Art — Cultures

Art — Year 3

Levels:

Levels 1-4 — 1st through 4th

Levels 5-8 — 5th through 8th

Course Description: Students will study art as they make observations about work by artists from across the globe. Students will not only look at paintings but architecture, sculptures, costumes, floats and other non-traditional art. Students will draw, paint and create several projects inspired by their studies.

Materials: paints—week 4, clay—week 6, watercolors, Q-tips—week 12, black paper—week 17; you can choose to use the clay and paint in later projects

Week 1
Levels 1-4

1. If you didn’t get here through My EP Assignments, I suggest you go there and create an account.
2. Look at these paintings. Make observations. What is the painting of? What’s happening? What colors do you see? What shapes do you see?
   • one
   • two
   • three

Levels 5-8

1. If you didn’t get here through My EP Assignments, I suggest you go there and create an account.
2. Look at these paintings and make observations. What is the painting of? What’s happening? What colors do you see? What shapes do you see?
   • one
   • two
• three

3. Now scroll down and read the glossary terms and definitions.

4. Now go back to the pictures and look at each painter’s palette. What kinds of colors were used?

5. Are any of the paintings abstract?

**Week 2**

1. Observe art from the UK.

2. You can scroll through to observe the development of art.

3. You can also choose a couple to click on to view up close.
   - When was it made?
   - What does it show?
   - Who was the artist?

**Week 3**

1. Observe the artwork of famous French artist, Chardin.
   - What types of subjects did he paint?
   - Did he make realistic paintings?
   - Click on one and look at it up closer. What can you notice about colors? or about how he drew light?

**Week 4**

**Levels 1-4**

1. Choose a painting technique to try from the Can You? section.

**Levels 5-8**

1. Create a still life painting.

**Week 5**

**Levels 1-4**

1. Look at this clay artwork. Make observations.
   - horse
   - woman
   - kids
   - warrior
   - pot

**Levels 5-8**

1. Look at this clay artwork. Make observations.
   - horse
   - woman
   - kids
   - warrior
1. pot
2. Read the glossary list of terms and definitions under Clay.

**Week 6**
1. Work with clay. Choose one of the activities from the Can You? section. There are links to each one.

**Week 7**

**Levels 1-4**
1. Study the color wheel. Look at the notes at the bottom and find each set of colors on the wheel. Notice where they are on the wheel and how they compare to the other colors.
2. Complementary means they complement each other, they go together. (Notice they are opposite each other on the wheel. Did you notice that?)
3. What do you think it means when colors are described as warm or cool?
4. Look at these photographs. They are the same picture except one is taken when the lighting shows warm colors and the other when the lighting gives it cool colors. Do the pictures give you different feelings?

**Levels 5-8**
1. Read about color theory and study the color schemes and color wheel. Where do the schemes lie on the color wheel?
2. Look at examples using warm and cool colors.
   - warm
   - Is this warm or cool or both?

**Week 8**
1. Look at this page on African art.
2. What type of artwork does it mostly show?
3. What is the subject of most of the artwork?
4. What observations can you make about the artwork?

**Week 9**

**Levels 1-4**
1. Learn about emphasis in artwork. The emphasis is what draws your attention. The artist uses it to make a point.
2. Where is the emphasis in this famous painting called *The Last Supper*? (answer: on Jesus of course)
3. What gets your attention in this picture?

**Levels 5-8**
1. Learn about emphasis in artwork. The emphasis is what draws your attention. The artist uses it to make a point.
2. Where is the emphasis in this famous painting called *The Last Supper*? (answer: on Jesus of course)
3. What/who gets your attention in this picture?
4. Just like in *The Last Supper*, the most important subject gets the emphasis. In what different ways does Washington stand out in the picture?

**Week 10**
Levels 1-4

1. Look at artwork by South African artists. Is there an emphasis? What catches your eye? What colors are used?
   - one
   - two
   - three

**Levels 5-8**

1. This South African artist uses photography to make a statement. How does she use emphasis and color and subject matter in her photos? (She manipulates the photographs sometimes for effect.)
   - one
   - two
   - three  (I think this photograph shows irony. It's called *The Green House*. It's not green in there is it? It's life growing trapped instead of free.)

