

Grades 1–6



Evan-Moor<sup>®</sup>  
EMC 1016

# How to Teach Art to Children

*What's Inside...*

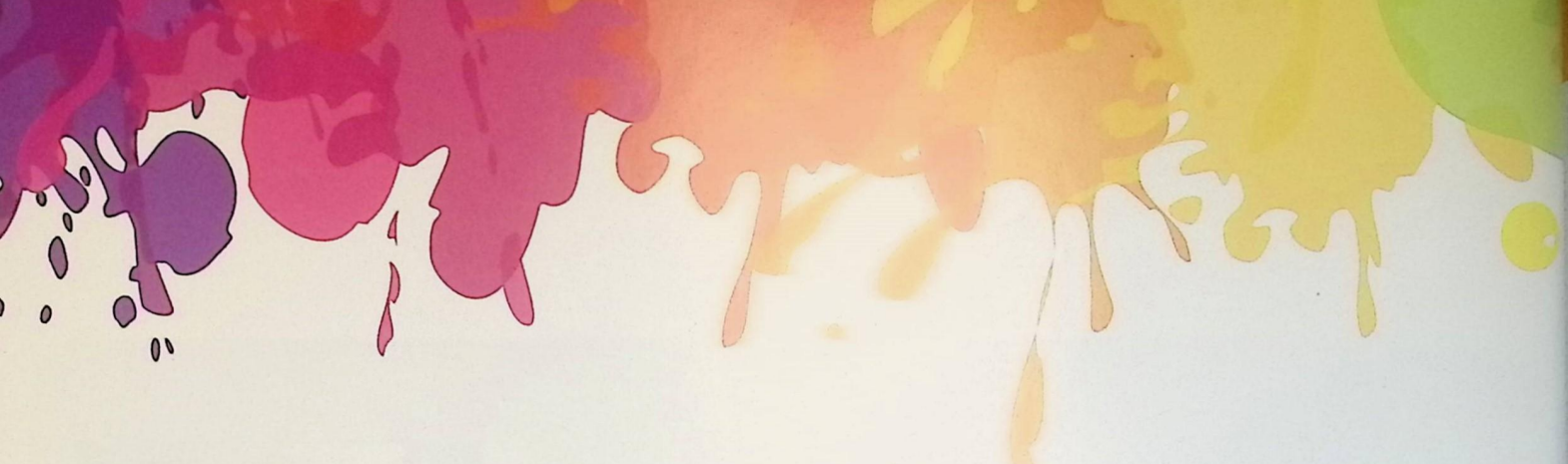
- Teach the 7 elements of art—line, shape, color, value, texture, form, space
- Includes a free e-book of the artists' works
- Examples of each project

ALMOST 100 PROJECTS


STEP-BY-STEP DIRECTIONS

WORLD-FAMOUS ARTISTS





How to **Teach Art** to Children *is designed to increase children's awareness of the different kinds of art. It gives children a wide range of experiences and helps them to appreciate the art around them. Most importantly, it lets them know that there is no wrong way to do art.*



**Art is...** painting, drawing, pasting, sculpting.  
It's sewing and building, coloring and folding.  
It is expressing and observing. Art is getting something that is inside you outside you.

# Contents

<b>Materials Lists .....</b>	<b>4</b>
<b>Words to Know .....</b>	<b>5</b>
<b>Part One</b>	
Learning About the Elements of Art .....	<b>6</b>
<b>Part Two</b>	
Using the Elements of Art .....	<b>110</b>



# Part One

## Contents

● Line .....	8	● Texture .....	76
● Shape .....	18	● Form .....	94
● Color .....	28	● Space .....	102
● Value .....	64		

## Learning About the Elements of Art

The activities in Part One introduce the seven basic elements of art. Each section begins with a definition of the element. Each section also provides a series of art experiences that allow young artists to experiment with the element.

## How to Use Part One

**Preview the Element** Before you teach children about an art element, read the definition on the introductory page at the beginning of each section. Think about the element in terms of the following questions:

- Is the element part of your everyday perception?
- How would your world be different without the element?
- Have you ever used the element to express yourself?

## **Share the Definition**

Share the definition with children. After reading the definition, you may wish to have children look at literature illustrations and art examples to find uses of the element.

## **Share Fine Art Examples**

Share fine art examples with children. Ask students to look thoughtfully at the art and name the things they think contribute to its overall impression. You may ask questions such as:

- What is this art showing?
- Is it a happy picture or an unhappy picture?
- What story do you think the artist is trying to tell?
- Does something in the picture make it seem real?

## **Describe the Art Experiences**

Describe the experiences to children. Tell them the step-by-step directions for completing an activity, but do not make a sample and expect children's work to look like it. This is a time to encourage creativity.

## **The Art Experiences**

The art experiences are designed to encourage children to explore materials and techniques rather than to simply complete projects.

## **Display Children's Art**

Display children's art to validate their efforts and creativity. As children view their artwork, discuss the art element and the evidence of its use in the completed projects.

# Line

<b>Lines of All Kinds .....</b>	<b>10</b>
<b>Line Designs .....</b>	<b>12</b>
<b>Curves and Angles .....</b>	<b>13</b>
<b>Curved or Bent? .....</b>	<b>14</b>
<b>Line Delight .....</b>	<b>15</b>
<b>Create a Maze .....</b>	<b>16</b>
<b>Curved-Line Bookmark .....</b>	<b>17</b>

## Learning About

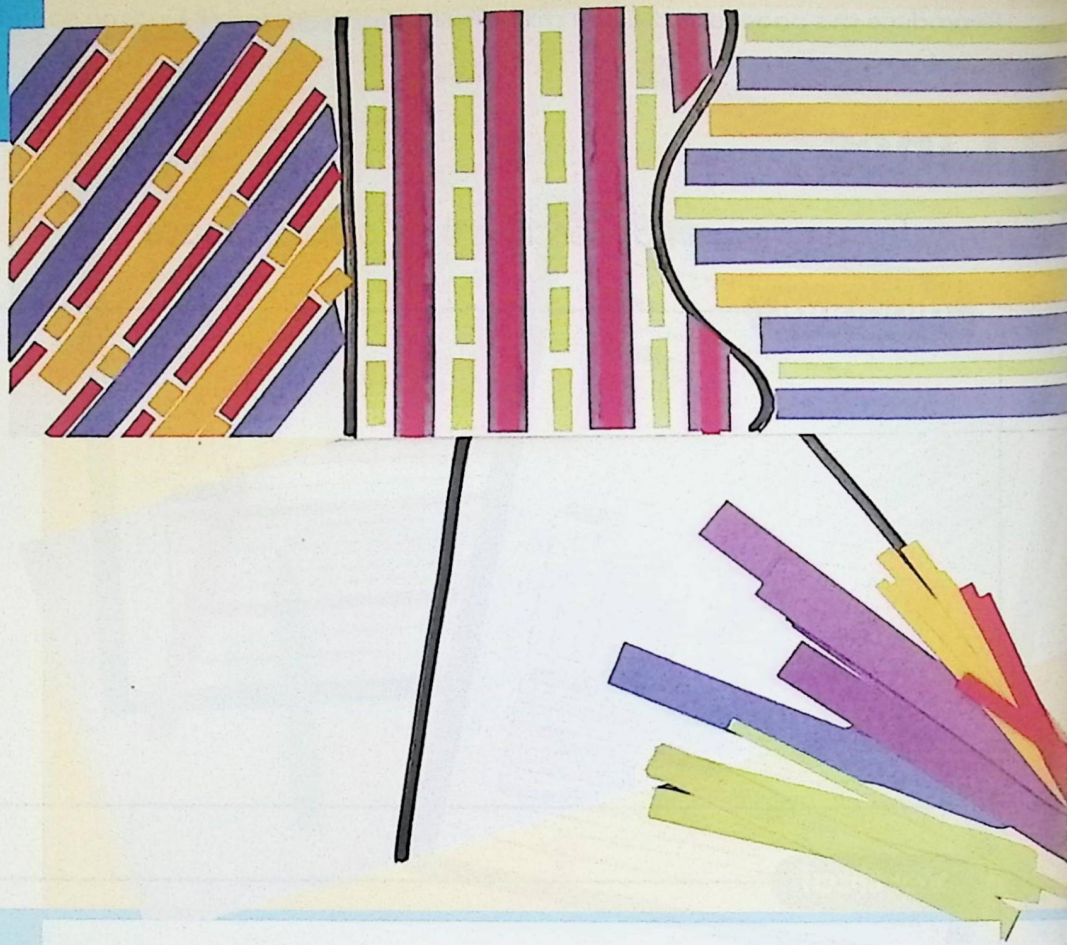
# Line

Lines have names that describe their place in space. They may be diagonal, vertical, or horizontal. Lines may be thick or thin, solid or broken. When two lines sit next to each other, they become parallel lines. Lines can be bent into curves and broken into angles.

# Line

## Line Designs

Children plan a design to reinforce their understanding of diagonal, vertical, and horizontal lines.



