as opposed to being in the distance.

Although this project works well with a variety of medium, it is an excellent project for use with overhead projector pens or any very water soluble ink pens. If overhead pens are used, experiment with them using different papers. Some paper works better with water than others.

Sketch the general outline of the picture lightly with pencil. Go over the pencil line with the overhead projector pens adding detail. Do not color with the overhead projector pens (outline only). Use water and brushes to bleed the colored ink into the picture. No watercolor paint is necessary. The colored water-soluble ink becomes the paint.

Remind students to make conscious decisions about where to paint the water. Often only one side of a line needs water. Leaving some white spaces as shine marks is very effective. Too much water could ruin a picture. Use small brushes for small areas and larger brushes for larger areas.

APPLES – A Big, Bold Bowl of Apples

A Primary Project

GOALS AND OBJECTIVES: Students will understand the element of **shape** by drawing this bowl of apples (the bowl, the apples and the leaves). Students will have a very pleasant and rewarding experience producing this highly successful visual art project.

EALRS: **1. The student understands and applies arts knowledge and skills.**

1.1.1 Understands arts concepts and vocabulary.

1.2 Develops arts skills and techniques.

2. The student demonstrates thinking skills using artistic processes.

2.1 Applies arts concepts, vocabulary, skills and techniques through a creative process.

Vocabulary:

- **Shape** – a closed space made when a line connects to itself.
- **Pattern** – an art element that is repeated in a planned way for decorative purposes.
- **Line** – a mark left in the path of a moving point.

Materials:

- White drawing paper (9 x 12 inches)
- Permanent black felt tip pen for drawing
- Markers, colored pencils, crayons or overhead projector pens (if overhead projector pens are used, you will also need brushes, water and water containers)

Demonstration:

- Teacher will demonstrate the project using ideas from the worksheet.
- Teacher will brainstorm with students possible variations of the project and reference the examples provided.

Guided Practice:

- Teacher reviews the steps for the project and monitors the students' progress.
- Students then begin the project with the teacher circulating among the students.

Reflection:

- The teacher will obtain feedback on what students liked and learned from the project.
- The teacher will review the vocabulary of the project.

APPLES – A Big, Bold Bowl of Apples

Additional Information about the Project

Demonstrate the project for the students. The first step shows to use the paper in the landscape position and to begin with a line in middle. The line in the middle is the rim of the bowl, and should be longer than the white space that is left on either side.

If a student has any difficulty finishing the shape of the bowl, have them turn the paper into the portrait position and draw a large upper case “D.” The apples should be in the bowl not balanced along the edge. Thus, the entire apple will not show. The apples should be large; therefore, they will need to overlap as shown in steps 5 and 6, so that four apples will fit in the bowl. Students may add more than four apples to their picture.

For interesting design effects the stems should point in different directions. Each stem may have one or more leaves or no leaves at all.

The worksheet gives five design ideas for the bowl. Students may use the designs as shown, mix and match the ideas, or make up ideas of their own. The line behind the bowl is enough to indicate a table, or students may add checkers or other designs to show a tablecloth.

The last step is to add thick-to-thin lines on every line in the picture. Draw the lines smooth and fill in all the black spaces. These black areas are not shadows and can be on either side of the apples and bowl.

Discuss the colors of apples. Not all apples are red. Some are yellow and some are green. Color the picture using crayons, markers or overhead projector pens with water. A great coloring technique for the picture is overhead projector pens. Have students outline the picture with these very water-soluble pens. Outline only with overhead pens, do **not** color with them. Paint the areas with clear water. As the water touches the ink, it will bleed the color into the areas. If an apple is outlined with red on one side and green on the other, the colors will blend in the middle for some very interesting effects. Try using green and yellow for the leaves.

Keep the picture simple to bring out its boldness. This picture works best if kept a “Vignette.” When used in connection with visual art, the word “Vignette” means a picture in the center with nothing touching the edges of the paper.

Students will achieve instant success in visual art by completing this beautiful picture of a big, bold bowl of apples. Students will develop more self-esteem and self-confidence while experiencing more line and shape during the production of this picture.