**Week 11**
Levels 1-4

1. Look at the artwork by Kenyan artist, Beth Kimwele. Click on the pictures to see them better. Notice her colors!

**Levels 5-8**

1. Look at these two pieces of artwork. Describe them. Is there an emphasis? Color scheme?
   - one
   - two

**Week 12 (Materials: Q-tips)**

1. Look at this painting by Beth Kimwele from Kenya. She uses a form of pointillism. She makes the picture out of small shapes. Do you see how the skirt on the woman in the background is just made up of small rectangles?
2. Here's the most famous painting of this type. It's by Seurat. It's done all with small dots. That's what you are going to do.
3. Try your own. Use a Q-tip to paint. Here are instructions. Think about your colors. Mix them. Put them next to each other. Use your blues and your reds to create a warm or cool feeling.
**Week 13**  
Levels 1-4

1. Here are impressionist paintings from Australia. These aren’t paintings with clear details, but can you still understand what it’s showing. Do they create a feeling?  
   - one (You can click to enlarge.)  
   - two  
   - three  

Levels 5-8

1. How would you describe this Australian artist’s work? What subject does she paint? How does she draw things? What colors does she use? What is the mood of her paintings?

**Week 14**

1. Look at the train painting by Australian artist, Lisa Ellen Hughes. You’ll have to click on it. It’s the second painting. How does she draw/paint the train tracks? the train? Look out a window. Choose something simple to express in a similar manner. You can choose different colors and shapes, but create a free, fun feeling like her paintings. Don’t try to be too perfect and realistic.

**Week 15**

1. Take a look at Arabic calligraphy. This is an art form in the Middle East. Many people have Arabic portions from the Koran written in calligraphy as art work in their homes. What I am linking to is Arabic Bible verses.  
2. This is hard, but try to copy one of the verses at the site linked to in 1. Maybe Psalm 106:1 is a little simpler to copy. (This site may change, so if that’s not on the top row, choose one to try to copy.) Use a marker for this.  
3. If you would like to learn more about calligraphy, here’s one place to start.

**Week 16**  
Levels 1-4

1. Look at this painting called, “Jerusalem in God’s Hands.” What do you see in the painting? What shapes and colors are used? Do you think it is a simple painting? Do you think it is effective, meaning does it show its point that Jerusalem is in God’s hands?

Levels 5-8

1. Play the slide show of art work from Israel from the early 20th century.
2. How would you describe life in Israel at the time based on the art work?

**Week 17 (Materials: a piece of black paper)**
1. You are going to make a silhouette of the Taj Mahal, like they did with this camel. This page has two sets of instructions. Instead of painting with the second set of instructions, you could try tracing it and then coloring it in black.

2. Here's a picture you can use.

**Week 18**
Levels 1-4

1. We're going to look at something totally different this week. Japanese Bunraku Puppet Theater. What type of artistry goes into this art form?
   - one
   - two
   - three

Levels 5-8

1. Here's something completely different. Learn about Japanese Kabuji Theater. What types of art goes into these productions? (answer: just some examples: the make up, the poses are like living statues)

**Week 19**
Levels 1-4

1. Take a look at these photographs from Russia. You can click on several to see them bigger. What impression do they give of Russia. If this is all you had to go one, what would you think Russia was like?

Levels 5-8

1. Take a look at these paintings of Soviet Russia. You can click on several to see them bigger. What impression do they give of life in Russia?

**Week 20**
Levels 1-4

1. Drawing is just making lines, straight lines, curvy lines, lines that keeping going, lines that come around and close a shape.

2. Look for lines in these pictures and then look around the room you are in for lines. There may be hundreds!

Levels 5-8

1. Read about rhythm and movement in art.

2. Look at these examples. What gives them rhythm? What gives the appearance of movement?
   - one
   - two
Week 21
1. Follow the directions to do this line art project.

Week 22
Levels 1-4

1. Look at the colors of Antarctica. What feeling do the colors in the pictures give? (Colours is the British spelling of the word.)
2. If you would like, here are more pictures of Antarctica.
Levels 5-8

1. Look at the ice patterns found in Antarctica. What do you think of God’s art work in Antarctica?
2. If you would like, here are more pictures of Antarctica.