## Materials

- white shelf paper—1 yard (.9 m)
- assorted colored construction paper strips—1/2" x 12" (1.3 x 30.5 cm)
- felt-tip pens
- glue
- scissors

## Step by Step

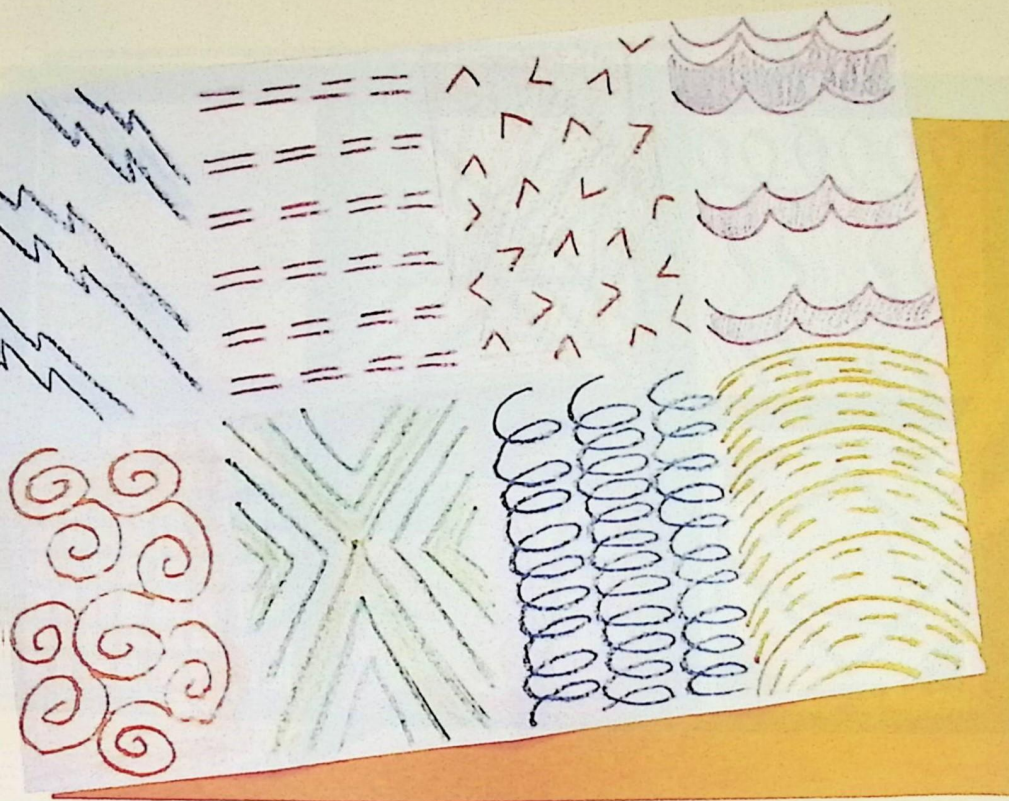
- 1 Give children the paper supplies and pens.
- 2 Have them use a black pen to divide their white paper into three areas. They may divide the paper into squares, overlapping shapes, or equal parts.
- 3 Then have children glue cut-paper lines to each area. The lines may be thick, thin, solid, or broken.
  - One area should contain only diagonal lines.
  - One area should contain only vertical lines.
  - One area should contain only horizontal lines.
- 4 Children may want to draw lines with a felt-tip pen to enrich their designs.



# Line

## Curves and Angles

Lines can be bent into curves and broken into angles. In this way, lines can create an infinite number of configurations.



### Step by Step

- 1 Discuss the different types of lines that can be created by changing a straight line into one that bends or curves.
  - zigzag
  - wavy
  - looped
  - curly
  - scalloped
- 2 Then give children the construction paper and have them fold their papers into eight equal rectangles.
- 3 Invite them to create a different type of line in each box.

### Materials

- white construction paper—9" x 12" (23 x 30.5 cm)
- crayons

# Line

## Create a Maze

Children tear three blobs from a rectangle and outline the blobs with a continuous line to fill the rectangle.

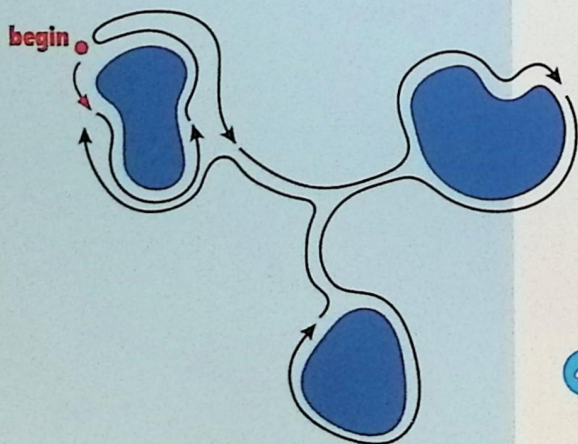


### Materials

- white paper—8 1/2" x 11" (21.5 x 28 cm)
- bright-colored paper—9" x 12" (23 x 30.5 cm)
- fine-tip marking pens
- glue

### Step by Step

- 1 Give children the white paper and pens.
- 2 Have them fold small sections of the white paper and tear out three interesting shapes. (Younger children may choose to glue irregular shapes to the white paper instead of tearing out pieces.)
- 3 Then have them use a fine-tip marking pen to draw a circular line around one of the torn shapes (holes).
  - Before that line comes to completion, have children draw toward the next shape.
  - Circle around the second shape, then draw toward the third shape. Continue the line until you have filled the paper.
  - **The objective is to draw one continuous line.** Children cannot cross over a line, but they may make a U-turn and go backwards.
- 4 After children finish, mount their mazes on bright-colored paper.





## Curved-Line Bookmark

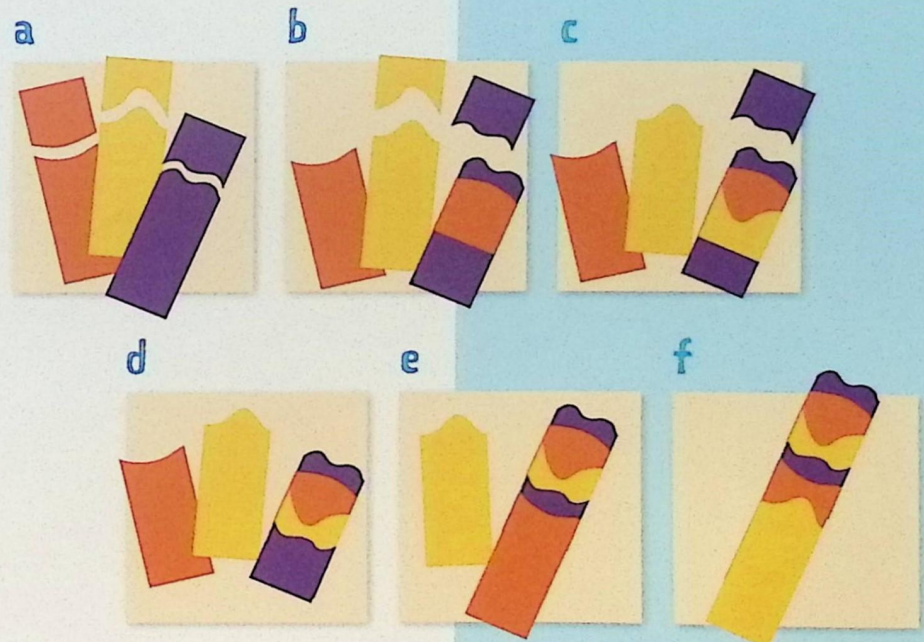
Children cut narrow strips of construction paper in a curve and layer the strips to create a bookmark.

### Step by Step

- 1 Have children choose three different colored strips.
- 2 Then have them cut each strip into two pieces with a curved cut.
- 3 Next, guide children to layer the pieces to create a bookmark. The straight end should always be placed toward the bottom of the bookmark.
- 4 Have children glue the pieces together.
- 5 You may wish to laminate the bookmarks.

### Materials

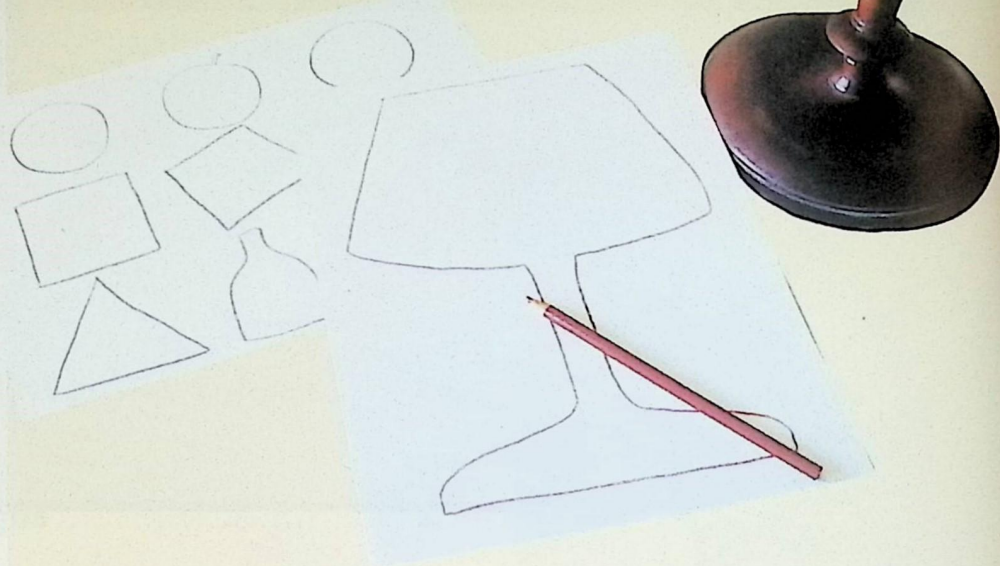
- 3" x 6" (7.5 x 15 cm) colored construction paper strips
- scissors
- glue



# Shape

## Lines Outline Shapes

Children create the outline of shapes using lines.



