

ART EDUCATION PROGRAM

SECOND GRADE ART CURRICULUM

This curriculum is designed to align with the Florida State Standards for SECOND -grade art education, focusing on critical thinking, reflection, skills development, organizational structure, historical and global connections, and innovation.

1. CRITICAL THINKING AND REFLECTION

1.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

Objective: Students will engage in cognitive and reflective activities to enhance their ability to appreciate, interpret, and create art.

Activities:

- Reflective journals on art projects.
- Group discussions on the interpretation of various artworks.

Assessment: Students will submit journal entries and participate in group discussions demonstrating their understanding and reflection.

1.2 Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

Objective: Students will develop critical-thinking, problem-solving, and decision-making skills through the assessment of their own and others' artworks.

Activities:

- Peer review sessions.
- Self-assessment checklists for art projects.

Assessment: Students will complete peer reviews and self-assessments, providing constructive feedback and demonstrating critical thinking.

3. The processes of critiquing works of art lead to the development of critical-thinking skills transferable to other contexts.

Objective: Students will critique artworks to develop critical-thinking skills applicable in various contexts.

Activities:

- Structured art critiques in class.
- Comparative analysis of different art styles and techniques.

Assessment: Students will participate in structured critiques and submit comparative analysis essays.

2. SKILLS, TECHNIQUES, AND PROCESSES

2.1. The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

Objective: Students will actively engage in creating, interpreting, and responding to art.

Activities:

- Hands-on art projects using various media.
- Interpretation exercises of famous artworks.

Assessment: Students will create and present art projects and participate in interpretation exercises.

2.2. Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

Objective: Students will develop art skills, techniques, and processes to enhance cognitive abilities.

Activities:

- Step-by-step art technique lessons.
- Memory and sequencing games related to art processes.

Assessment: Students will demonstrate their skills in art technique lessons and participate in related games.

3. Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

Objective: Students will practice and refine simple and complex art skills and techniques.

Activities:

- Regular practice sessions for drawing and painting techniques.
- Progressive skill-building projects.

Assessment: Students will showcase their progress through a portfolio of art projects.

3. ORGANIZATIONAL STRUCTURE

3.1. Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

Objective: Students will understand the organizational structure of art forms to appreciate and respect artistic works.

Activities:

- Lessons on the elements and principles of design.
- Analyzing the structure of various art pieces.

Assessment: Students will create projects that demonstrate their understanding of design elements and principles.

3.2 The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

Objective: Students will learn the structural rules and conventions of art forms to foster creativity.

Activities:

- Creating art pieces that follow specific rules and conventions.
- Exploring how artists break and redefine these rules.

Assessment: Students will produce art that illustrates their understanding of structural rules and their creative departures.

3. Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

Objective: Students will explore the unique languages of various art forms.

Activities:

- Studying visual symbols and non-verbal communication in art.

- Creating art that conveys messages and stories.

Assessment: Students will present art projects that effectively use visual symbols and non-verbal communication.

4. HISTORICAL AND GLOBAL CONNECTIONS

4.1. Through study in the arts, we learn about and honor others and the worlds in which they live(d).

Objective: Students will study and honor diverse cultures through art.

Activities:

- Research projects on art from different cultures.
- Creating art inspired by various historical and cultural contexts.

Assessment: Students will complete research projects and create culturally inspired art.

4.2. The arts reflect and document cultural trends and historical events and help explain how new directions in the arts have emerged.

Objective: Students will understand how art reflects cultural trends and historical events.

Activities:

- Timeline projects linking art movements to historical events.
- Discussions on how art influences and is influenced by society.

Assessment: Students will develop timelines and participate in discussions demonstrating their understanding.

4.2. Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

Objective: Students will explore connections between art and other disciplines.

Activities:

- Integrated projects combining art with subjects like math, science, and literature.
- Exploring careers that blend art with other fields.

Assessment: Students will create interdisciplinary projects and explore related career paths.

5. INNOVATION, TECHNOLOGY, AND THE FUTURE

5.1. Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

Objective: Students will engage in innovative and imaginative art practices.

Activities:

- Experimental art projects using unconventional materials.
- Encouraging students to take creative risks in their work.

Assessment: Students will present innovative art projects and reflect on their creative processes.

5.2. Careers in and related to the arts significantly and positively impact local and global economies.

Objective: Students will learn about careers in the arts and their economic impact.

Activities:

- Guest speakers from various art careers.
- Projects exploring the role of art in the economy.

Assessment: Students will complete projects and participate in discussions on art careers.

5.3. The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

Objective: Students will develop 21st-century skills through art education.

Activities:

- Collaborative art projects.
- Using digital tools and technologies in art creation.

Assessment: Students will demonstrate 21st-century skills through collaborative projects and digital art creations.

2nd Grade Elementary Art Curriculum

Objective: To enhance the artistic skills of second-grade students (age 8) through structured, engaging, and creative activities, while integrating reading, basic arithmetic, and measurement skills.