Week 23
Levels 1-4

1. Take a look at these famous landmark buildings. Buildings are designed by a special type of artist called architects.
2. Look for lines and patterns in the buildings?
3. Which building is your favorite? Why?
Levels 5-8

1. Look at these pictures of St. Basil’s cathedral in Moscow.
2. How does the different lighting affect the picture?
3. How does how close the photograph is taken affect the picture?
4. How does the angle of the photograph affect the picture?
5. Which photo do you think is the most striking?
6. Which is your favorite Why?
7. I noticed how the blue striped topper stands out a lot in some photographs but not at all in others.

Week 24
Levels 1-4

1. Here’s a different type of art. What type of art goes into Brazil’s Carnival? Look at the pictures. These are sculptures, moving sculptures. Plus there are costumes. Someone drew the plans, chose the colors, textures, etc. (I know the pictures are small, but the costumes tend to be immodest, so I wanted to keep them hard to see!)
   • one
   • two
   • three
1. Scroll down and view the first *seven minutes* of the video on contemporary art in Brazil. It’s hard to understand their English. That’s okay. Just look at the artwork.
2. What do you think of contemporary art?

**Week 25**
1. Slowly look through the paintings on this Argentinian art page. Choose a favorite.
2. Describe the painting to someone without letting them see it.
3. Let the person see the painting. Is it anything like they imagined?

**Week 26** *(Materials: choice of projects below, You can substitute materials. Click on whatever you are interested in for more details, I just gave the most basic list.)*
1. Choose a project.
   - Quetzal (toilet paper roll, something to print)
   - color a flag (something to print)
   - Peruvian bead necklace (clay, ribbon)
   - foil sun (aluminum foil, twine, styrofoam–I think you could use thick cardboard and string.)
   - rainstick (toilet paper/paper towel roll, toothpicks, rice/corn, cardboard)

**Week 27**
1. Write your name with bubble letters or make your name into a fun picture.

**Week 28**
1. Turn the first letter of your name (or your initials) into characters. [Alternate link]

**Week 29**
1. Take the first letter of your first name and your last name and make them into something as in the examples. (The A became a castle. The B became a butterfly.)

**Week 30**
1. Create a texture on paper. Find an interesting texture in your house (eg. rug, screen, etc.). Place a plain piece of paper on it and rub. Then use your textured paper to create something.

**Week 31**
Levels 1-4
1. Look at this painting found in the National Gallery of Canada. Look for line and color. Does it look like there is movement in the painting?
2. Look at this sculpture in Toronto. What gives this sculpture the feeling of movement? (hint: )
Levels 5-8

1. Take a look at these two photographs by Kristie MacDonald from Canada.
2. What do you notice about the positioning of the houses? What about the photographs themselves? What do they show?
   - one
   - two
3. (answer: The houses are right-side up. The photographs are on an angle. The pictures are showing the results of “topsy turvy weather.”)

Week 32
Levels 1-4

1. View the ceramic artwork in the Image Gallery.
2. Can you still see lines, colors, movement?
3. How is this similar to “regular” art (paintings and drawings)? How is it different?
4. Which piece is your favorite? Why?

Levels 5-8

1. Look at these American baskets.
2. Can you still see lines, patterns, rhythm, movement, what about color?
3. How is this similar to “regular” art (paintings and drawings)? How is it different?
4. Which piece is your favorite? Why?

Week 33
Levels 1-4

1. Do you think of this as art? Look at this furniture. Scroll down to the image gallery and use the arrows. Click on any image to see it bigger.
2. Look around your home. Someone has to design everything you buy. Someone designed your door, your rug, your curtains, your wallpaper, your cups, your plates, your knives, your telephone!

Levels 5-8

1. Do you think of this as art? Look at these inventions. Scroll down to the image library and use the arrows. You can click on any image to see it bigger.
2. Look around your home. Someone has to design everything you buy. Someone designed your door, your rug, your curtains, your wallpaper, your cups, your plates, your knives, your telephone!

Week 34

1. Look around your house for ideas. Design something for the home. It can be anything: a car, a chair, a fan, whatever. Design it beautiful or interesting… it has to be somewhat practical but make it “art” as well.
**Week 35**
Levels 1-4

1. Look at this graphic art.
2. Pick a favorite. Why do you like it?

Levels 5-8

1. Look at this graphic art.
2. Pick a favorite. Why do you like it?

**Week 36**
1. View the slideshow on construction art. Look at the pictures in “Look and Respond.”
2. Make the construction art project or come up with your own idea. Make art!