### Materials

- newsprint or other drawing paper
- pencils

### Step by Step

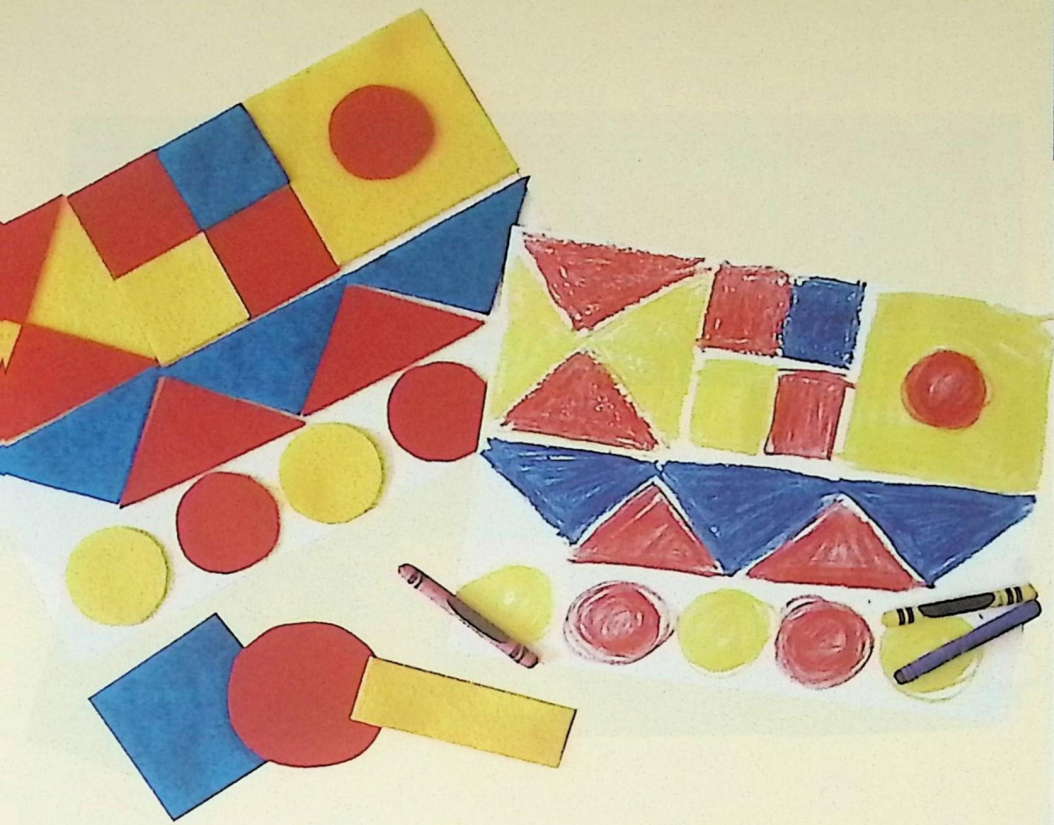
- 1 Give children the paper and pencils and invite them to sketch along with you.
- 2 Draw a circle, a square, and a triangle. Point out that these shapes are made up of curved or bent lines. Each is a familiar basic shape that is created by connecting lines.
- 3 Look at simple objects such as an apple, a bottle, or a vase. Draw an outline of the shapes. (This form of drawing is called contour or outline drawing.)
  - Only the outline of the object is drawn.
  - No inside details are added.

**Note:** Keep the pencil on the paper while drawing. The resulting drawing may be distorted and exaggerated, but it emphasizes that form is an outline in space that can be manipulated as it is drawn.

# Shape

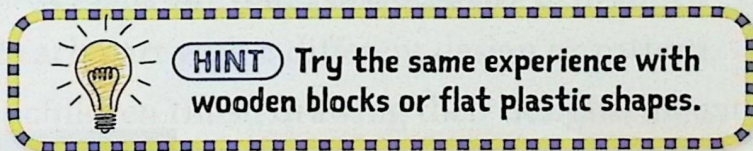
## A Shape Design

Children create a design using felt shapes and then copy the design onto paper.



### Step by Step

- 1 Give children the flannel board and felt shapes.
- 2 Then have them manipulate the felt shapes to create abstract designs on the flannel board. They should experiment with many different designs to see which ones they like the best.
- 3 Next, give children the drawing paper and crayons and have them draw the designs they made with the felt shapes.



**HINT** Try the same experience with wooden blocks or flat plastic shapes.

### Materials

- a flannel board
- felt shapes, 3 colors each:  
**circles**—red, blue, and yellow  
**squares**—red, blue, and yellow  
**triangles**—red, blue, and yellow  
**rectangles**—red, blue, and yellow
- drawing paper
- red, blue, and yellow crayons

# Shape

## Shape Search

Some shapes, particularly those used in mathematics, fit definitions and can be given a name. Some shapes are irregular and don't fit a definition. Circles, ovals, crescents, squares, rectangles, triangles, and trapezoids are named shapes. A paint spill might be an irregular shape that doesn't fit a definition.

### Materials

- page 25, reproduced for each child
- crayons or pencils

Reproduce this sheet for individual children to use with Shape Search on page 24.


Name Jason

### Shape Search

Find an example of each shape. Draw the example in the box. Fill in the blanks to tell about the shape.


#### Named Shapes

**Circle**




What is it? clock  
Where is it? On the wall

**Rectangle**




What is it? door  
Where is it? in the hall

**Square**



What is it? notebook  
Where is it? on my desk

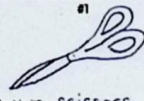
**Triangle**



What is it? potato chip  
Where is it? in my lunchbox

#### Unnamed Shapes

**#1**



What is it? scissors  
Where is it? on Ms. Ts desk

**#2**



What is it? bird  
Where is it? on the computer

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25

### Step by Step

- 1 Give children a copy of the Shape Search on page 25.
- 2 Have them find and name shapes in their environment.
- 3 Then have them draw examples or take photos of the shapes.
- 4 Lastly, have them tell someone about the shapes they found.

Name \_\_\_\_\_

# Shape Search

Find an example of each shape. Draw the example in the box.  
Fill in the blanks to tell about the shape.

## Named Shapes

**Circle**

What is it? \_\_\_\_\_

Where is it? \_\_\_\_\_

**Rectangle**

What is it? \_\_\_\_\_

Where is it? \_\_\_\_\_

**Square**

What is it? \_\_\_\_\_

Where is it? \_\_\_\_\_

**Triangle**

What is it? \_\_\_\_\_

Where is it? \_\_\_\_\_

## Unnamed Shapes

**#1**

What is it? \_\_\_\_\_

Where is it? \_\_\_\_\_

**#2**

What is it? \_\_\_\_\_

Where is it? \_\_\_\_\_

# Shape

## What Is It?

Each child uses the same shape and creates a picture incorporating the shape. Pictures are compared to document the variety of results.



## Materials

- construction paper—  
blue 2" (5 cm) circles  
white 6" (15 cm) squares
- glue
- crayons

## Step by Step

- 1 Give children the blue paper circles and the white paper squares.
- 2 Then have children glue one blue circle on one white square.
- 3 Next, have children draw lines to complete a picture. The blue circle must be a part of the picture.
- 4 Lastly, have children share their thoughts about the completed pictures and talk about the different things the blue circles represent.

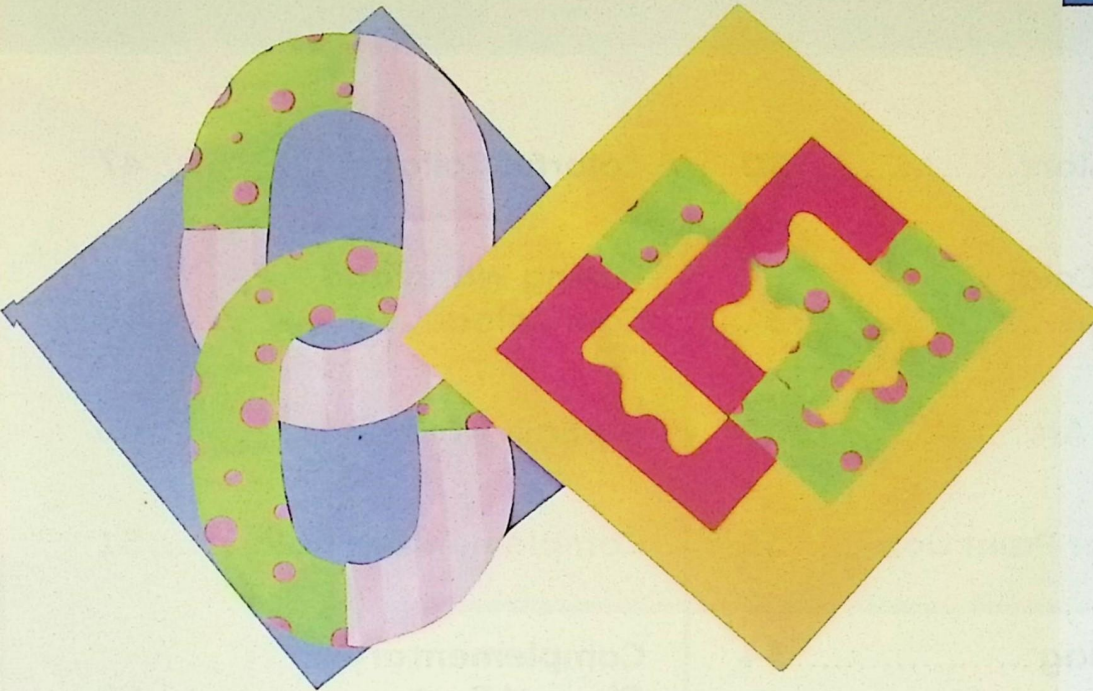


**HINT** Extend this project by using different shapes and colors in the project. Older children may enjoy the challenge of using several shapes at the same time.