Structure:

- One class per week
- Each class lasts 45-60 minutes
- Focus on structured, yet playful and interactive learning

Weekly Breakdown with Materials and Step-by-Step Instructions:

WEEKS 1-2: INTRODUCTION TO ART

● Week 1: Welcome and Exploration

● Activity:

- 1 Welcome and Orientation:
 - 2 Greet students and introduce yourself as their art teacher.
 - 3 Provide an overview of what they will learn and do in art class this year.
- 4 Introduction to Class Norms and Rules:
 - 5 Discuss the importance of having a positive and respectful classroom environment.
 - 6 Present the classroom rules and expectations for behavior, participation, and respect for materials and each other.
- 7 Interactive Drawing:
 - 8 Encourage students to explore and create drawings using crayons and markers.
 - 9 Emphasize taking turns and sharing materials.

- **Materials:** Crayons, markers, large sheets of paper

● Step-by-Step Instructions:

- 1 Begin with a warm welcome and brief introduction about the art class.
- 2 Clearly explain each rule and the reasons behind them.
- 3 Encourage students to share their thoughts and ask questions.
- 4 Reinforce the importance of following the rules to ensure a fun and safe learning environment.
- 5 Distribute crayons, markers, and paper for free drawing.
- 6 Allow students to draw freely for 20-30 minutes.
- 7 Gather the students and ask them to share their drawings.
- 8 Discuss their artwork and provide positive feedback.

- **Week 2: Exploring Primary and Secondary Colors**

- **Activity:**

- 1 Introduction to Colors:
- 2 Present primary (red, blue, yellow) and secondary (green, orange, purple) colors.
- 3 Color Mixing Activity:
- 4 Provide students with paint and encourage them to mix primary colors to create secondary colors.
- 5 Color Wheel Creation:
- 6 Guide students in creating their own color wheels.

- **Materials:** Paint (red, blue, yellow), brushes, paper plates (for palettes), large sheets of paper, aprons

- **Step-by-Step Instructions:**

- 1 Introduce primary and secondary colors to the students.
- 2 Show examples of color mixing and how primary colors combine to create secondary colors.
- 3 Distribute paint, brushes, and paper plates for palettes.
- 4 Allow students to experiment with mixing colors for 20-30 minutes.
- 5 Guide students in creating their own color wheels on large sheets of paper.
- 6 Ask students to share their color wheels and discuss the colors they created.
- 7 Provide positive feedback and display the color wheels.

WEEKS 3-6: EXPLORING DIFFERENT MEDIUMS

- **Week 3: Drawing with Charcoal and Chalk**

- **Activity:**

- 1 Introduction to Charcoal and Chalk:
- 2 Explain the basics of working with charcoal and chalk.
- 3 Still Life Drawing:
- 4 Set up a simple still life arrangement (e.g., fruit, vase) for students to draw.
- 5 Emphasize taking turns in using different colors of chalk.

- **Materials:** Charcoal sticks, chalk, drawing paper, still life objects, erasers, fixative spray

- **Step-by-Step Instructions:**

- 1 Introduce charcoal and chalk and explain their properties.
- 2 Distribute drawing paper and charcoal sticks/chalk.
- 3 Set up a simple still life arrangement and explain the task.
- 4 Demonstrate basic shading techniques.
- 5 Allow students to draw for 20-30 minutes.
- 6 Ask students to share their drawings and discuss their shading techniques.
- 7 Provide positive feedback and display the drawings.
- 8 Spray finished drawings with fixative to prevent smudging.

- **Week 4: Creating 3D Art with Clay**

- **Activity:**

- 1 Introduction to Clay Sculpting:
 - 2 Explain the basics of working with clay and different sculpting techniques.
- 3 Animal Sculptures:
 - 4 Guide students in creating simple animal sculptures using clay.
 - 5 Encourage sharing tools and taking turns.

- **Materials:** Air-dry clay, sculpting tools, plastic mats, aprons

- **Step-by-Step Instructions:**

- 1 Introduce the basics of clay sculpting and demonstrate techniques.
- 2 Distribute clay, sculpting tools, and plastic mats.
- 3 Demonstrate how to create simple animal sculptures.
- 4 Encourage students to add texture using various tools.
- 5 Allow students to sculpt for 20-30 minutes.
- 6 Ask students to share their sculptures and discuss the textures they used.
- 7 Provide positive feedback and display the sculptures.

● **Week 5: Collage with Mixed Media**

● **Activity:**

- 1 Introduction to Mixed Media:
- 2 Explain what mixed media is and show examples.
- 3 Personal Identity Collage:
- 4 Encourage students to create collages that represent their interests and personalities using various materials.

- **Materials:** Magazines, fabric scraps, buttons, beads, construction paper, glue, safety scissors, markers

● **Step-by-Step Instructions:**

- 1 Introduce mixed media and show examples.
- 2 Distribute magazines, fabric scraps, buttons, beads, construction paper, glue, scissors, and markers.
- 3 Demonstrate how to create a personal identity collage.
- 4 Allow students to create their collages for 20-30 minutes.
- 5 Ask students to share their collages and discuss the materials they used and why.
- 6 Provide positive feedback and display the collages.