## A Shape Collage

Children cut two identical shapes into pieces. Then they put the pieces back together and create a collage.

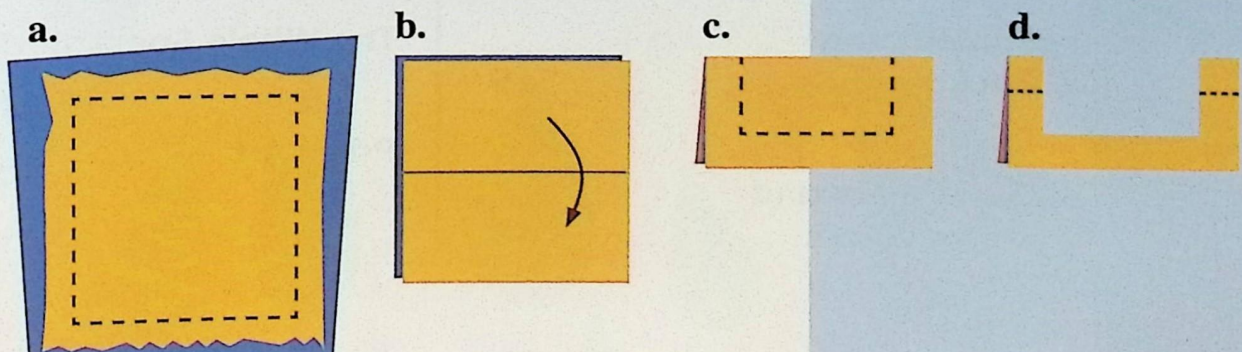


### Step by Step

- 1 Have children choose two scraps of wrapping paper that are about the same size.
  - a. Then have them hold the two pieces together as they cut out a square, triangle, or circle.
  - b. and c. Next, have them hold the two identical shapes together, fold the shape in half, and cut out the center of the shape.
  - d. Have children make additional cuts to the shape.
- 2 Lastly, children glue the pieces onto a construction paper square using parts of one colored shape to complete the other colored shape.

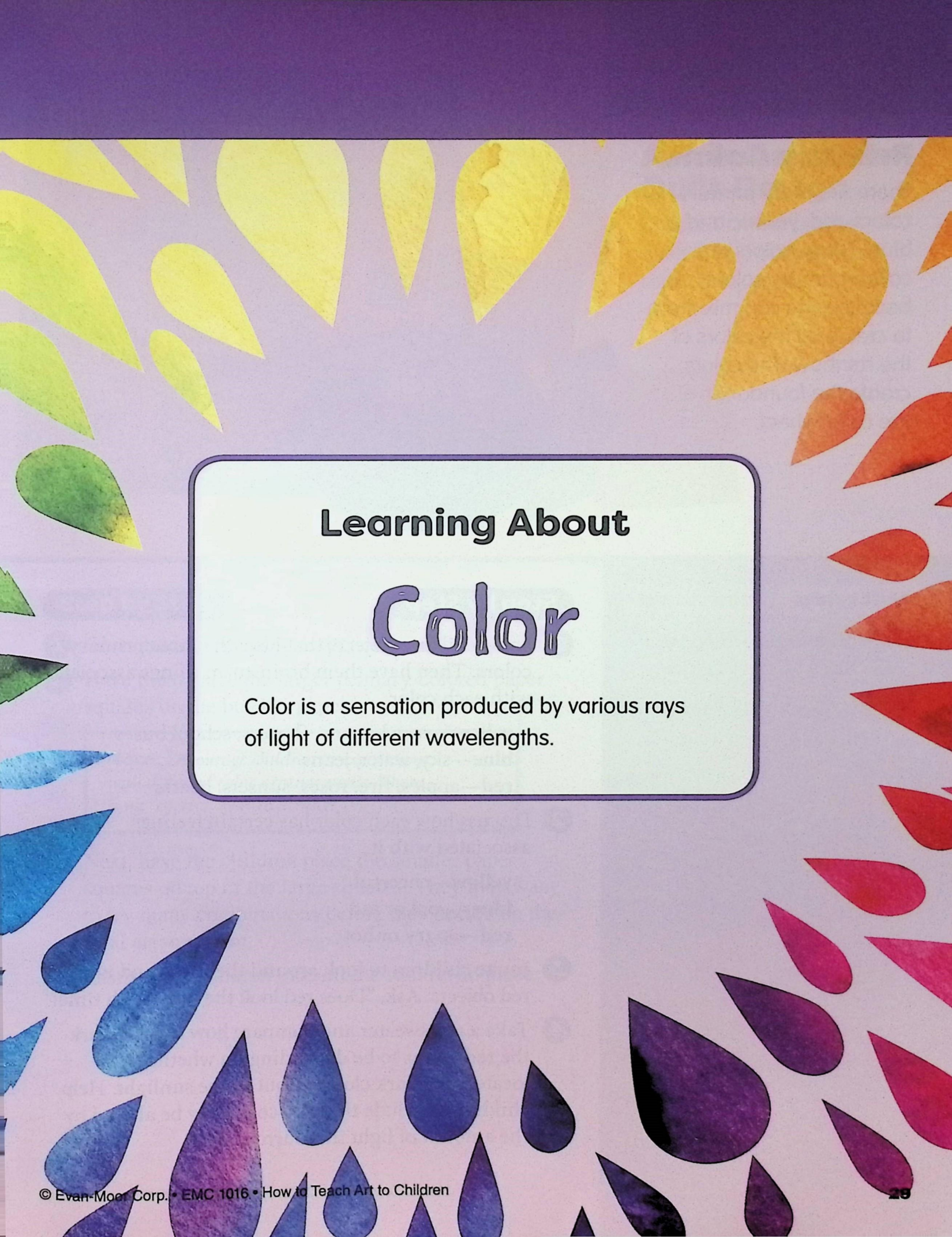
### Materials

- 9" (23 cm) square of construction paper
- scraps of wrapping paper
- scissors
- glue



# Color

Primary Colors .....	30	Colorful Collage .....	47
A Primary Color Quilt Design .....	31	Mixing Warm and Cool Colors .....	48
One-Color Art .....	32	My Favorite Palette .....	50
Three-Color Paint Job .....	33	Complementary Colors .....	51
Design a Flag .....	34	Complementary Rip and Paste .....	52
Secondary Colors .....	35	Complementary Turn About .....	53
Color Memory Game .....	37	Tertiary Colors .....	54
Color Mixing for All .....	38	Mixing to Match .....	56
Mixing Gradations of Color .....	40	Colored Pencil Blending ....	57
The Background Makes a Difference .....	42	Rainbow of Colors .....	58
Pick Contrasting Colors .....	43	Plan a Plaid .....	59
Contrasting Backgrounds .....	45	The Whole Spectrum .....	61
Cool Colors and Warm Colors .....	46	Prism Art .....	63



## Learning About

# Color

Color is a sensation produced by various rays of light of different wavelengths.

# Color

## Primary Colors

There are three primary colors: red, yellow, and blue. These colors are called primary colors because you can mix them to create all the colors of the rainbow. The colors create the foundation of the color wheel.



### Materials

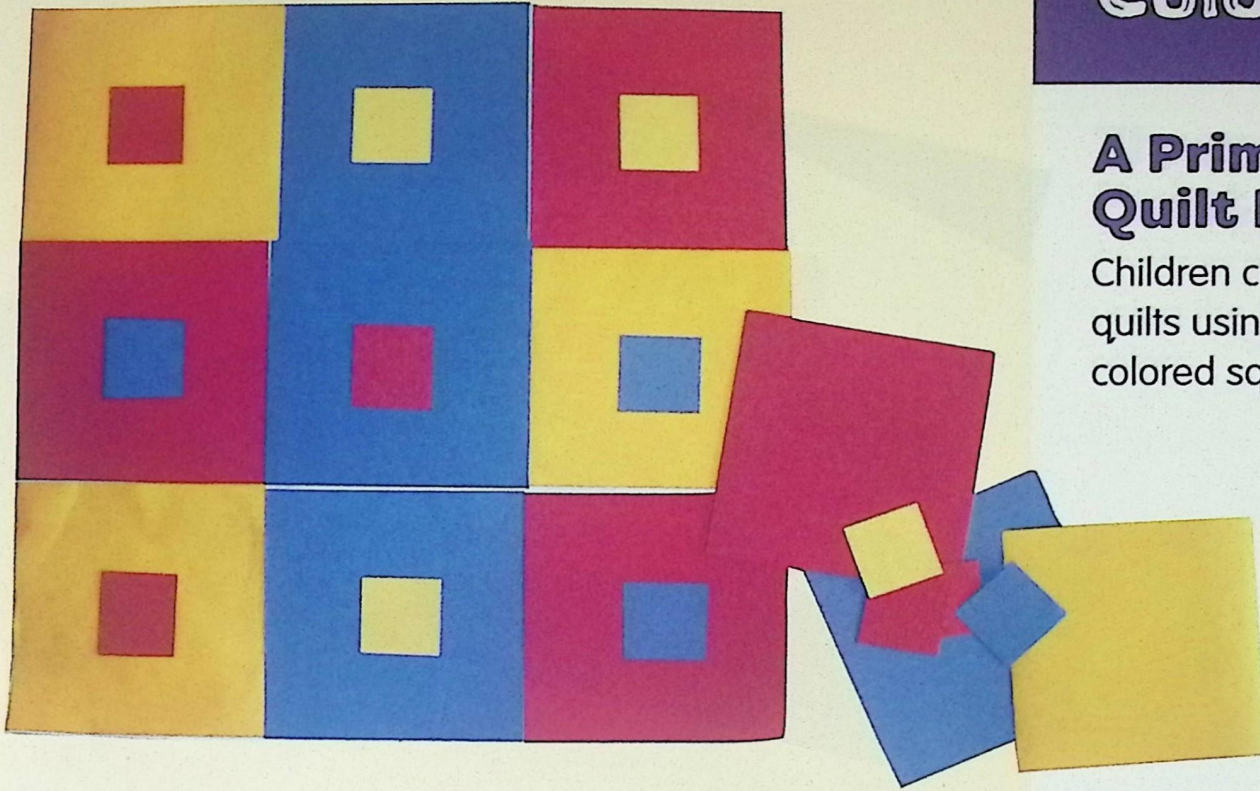
- miscellaneous objects in the three primary colors
- a colorful environment

### Step by Step

- 1 Show children objects that have the three primary colors. Then have them brainstorm things associated with each color.
  - yellow**—sun, lemons, flowers, school buses
  - blue**—sky, water, jeans
  - red**—apples, fire, roses, sunsets, hearts
- 2 Discuss how each color has certain feelings associated with it.
  - yellow**—cheerful
  - blue**—cool or sad
  - red**—angry or hot
- 3 Invite children to look around the room and identify red objects. Ask, “Does red look the same each time?”
- 4 Take a red sweater and compare how light or dark the red seems to be depending on whether it is located in a dark closet or out in the sunlight. Help children conclude that any color may be altered by the amount of light that surrounds it.

## A Primary Color Quilt Design

Children create paper quilts using primary-colored squares.



### Step by Step

- 1 Give children the paper supplies.
- 2 Have them place the larger primary-colored paper squares on the butcher paper.

**Note:** Encourage children to experiment with different color arrangements. There is no "correct" way to arrange the colors.

- 3 Next, have the children place the smaller paper squares on top of the large squares. They may want to try many combinations before they decide on the final arrangement.
- 4 Lastly, have children glue all the squares in place.

### Materials

(for each child)

- construction paper—
  - 9" (23 cm) squares:
    - three blue
    - three red
    - three yellow
  - 3" (7.5 cm) squares:
    - three blue
    - three red
    - three yellow
- butcher paper—
  - 27" (69 cm) square folded into 9" (23 cm) squares
- glue

## One-Color Art

Children create simple drawings with one primary color.



### Materials

(for each child)

- construction paper—three white 12" (30.5 cm) squares
- red, yellow, and blue crayons
- black crayon or felt-tip pen (optional)

### Step by Step

- 1 Give each child three white squares of paper and the drawing tools.
- 2 Then challenge children to draw three objects or pictures. They should use only one primary color for each picture. (Black may be used to outline or add details to each of the pictures.)
- 3 After children finish their drawings, display pictures of the same color together. For example, hang all of the red drawings together.
- 4 Then ask children about the drawings:
  - What do the red drawings have in common? What is different about them?
  - How do you feel when you look at the blue pictures? How do you feel when you look at the yellow pictures?

## Three-Color Paint Job

Children paint pictures using the three primary colors.



### Step by Step

- 1 Write each painting challenge on a notecard. Put the paper, paints, and paintbrushes on a table for children.
- 2 Have children choose a challenge and use the three primary colors to paint a picture.
- 3 After children finish painting, have them talk about what they noticed when they used the primary colors together.

#### Painting Challenges

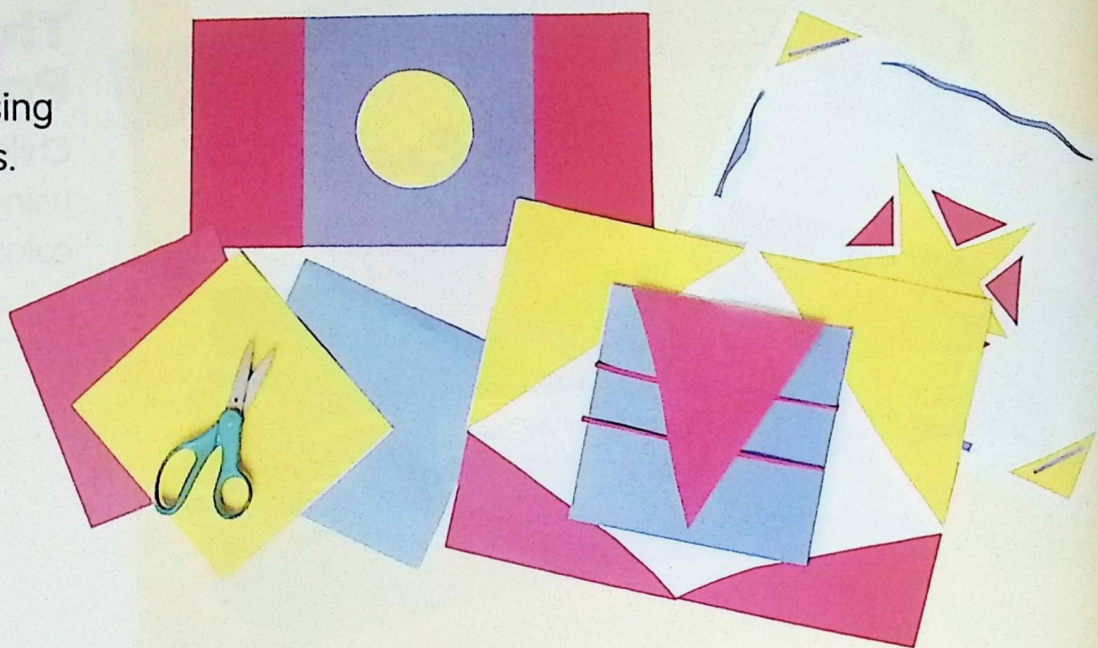
- *Paint a beach ball rolling into the sea.*
- *Paint a rowboat on the lake on a sunny day.*
- *Paint red, blue, and yellow fruit.*
- *Paint an airplane zooming over a circus tent.*
- *Paint a watering can in a flower garden.*
- *Paint a child with an umbrella walking in the rain.*
- *Paint a wind vane on the top of a barn.*
- *Paint a child with a wagon.*

### Materials

- large white painting paper
- red, yellow, and blue tempera paints
- paintbrushes in a variety of sizes
- painting challenges written on notecards

## Design a Flag

Children create flags using the three primary colors.



### Materials

(for each child)

- construction paper—  
white 9" x 12" (23 x 30.5 cm)  
red 6" (15 cm) square  
blue 6" (15 cm) square  
yellow 6" (15 cm) square
- glue
- scissors
- black crayon (optional)

### Step by Step

- 1 Give children the paper, the glue, and the scissors.
- 2 Then have them plan and design flags using the three primary colors. They may cut the three primary-colored squares into any shape.
- 3 Encourage children to experiment and try several different designs before gluing the pieces in place.
- 4 After they finish gluing, they may wish to use a black crayon to add details to their flag.