● **Week 6: Exploring Watercolors**

● **Activity:**

- 1 Introduction to Watercolor Techniques:
- 2 Explain and demonstrate various watercolor techniques (e.g., wet-on-wet, dry brush).
- 3 Landscape Painting:
- 4 Guide students in creating a landscape painting using the techniques learned.

- **Materials:** Watercolor paints, brushes, watercolor paper, cups for water, aprons

● **Step-by-Step Instructions:**

- 1 Introduce and demonstrate various watercolor techniques.
- 2 Distribute watercolor paper, brushes, and cups of water.
- 3 Guide students in creating a landscape painting using the techniques learned.
- 4 Allow students to paint for 20-30 minutes.
- 5 Ask students to share their paintings and discuss the techniques they used.
- 6 Provide positive feedback and display the paintings.

WEEKS 7-10: SEASONAL ART PROJECTS

● Week 7: Autumn Leaf Printing

● Activity:

- 1 Introduction to Leaf Printing:
- 2 Explain the concept of leaf printing and its connection to autumn.
- 3 Leaf Print Collage:
- 4 Guide students in creating a collage using leaf prints.

● Materials: Leaves, tempera paint, large sheets of paper, aprons

● Step-by-Step Instructions:

- 1 Introduce the concept of leaf printing and show examples.
- 2 Distribute leaves, tempera paint, and large sheets of paper.
- 3 Demonstrate how to apply paint to leaves and press them onto paper.
- 4 Allow students to create their leaf print collages for 20-30 minutes.
- 5 Ask students to share their collages and discuss the colors and shapes they used.
- 6 Provide positive feedback and display the collages.

● Week 8: Winter Landscapes

● Activity:

- 1 Introduction to Winter Landscapes:
- 2 Explain the elements of a winter landscape.
- 3 Winter Landscape Drawing:
- 4 Guide students in drawing a winter landscape using crayons and pastels.

● Materials: Crayons, oil pastels, large sheets of paper

● Step-by-Step Instructions:

- 1 Introduce the elements of a winter landscape and show examples.
- 2 Distribute large sheets of paper, crayons, and oil pastels.
- 3 Demonstrate how to draw a winter landscape using the materials.
- 4 Allow students to create their drawings for 20-30 minutes.
- 5 Ask students to share their drawings and discuss the elements they included.
- 6 Provide positive feedback and display the drawings.

- **Week 9: Spring Blossoms Painting**

- **Activity:**

- 1 Introduction to Painting Spring Blossoms:
- 2 Explain the concept of painting spring blossoms and show examples.
- 3 Painting Session:
- 4 Guide students in painting spring blossoms using watercolors.

- **Materials:** Watercolor paints, brushes, watercolor paper, aprons

- **Step-by-Step Instructions:**

- 1 Introduce the concept of painting spring blossoms and show examples.
- 2 Distribute watercolor paints, brushes, and watercolor paper.
- 3 Demonstrate how to paint spring blossoms using watercolors.
- 4 Allow students to paint for 20-30 minutes.
- 5 Ask students to share their paintings and discuss the colors and techniques they used.
- 6 Provide positive feedback and display the paintings.

- **Week 10: Summer Beach Scene**

- **Activity:**

- 1 Introduction to Drawing Summer Beach Scenes:
- 2 Explain the elements of a beach scene and show examples.
- 3 Beach Scene Drawing:
- 4 Guide students in drawing a summer beach scene using colored pencils.

- **Materials:** Colored pencils, large sheets of paper

- **Step-by-Step Instructions:**

- 1 Introduce the elements of a beach scene and show examples.
- 2 Distribute large sheets of paper and colored pencils.
- 3 Demonstrate how to draw a beach scene using the materials.
- 4 Allow students to create their drawings for 20-30 minutes.
- 5 Ask students to share their drawings and discuss the elements they included.
- 6 Provide positive feedback and display the drawings.

WEEKS 11-14: INTRODUCTION TO FAMOUS ARTISTS

● Week 11: Exploring Van Gogh

● Activity:

- 1 Introduction to Vincent Van Gogh:
- 2 Explain who Vincent Van Gogh was and discuss his painting “Sunflowers”.
- 3 Sunflower Painting:
- 4 Guide students in creating their own sunflower paintings using acrylic paint.

● Materials: Acrylic paint, brushes, canvas boards or heavy paper, aprons

● Step-by-Step Instructions:

- 1 Introduce Vincent Van Gogh and his painting “Sunflowers”.
- 2 Distribute canvas boards or heavy paper, acrylic paint, and brushes.
- 3 Demonstrate how to paint sunflowers using acrylic paint.
- 4 Allow students to create their sunflower paintings for 20-30 minutes.
- 5 Ask students to share their paintings and discuss the colors and techniques they used.
- 6 Provide positive feedback and display the paintings.