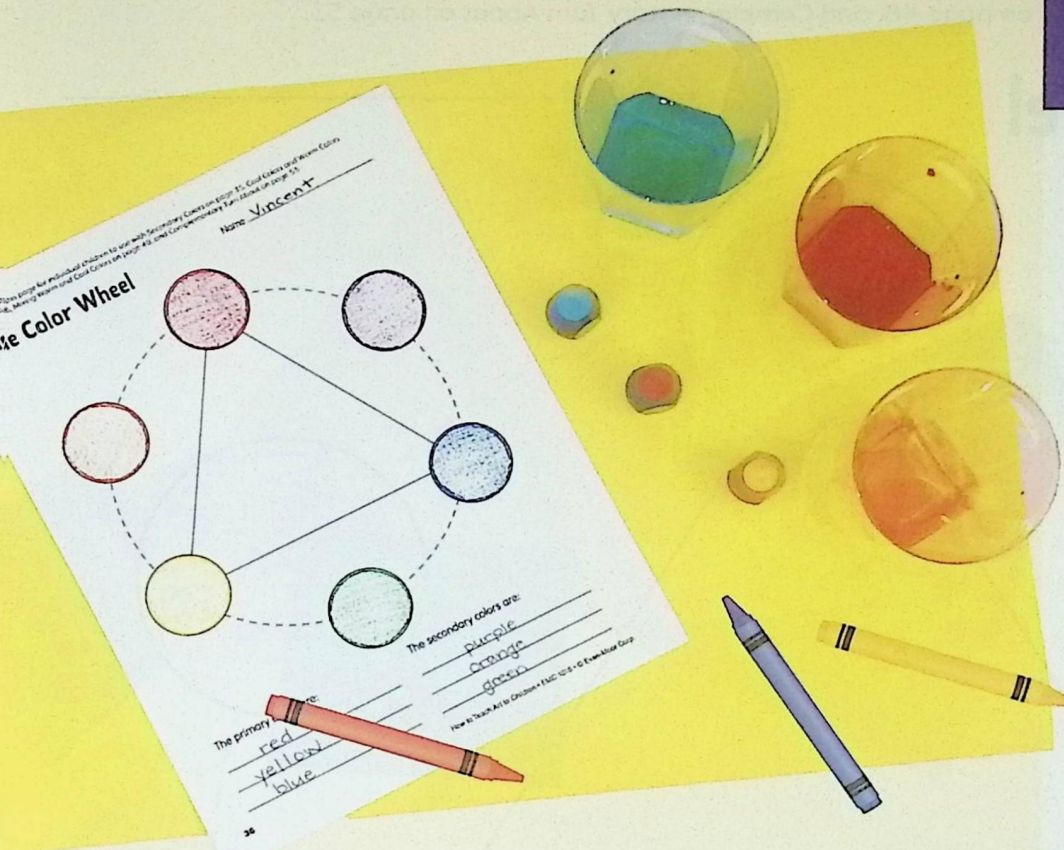


**HINT** Have children use the flags to decorate their bedrooms.



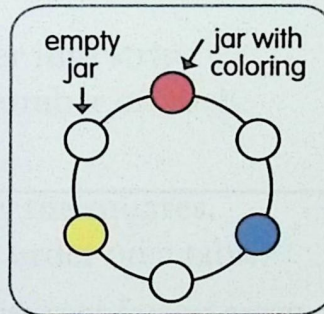
## Secondary Colors

Primary colors can be mixed to create the secondary colors of orange, green, and purple.



### Step by Step

- 1 Place the three small jars of primary colors in the positions shown on the color wheel. Add three empty jars in the positions of the secondary colors.
- 2 Use eyedroppers to mix the primary colors to create secondary colors in the empty jars. Stir to mix. Begin with the lightest color and add the darker color one drop at a time.
- 3 When all the mixing is complete, you will have created the three secondary colors—purple, orange, and green.
- 4 Give children page 36 and colored pencils or crayons and have them complete the color wheel as shown above.



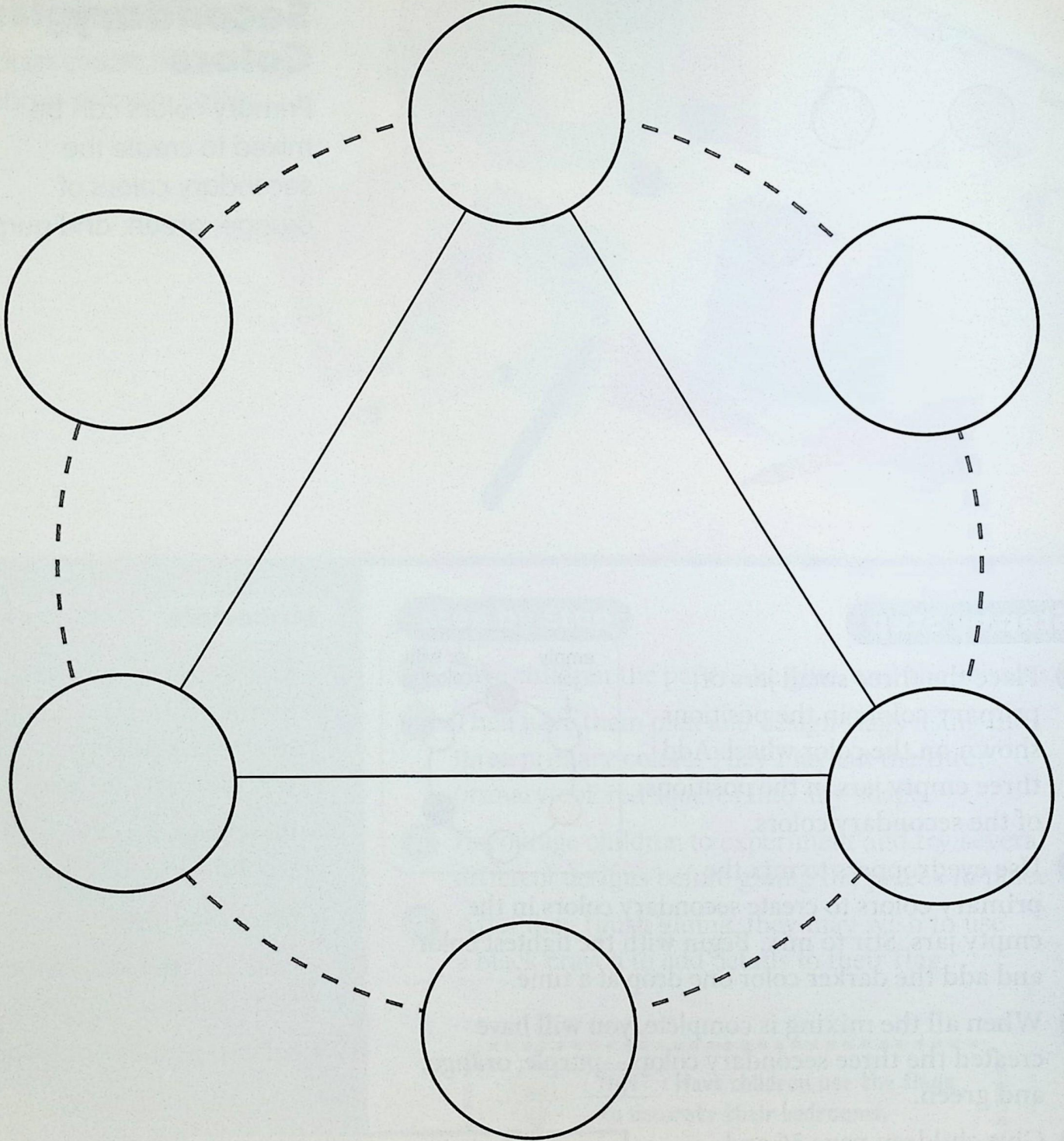
### Materials

- food coloring and water premixed in glass jars for the three primary colors—red, blue, and yellow
- three glass jars for secondary colors
- three eyedroppers
- page 36, reproduced for each child
- colored pencils or crayons

**Note:** In this book the word **purple** is used instead of **violet** because **purple** is a color that is commonly found in crayons, construction paper, and paint.

# The Color Wheel

Name \_\_\_\_\_



The primary colors are:

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The secondary colors are:

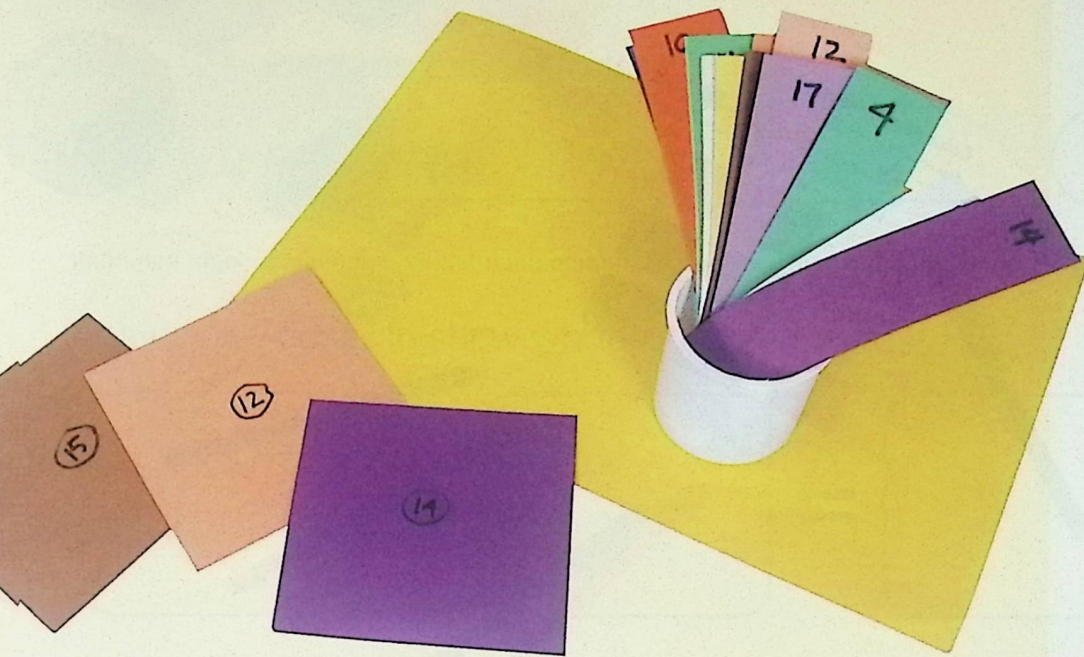
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## Color Memory Game

This activity reinforces color memory and expands children's color awareness.



### Step by Step

- 1 Cut the colored construction paper into strips and squares and write the same number on each matching color strip and square.
- 2 Put the strips in the container. Lay the squares, numbers facing down, in random order on a table.
- 3 Put a chair against the table with its seat facing away from the table. Have one child sit in the chair.
- 4 Hold the container of strips and have the child in the chair pick a colored strip from the container. He or she will read the number aloud and study the color before putting the strip back into the container.
- 5 The child then turns around and finds the matching color square on the table and reads the number to verify that it is the correct match.

### Materials

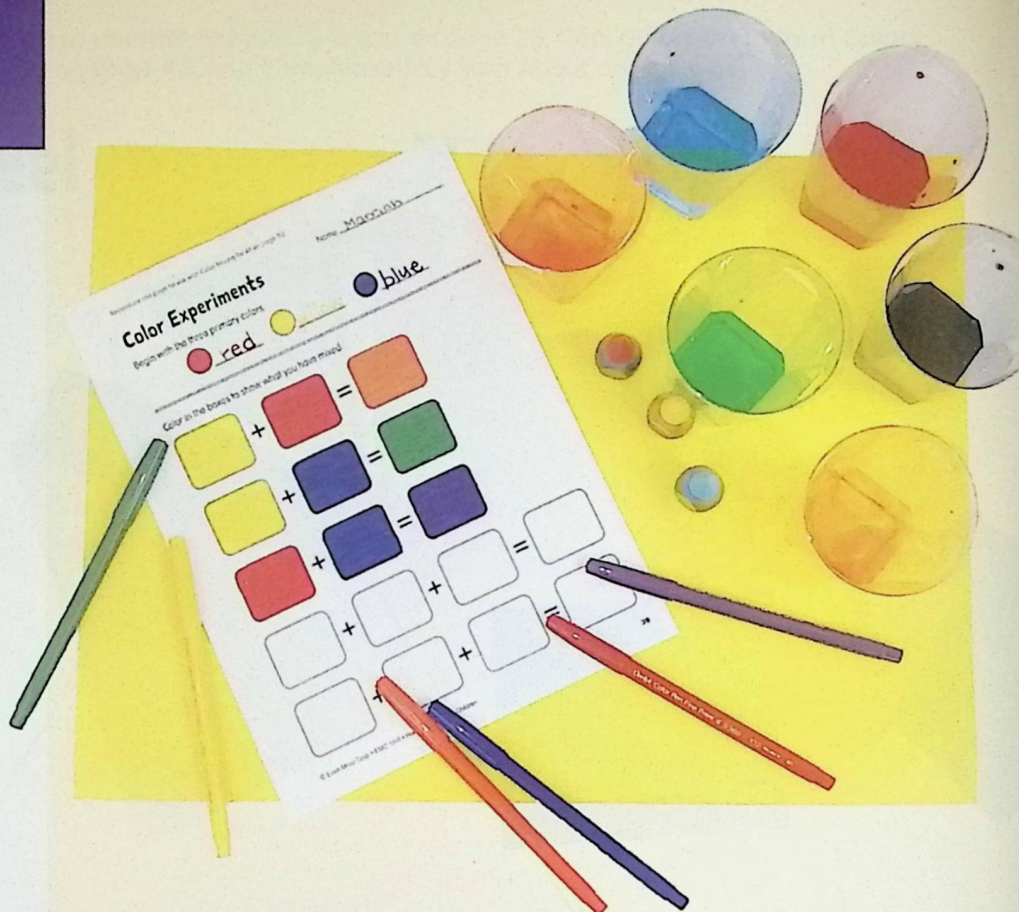
- construction paper—several shades of every color
  - 2" x 6" (5 x 15 cm) strips
  - 4" (10 cm) squares to match the colored strips
- can or plastic container



**HINT** To make this game more challenging, use paint strips from the paint store in place of construction paper strips and squares.

## Color Mixing for All

Each child can experience the magic of color mixing in the art center.



### Materials

- a pitcher of water
- six clear plastic cups
- a spoon
- small squeeze-type bottles of red, blue, and yellow food coloring
- page 39, reproduced for each child
- paper towels
- a plastic tub or sink for cleanup
- markers

### Step by Step

- 1 Set up the color mixing center.
- 2 Have children visit the center and experiment with mixing the primary colors. Remind them to always begin with the lightest color and add the darker color one drop at a time.
- 3 Have children use markers to record the colors mixed on the sheet.
- 4 Challenge children to mix three colors and discover new shades.

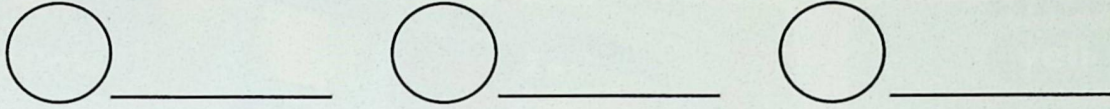


**HINT** For a sensory experience, blend small balls of brightly colored playdough.

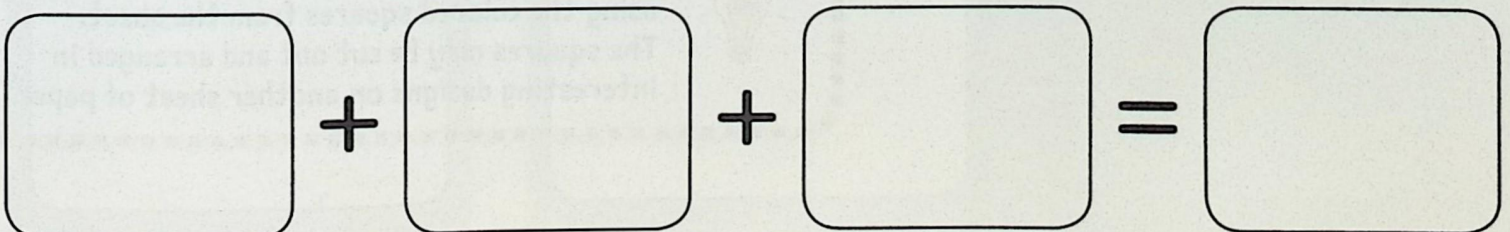
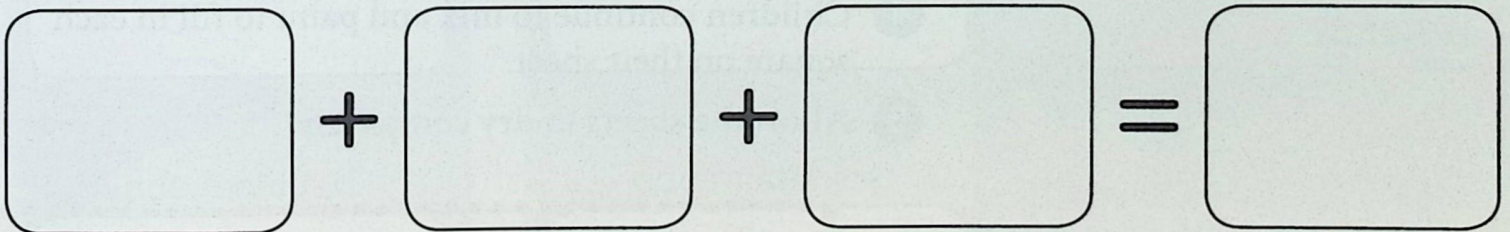
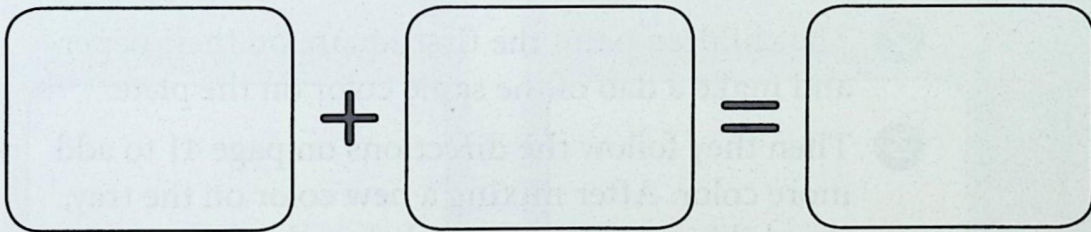
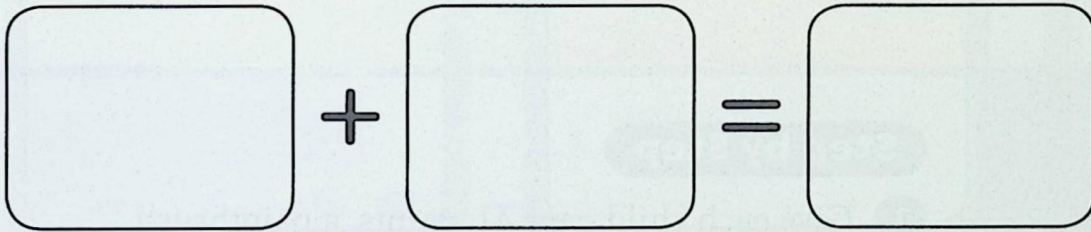
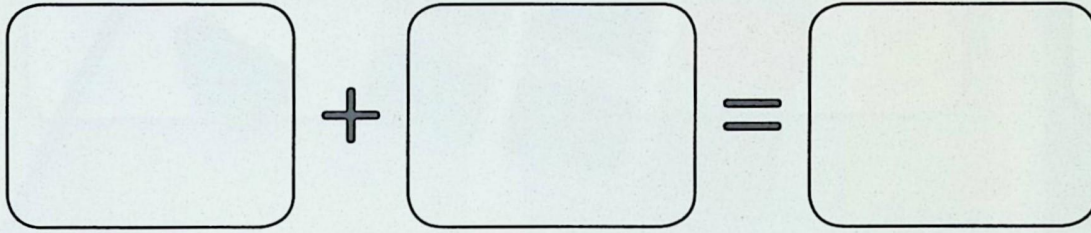
Name \_\_\_\_\_

# Color Experiments

Begin with the three primary colors.