● Week 12: Exploring Picasso

● Activity:

- 1 Introduction to Pablo Picasso:
- 2 Explain who Pablo Picasso was and discuss his use of geometric shapes in his artwork.
- 3 Abstract Portraits:
- 4 Guide students in creating abstract portraits using geometric shapes and bold colors.

● Materials: Construction paper, markers, glue sticks, safety scissors

● Step-by-Step Instructions:

- 1 Introduce Pablo Picasso and his use of geometric shapes in his artwork.
- 2 Distribute construction paper, markers, glue sticks, and safety scissors.
- 3 Demonstrate how to create abstract portraits using geometric shapes.
- 4 Allow students to create their abstract portraits for 20-30 minutes.
- 5 Ask students to share their portraits and discuss the shapes and colors they used.
- 6 Provide positive feedback and display the portraits.

- **Week 13: Exploring Monet**

- **Activity:**

- 1 Introduction to Claude Monet:
- 2 Explain who Claude Monet was and discuss his painting “Water Lilies”.
- 3 Water Lily Painting:
- 4 Guide students in creating their own water lily paintings using watercolors.

- **Materials:** Watercolor paints, brushes, watercolor paper, aprons

- **Step-by-Step Instructions:**

- 1 Introduce Claude Monet and his painting “Water Lilies”.
- 2 Distribute watercolor paints, brushes, and watercolor paper.
- 3 Demonstrate how to paint water lilies using watercolors.
- 4 Allow students to create their water lily paintings for 20-30 minutes.
- 5 Ask students to share their paintings and discuss the colors and techniques they used.
- 6 Provide positive feedback and display the paintings.

- **Week 14: Exploring Pollock**

- **Activity:**

- 1 Introduction to Jackson Pollock:
- 2 Explain who Jackson Pollock was and discuss his splatter painting technique.
- 3 Splatter Painting:
- 4 Guide students in creating their own splatter paintings using tempera paint.

- **Materials:** Tempera paint, large sheets of paper, brushes, sticks, aprons

- **Step-by-Step Instructions:**

- 1 Introduce Jackson Pollock and his splatter painting technique.
- 2 Distribute large sheets of paper, tempera paint, brushes, and sticks.
- 3 Demonstrate how to create splatter paintings using the materials.
- 4 Allow students to create their splatter paintings for 20-30 minutes.
- 5 Ask students to share their paintings and discuss the techniques they used.
- 6 Provide positive feedback and display the paintings.

WEEKS 15-18: ART WITH RECYCLED MATERIALS

● Week 15: Bottle Cap Mosaics

● Activity:

- 1 Introduction to Mosaics:
- 2 Explain what mosaics are and show examples made from recycled materials.
- 3 Bottle Cap Mosaic:
- 4 Guide students in creating mosaics using bottle caps.

- **Materials:** Bottle caps, glue, large sheets of cardboard or thick paper

● Step-by-Step Instructions:

- 1 Introduce the concept of mosaics and show examples made from recycled materials.
- 2 Distribute large sheets of cardboard or thick paper and bottle caps.
- 3 Demonstrate how to arrange bottle caps to create a mosaic.
- 4 Allow students to create their mosaics for 20-30 minutes.
- 5 Ask students to share their mosaics and discuss the patterns and designs they created.
- 6 Provide positive feedback and display the mosaics.

● Week 16: Cardboard Creations

● Activity:

- 1 Introduction to Cardboard Sculptures:
- 2 Explain the concept of building structures using cardboard.
- 3 Cardboard City:
- 4 Guide students in creating a cityscape using cardboard and other recycled materials.

- **Materials:** Cardboard pieces, masking tape, markers, recycled materials

● Step-by-Step Instructions:

- 1 Introduce the concept of building structures using cardboard and show examples.
- 2 Distribute cardboard pieces, masking tape, markers, and recycled materials.
- 3 Demonstrate how to connect pieces of cardboard to create structures.
- 4 Allow students to build their cityscapes for 20-30 minutes.
- 5 Ask students to share their cityscapes and discuss the elements they included.
- 6 Provide positive feedback and display the cityscapes.

- **Week 17: Paper Roll Sculptures**

- **Activity:**

- 1 Introduction to Sculptures:
- 2 Explain the concept of making sculptures from paper rolls.
- 3 Animal Sculptures:
- 4 Guide students in creating animal sculptures using paper rolls and other recycled materials.

- **Materials:** Paper rolls, tempera paint, brushes, glue, markers, recycled materials

- **Step-by-Step Instructions:**

- 1 Introduce the concept of making sculptures from paper rolls and show examples.
- 2 Distribute paper rolls, tempera paint, brushes, glue, markers, and recycled materials.
- 3 Demonstrate how to create animal sculptures using the materials.
- 4 Allow students to create their animal sculptures for 20-30 minutes.
- 5 Ask students to share their sculptures and discuss the elements they included.
- 6 Provide positive feedback and display the sculptures.