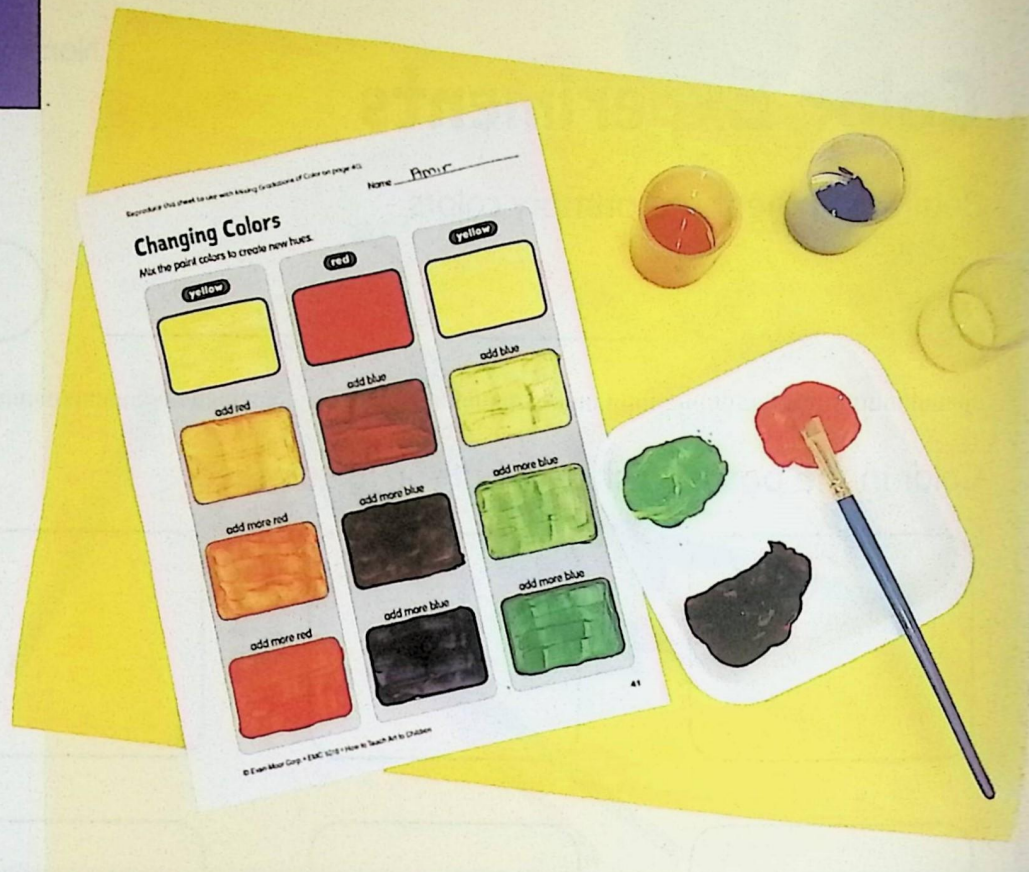
Color in the boxes to show what you have mixed.



# Color

## Mixing Gradations of Color

Children discover that mixing different amounts of a color changes the color's hue.



### Materials

- tempera or watercolor paints
- paintbrushes
- plate or foam tray for mixing colors
- water and paper towels
- page 41, reproduced for each child

### Step by Step

- 1 Give each child page 41, paints, a paintbrush, and a tray.
- 2 The children paint the first square on their paper and make a dab of the same color on the plate.
- 3 Then they follow the directions on page 41 to add more color. After mixing a new color on the tray, the child paints the square below the direction.
- 4 Children continue to mix and paint to fill in each square on their sheet.
- 5 Allow the sheets to dry completely.



**HINT** Children may enjoy creating a picture using the colored squares from the sheet. The squares may be cut out and arranged in interesting designs on another sheet of paper.

Name \_\_\_\_\_

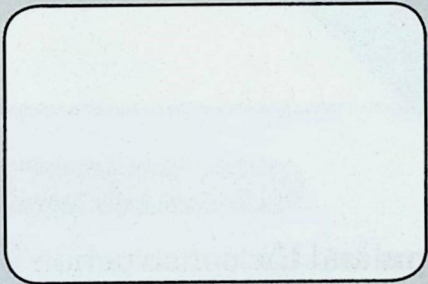
# Changing Colors

Mix the paint colors to create new hues.

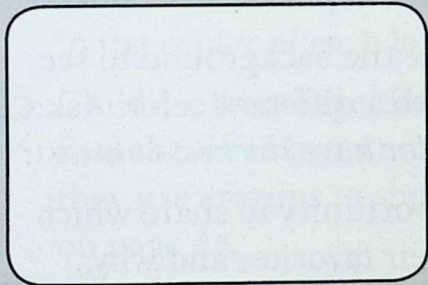
**yellow**



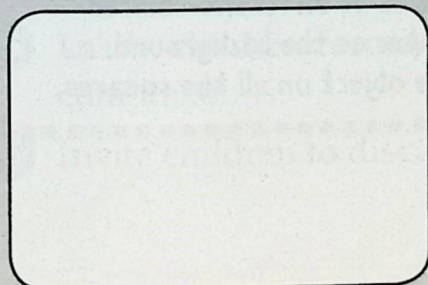
add red



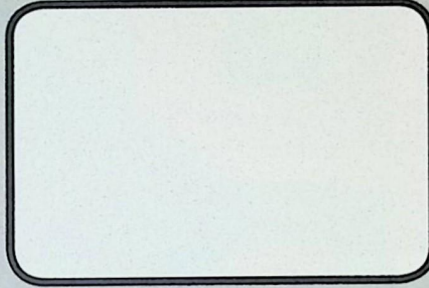
add more red



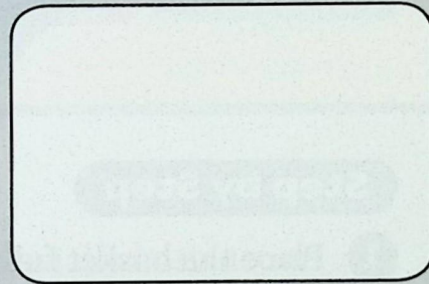
add more red



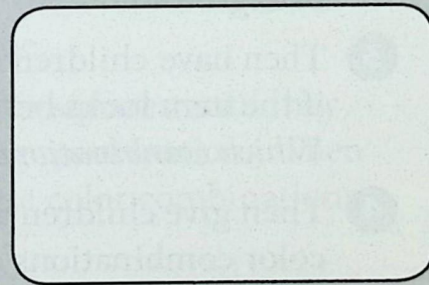
**red**



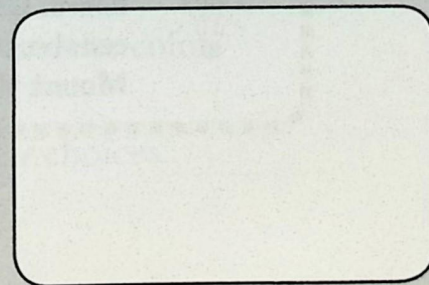
add blue



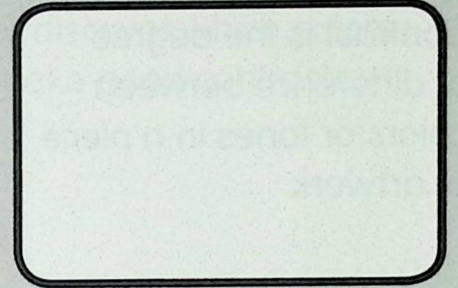
add more blue



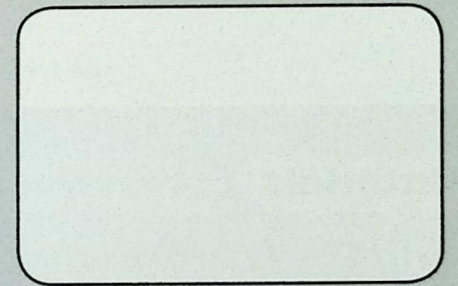
add more blue



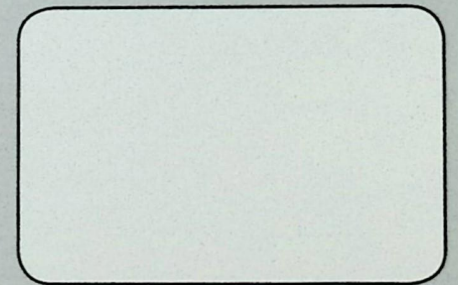
**yellow**



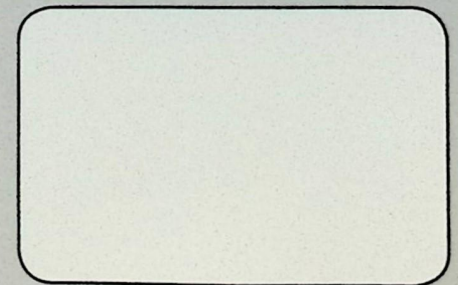
add blue



add more blue



add more blue



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Easy-to-follow directions, simple materials lists, and examples of completed projects provide guidance and support to inspire creativity.

There are 96 projects that make learning the seven elements of art fun!

Line

Texture

Shape

Form

Color

Space

Value

Elements are connected to the work of famous artists such as Pablo Picasso, Henri Matisse, and Leonardo da Vinci.



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