- **Week 18: Egg Carton Art**

- **Activity:**

- 1 Introduction to Recycled Art:
- 2 Explain the concept of creating art from recycled materials and show examples.
- 3 Egg Carton Creations:
- 4 Guide students in creating unique art pieces using egg cartons and other recycled materials.

- **Materials:** Egg cartons, tempera paint, brushes, glue, markers, recycled materials

- **Step-by-Step Instructions:**

- 1 Introduce the concept of creating art from recycled materials and show examples.
- 2 Distribute egg cartons, tempera paint, brushes, glue, markers, and recycled materials.
- 3 Demonstrate how to create art pieces using the materials.
- 4 Allow students to create their art pieces for 20-30 minutes.
- 5 Ask students to share their art pieces and discuss the elements they included.
- 6 Provide positive feedback and display the art pieces.

WEEKS 19-22: ART AND MUSIC INTEGRATION

● Week 19: Painting to Music

● Activity:

- 1 Introduction to Music and Art:
 - 2 Explain the concept of creating art inspired by music.
- 3 Music-Inspired Painting:
 - 4 Play different genres of music and guide students in creating paintings that reflect the mood and rhythm of the music.

- **Materials:** Tempera paint, large sheets of paper, brushes, music player

● Step-by-Step Instructions:

- 1 Introduce the concept of creating art inspired by music and explain how different genres can evoke different emotions.
- 2 Distribute large sheets of paper, tempera paint, and brushes.
- 3 Play different genres of music and encourage students to paint what they feel.
- 4 Allow students to paint for 20-30 minutes while the music plays.
- 5 Ask students to share their paintings and discuss how the music influenced their art.
- 6 Provide positive feedback and display the paintings.

● Week 20: Creating Musical Instruments

● Activity:

- 1 Introduction to Instrument Crafts:
 - 2 Explain the concept of creating simple musical instruments from everyday materials.
- 3 Instrument Creation:
 - 4 Guide students in making their own instruments (e.g., shakers, drums) using recycled materials.

- **Materials:** Paper plates, dried beans, plastic cups, rubber bands, markers, tape

- **Step-by-Step Instructions:**

- 1 Introduce the concept of creating simple musical instruments from everyday materials.
- 2 Distribute paper plates, dried beans, plastic cups, rubber bands, markers, and tape.
- 3 Demonstrate how to make shakers and drums using the materials.
- 4 Allow students to create their instruments for 20-30 minutes.
- 5 Ask students to share their instruments and demonstrate the sounds they make.
- 6 Provide positive feedback and display the instruments.

- **Week 21: Visualizing Sound with Art**

- **Activity:**

- 1 Introduction to Visualizing Sound:
 - 2 Explain the concept of visualizing sound through art.
- 3 Sound-Inspired Drawing:
 - 4 Play various sounds and guide students in drawing what they hear, using colors and shapes to represent the sounds.

- **Materials:** Crayons, markers, large sheets of paper, music player

- **Step-by-Step Instructions:**

- 1 Introduce the concept of visualizing sound through art and explain how different sounds can be represented by different colors and shapes.
- 2 Distribute large sheets of paper, crayons, and markers.
- 3 Play various sounds and encourage students to draw what they hear.
- 4 Allow students to draw for 20-30 minutes while the sounds play.
- 5 Ask students to share their drawings and discuss how the sounds influenced their art.
- 6 Provide positive feedback and display the drawings.

- **Week 22: Musical Storytelling with Art**

- **Activity:**

- 1 Introduction to Musical Storytelling:
 - 2 Explain the concept of creating a visual story inspired by music.
- 3 Storytelling Session:
 - 4 Play a piece of music and guide students in creating a visual story based on what they hear.

- **Materials:** Crayons, markers, large sheets of paper, music player

- **Step-by-Step Instructions:**

- 1 Introduce the concept of creating a visual story inspired by music and explain how music can tell a story.
- 2 Distribute large sheets of paper, crayons, and markers.
- 3 Play a piece of music and encourage students to draw a story based on what they hear.
- 4 Allow students to draw for 20-30 minutes while the music plays.
- 5 Ask students to share their visual stories and discuss how the music influenced their art.
- 6 Provide positive feedback and display the visual stories.

WEEKS 23-26: NATURE AND ART

- **Week 23: Rock Painting**

- **Activity:**

- 1 Introduction to Rock Painting:
 - 2 Explain the concept of painting on rocks and its connection to nature.
- 3 Rock Painting Session:
 - 4 Guide students in painting and decorating their own rocks.

- **Materials:** Smooth rocks, acrylic paint, brushes, aprons

- **Step-by-Step Instructions:**

- 1 Introduce the concept of painting on rocks and show examples.
- 2 Distribute smooth rocks, acrylic paint, and brushes.
- 3 Demonstrate how to paint and decorate rocks.
- 4 Allow students to paint their own rocks for 20-30 minutes.
- 5 Ask students to share their rock paintings and discuss their designs.
- 6 Provide positive feedback and display the rock paintings.

- **Week 24: Nature Collages**

- **Activity:**

- 1 Introduction to Nature Collages:
 - 2 Explain the concept of creating collages with natural materials.
- 3 Collage Creation:
 - 4 Guide students in making their own nature collages using leaves, flowers, and twigs.

- **Materials:** Leaves, flowers, twigs, glue sticks, large sheets of paper

- **Step-by-Step Instructions:**

- 1 Introduce the concept of creating collages with natural materials and show examples.
- 2 Distribute leaves, flowers, twigs, glue sticks, and large sheets of paper.
- 3 Demonstrate how to arrange and glue natural materials to create a collage.
- 4 Allow students to create their own nature collages for 20-30 minutes.
- 5 Ask students to share their collages and discuss the materials they used.
- 6 Provide positive feedback and display the collages.

- **Week 25: Sun Prints**

- **Activity:**

- 1 Introduction to Sun Prints:
 - 2 Explain the concept of sun prints and how light can create art.
- 3 Sun Print Creation:
 - 4 Guide students in making their own sun prints using photosensitive paper and natural objects.

- **Materials:** Photosensitive paper, natural objects (leaves, flowers), sunlight

- **Step-by-Step Instructions:**

- 1 Introduce the concept of sun prints and explain how light can create art.
- 2 Distribute photosensitive paper and natural objects.
- 3 Demonstrate how to arrange objects on the photosensitive paper and expose it to sunlight.
- 4 Allow students to create their own sun prints for 20-30 minutes.
- 5 Ask students to share their sun prints and discuss the designs they created.
- 6 Provide positive feedback and display the sun prints.

- **Week 26: Garden Art**

- **Activity:**

- 1 Introduction to Garden Art:
 - 2 Explain the concept of combining gardening and art.
- 3 Pot Decorating:
 - 4 Guide students in decorating small pots with paint and markers.
- 5 Planting Session:
 - 6 Help students plant seeds in their decorated pots.

- **Materials:** Small pots, soil, seeds, acrylic paint, markers

- **Step-by-Step Instructions:**

- 1 Introduce the concept of combining gardening and art.
- 2 Distribute small pots, soil, seeds, acrylic paint, and markers.
- 3 Demonstrate how to decorate the pots with paint and markers.
- 4 Allow students to decorate their pots for 20-30 minutes.
- 5 Help students plant seeds in their decorated pots.
- 6 Ask students to share their decorated pots and discuss what they planted.
- 7 Provide positive feedback and display the decorated pots.

WEEKS 27-30: STORYBOOK ART

- **Week 27: Character Drawings**

- **Activity:**

- 1 Introduction to Character Drawings:
 - 2 Explain the concept of drawing characters from storybooks.
- 3 Favorite Character Drawing:
 - 4 Guide students in drawing their favorite characters from a selected storybook.

- **Materials:** Crayons, markers, large sheets of paper, selected storybook

- **Step-by-Step Instructions:**

- 1 Introduce the concept of drawing characters from storybooks and read a selected storybook to the class.
- 2 Distribute large sheets of paper, crayons, and markers.
- 3 Demonstrate how to draw simple characters.
- 4 Allow students to draw their favorite characters for 20-30 minutes.
- 5 Ask students to share their drawings and discuss their characters.
- 6 Provide positive feedback and display the drawings.

- **Week 28: Story Illustrations**

- **Activity:**

- 1 Introduction to Story Illustrations:
 - 2 Explain the concept of illustrating scenes from a story.
- 3 Scene Illustration:
 - 4 Guide students in illustrating a scene from a selected storybook.

- **Materials:** Crayons, markers, large sheets of paper, selected storybook
- **Step-by-Step Instructions:**
 - 1 Introduce the concept of illustrating scenes from a story and read a selected storybook to the class.
 - 2 Distribute large sheets of paper, crayons, and markers.
 - 3 Demonstrate how to illustrate a scene from the story.
 - 4 Allow students to create their illustrations for 20-30 minutes.
 - 5 Ask students to share their illustrations and discuss the scenes they chose.
 - 6 Provide positive feedback and display the illustrations.

● **Week 29: Puppet Making**

- **Activity:**
 - 1 Introduction to Puppet Making:
 - 2 Explain the concept of creating puppets based on story characters.
 - 3 Puppet Creation:
 - 4 Guide students in making their own puppets using paper bags and other materials.

- **Materials:** Paper bags, markers, glue sticks, fabric scraps, googly eyes

- **Step-by-Step Instructions:**
 - 1 Introduce the concept of creating puppets based on story characters and show examples.
 - 2 Distribute paper bags, markers, glue sticks, fabric scraps, and googly eyes.
 - 3 Demonstrate how to create puppets using the materials.
 - 4 Allow students to create their puppets for 20-30 minutes.
 - 5 Ask students to share their puppets and discuss the characters they created.
 - 6 Provide positive feedback and display the puppets.

● **Week 30: Storytelling with Art**

- **Activity:**
 - 1 Introduction to Storytelling with Art:
 - 2 Explain the concept of creating a group mural based on a story.
 - 3 Group Mural Creation:
 - 4 Guide students in working together to create a mural inspired by a selected storybook.

- **Materials:** Large roll of paper, crayons, markers, selected storybook

- **Step-by-Step Instructions:**

- 1 Introduce the concept of creating a group mural based on a story and read a selected storybook to the class.
- 2 Unroll a large sheet of paper and distribute crayons and markers.
- 3 Demonstrate how to work together to create a mural.
- 4 Allow students to work together on the mural for 20-30 minutes.
- 5 Ask students to share their contributions to the mural and discuss the scenes they created.
- 6 Provide positive feedback and display the mural.

WEEKS 31-34: ART AND MOVEMENT

- **Week 31: Dance and Draw**

- **Activity:**

- 1 Introduction to Dance and Draw:
 - 2 Explain the concept of combining movement and art.
- 3 Movement-Inspired Drawing:
 - 4 Play music and guide students in drawing while moving to the rhythm.

- **Materials:** Crayons, markers, large sheets of paper, music player

- **Step-by-Step Instructions:**

- 1 Introduce the concept of combining movement and art and explain how music can inspire movement and creativity.
- 2 Distribute large sheets of paper, crayons, and markers.
- 3 Play music and encourage students to move around while drawing.
- 4 Allow students to draw for 20-30 minutes while moving to the music.
- 5 Ask students to share their drawings and discuss how movement influenced their art.
- 6 Provide positive feedback and display the drawings.

- **Week 32: Shadow Art**

- **Activity:**

- 1 Introduction to Shadow Art:
 - 2 Explain the concept of creating art with shadows and light.
- 3 Shadow Tracing:
 - 4 Guide students in tracing shadows of various objects using flashlights.

- **Materials:** Flashlights, large sheets of paper, crayons, objects for shadow tracing

- **Step-by-Step Instructions:**

- 1 Introduce the concept of creating art with shadows and light and show examples.
- 2 Distribute large sheets of paper, crayons, and flashlights.
- 3 Demonstrate how to create shadows using flashlights and objects.
- 4 Allow students to create their own shadow art for 20-30 minutes.
- 5 Ask students to share their shadow art and discuss their designs.
- 6 Provide positive feedback and display the shadow art.

- **Week 33: Action Painting**

- **Activity:**

- 1 Introduction to Action Painting:
 - 2 Explain the concept of action painting and its emphasis on movement.
- 3 Large-Scale Painting:
 - 4 Guide students in creating large-scale action paintings using tempera paint.

- **Materials:** Tempera paint, large sheets of paper, brushes, aprons

- **Step-by-Step Instructions:**

- 1 Introduce the concept of action painting and explain how movement can be used to create art.
- 2 Distribute large sheets of paper, tempera paint, and brushes.
- 3 Demonstrate how to use large, sweeping motions to apply paint.
- 4 Allow students to create their action paintings for 20-30 minutes.
- 5 Ask students to share their paintings and discuss their use of movement.
- 6 Provide positive feedback and display the paintings.

- **Week 34: Body Tracing**

- **Activity:**

- 1 Introduction to Body Tracing:
 - 2 Explain the concept of tracing body outlines to create art.
- 3 Body Outline Decoration:
 - 4 Guide students in tracing their body outlines and decorating them with various materials.

- **Materials:** Large roll of paper, markers, crayons, various decorating materials (fabric scraps, glitter, etc.)

- **Step-by-Step Instructions:**

- 1 Introduce the concept of tracing body outlines and explain how it can be used to create art.
- 2 Unroll a large sheet of paper and distribute markers, crayons, and decorating materials.
- 3 Demonstrate how to trace body outlines and decorate them.
- 4 Allow students to trace their own or a partner's body outline and decorate it for 20-30 minutes.
- 5 Ask students to share their body tracings and discuss their designs.
- 6 Provide positive feedback and display the body tracings

WEEKS 35-42: REVIEW AND CELEBRATION

- **Week 35: African Masks**

- **Activity:**

- 1 Introduction to African Masks:
 - 2 Explain the significance of African masks and their cultural importance.
- 3 Mask Creation:
 - 4 Guide students in creating their own African-inspired masks using paper and paint.

- **Materials:** Construction paper, markers, paint, glue, safety scissors

- **Step-by-Step Instructions:**

- 1 Introduce the concept of African masks and explain their cultural significance.
- 2 Distribute construction paper, markers, paint, glue, and safety scissors.
- 3 Demonstrate how to create masks using the materials.
- 4 Allow students to create their masks for 20-30 minutes.
- 5 Ask students to share their masks and discuss their designs.
- 6 Provide positive feedback and display the masks.

- **Week 36: Japanese Fish Kites**

- **Activity:**

- 1 Introduction to Japanese Fish Kites:
 - 2 Explain the tradition of Japanese fish kites and their significance.
- 3 Fish Kite Creation:
 - 4 Guide students in creating their own fish kites using paper and markers.

- **Materials:** Construction paper, markers, string, glue

- **Step-by-Step Instructions:**

- 1 Introduce the concept of Japanese fish kites and explain their cultural significance.
- 2 Distribute construction paper, markers, string, and glue.
- 3 Demonstrate how to create fish kites using the materials.
- 4 Allow students to create their fish kites for 20-30 minutes.
- 5 Ask students to share their fish kites and discuss their designs.
- 6 Provide positive feedback and display the fish kites.

- **Week 37: Mexican Alebrijes**

- **Activity:**

- 1 Introduction to Alebrijes:
 - 2 Explain the tradition of Mexican Alebrijes and their significance.
- 3 Alebrije Creation:
 - 4 Guide students in creating their own colorful creatures using paper and paint.

- **Materials:** Construction paper, paint, brushes, glue, markers

- **Step-by-Step Instructions:**

- 1 Introduce the concept of Mexican Alebrijes and explain their cultural significance.
- 2 Distribute construction paper, paint, brushes, glue, and markers.
- 3 Demonstrate how to create Alebrijes using the materials.
- 4 Allow students to create their Alebrijes for 20-30 minutes.
- 5 Ask students to share their Alebrijes and discuss their designs.
- 6 Provide positive feedback and display the Alebrijes.

- **Week 38: Australian Dot Painting**

- **Activity:**

- 1 Introduction to Dot Painting:
 - 2 Explain the tradition of Aboriginal dot painting and its significance.
- 3 Dot Painting Creation:
 - 4 Guide students in creating their own dot paintings using cotton swabs.

- **Materials:** Cotton swabs, acrylic paint, paper

- **Step-by-Step Instructions:**

- 1 Introduce the concept of Aboriginal dot painting and explain its cultural significance.
- 2 Distribute paper, cotton swabs, and acrylic paint.
- 3 Demonstrate how to create dot paintings using the materials.
- 4 Allow students to create their dot paintings for 20-30 minutes.
- 5 Ask students to share their dot paintings and discuss their designs.
- 6 Provide positive feedback and display the dot paintings.

WEEKS 39-42: REVIEW AND CELEBRATION

- **Week 39: Art Review**

- **Activity:**

- 1 Introduction to Art Review:
 - 2 Explain the importance of reviewing and reflecting on past projects.
- 3 Review Session:
 - 4 Guide students in reviewing their favorite projects and techniques.

- **Materials:** Selected artworks, discussion prompts

- **Step-by-Step Instructions:**

- 1 Introduce the concept of reviewing and reflecting on past projects.
- 2 Distribute selected artworks and discussion prompts.
- 3 Encourage students to review their favorite projects and techniques.
- 4 Allow students to share their reflections and discuss what they learned.
- 5 Provide positive feedback and encourage further exploration of their favorite techniques.

- **Week 40: Art Show Preparation**

- **Activity:**

- 1 Introduction to Art Show:
 - 2 Explain the concept of an art show and its purpose.
- 3 Preparation Session:
 - 4 Guide students in preparing their artworks for display.

- **Materials:** Selected artworks, display materials (boards, pins, tape)

- **Step-by-Step Instructions:**

- 1 Introduce the concept of an art show and explain its purpose.
- 2 Distribute selected artworks and display materials.
- 3 Demonstrate how to prepare artworks for display.
- 4 Allow students to prepare their artworks for the art show for 20-30 minutes.
- 5 Ask students to share their preparations and discuss their displays.
- 6 Provide positive feedback and finalize the art show preparations.

- **Week 41: Art Show**

- **Activity:**

- 1 Introduction to Art Show:
 - 2 Explain the schedule and activities of the art show.
- 3 Art Show:
 - 4 Guide students in hosting the art show.

- **Materials:** Display materials, invitation cards

- **Step-by-Step Instructions:**

- 1 Introduce the schedule and activities of the art show to students.
- 2 Ensure all artworks are displayed properly.
- 3 Welcome parents and friends to the art show.
- 4 Guide students in presenting their artworks to visitors.
- 5 Encourage students to share their artistic journey and discuss their artworks.
- 6 Provide positive feedback and thank visitors for attending.

- **Week 42: Art Party**

- **Activity:**

- 1 Introduction to Art Party:
 - 2 Explain the concept of an art party and the activities planned.
- 3 Creative Session:
 - 4 Allow students to freely create art using various materials.

- **Materials:** Crayons, markers, paints, brushes, various paper types, recycled materials

- **Step-by-Step Instructions:**

- 1 Introduce the concept of an art party and explain the activities planned.
- 2 Distribute various art materials.
- 3 Encourage students to create freely for 20-30 minutes.
- 4 Ask students to share their creations and discuss their art.
- 5 Provide positive feedback and celebrate their creativity.
- 6 Conclude the art party with a group reflection on the year's art activities.