Worship the Creator Through Art

ART

LEVEL 3



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Thank you to the curriculum development team at Master Books:

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This course was shaped through your careful work, thoughtful insight, and shared commitment to excellence. We are grateful for the time, skill, and care you invested, and we pray this work will serve families and students well.

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ABOUT THE AUTHOR



Julia Akers is an artist who discovered her love of all things paint, canvas, and brush in her junior year of high school. With what seemed like a late start to trying her hand at a new and quite involved skill set, she quickly found the words of Isaiah 30:21 to be a promise. For six years, Julia has been a perpetual student of her craft, co-hosted Fine Arts camps, and used her combined love of missions (both local and international) and art to share the gospel of Christ. With this experience has come the awareness that too often, the connection between the knowledge of the Creator and creating art has been marred and twisted. It is Julia's passion to be used by God to share how every brush stroke, scratch of a pencil, and molding of clay is and always should be inspired by God's Word. After all, wasn't it His words that breathed creation, the most studied and admired masterpiece, into existence?

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COURSE DESCRIPTION

This course contains two lessons per week with simple projects every third week.

Art Level 3 is the next step from ***Art Level 2*** to learn about creating art. In this course, students continue with the basics of drawing, coloring, sculpting, and more, while developing a love for the truth and beauty of God's Word and creation.

Art is a multi-faceted subject that relies on the development of various techniques. Building on the foundation of ***Art Level 2***, students will find further skills and lessons to grow in their knowledge of the basics, developing their ability to better complete projects requiring multiple techniques and creativity. This course presents skills and ideas that have already been studied and expands the depth of the student's knowledge in the area. With each new unit, students will be given opportunities to observe God's creation in new ways, make their own unique art, and learn how God's Word and glory is our inspiration for everything.

FEATURES

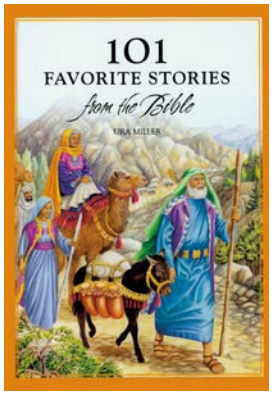
Target Level	Grade 3 (may be used for grades 1–3)
Flexible 180-Day Schedule	Approximately 30 minutes per exercise, 2 days a week; some projects may require more time
Open & Go	Convenient schedule, Well-designed lessons
Engaging Application	Engaging art activities that reinforce God's design and creativity

OBJECTIVES

- Explore God's creation and see it as HIS masterful work of art.
- Learn how to worship God with art by beginning with God's Word.
- Learn about lines, shapes, colors, and more through fun activities.
- Develop hand and eye skills needed to gain independence in creating art.

RECOMMENDED RESOURCE

Optional recommendation:
101 Favorite Bible Stories



This colorful, delightfully illustrated book with beautiful artwork is an essential for any parent who desires to train their child in righteousness.

Available from MasterBooks.com

PLACEMENT

Students are ready to begin ***Art Level 3*** when they have a basic understanding of lines, shapes, primary colors, and basic art mediums.

Art Level 3 will guide students from basic art exploration to the intentional development of art skills. Students will learn perspective, color theory, three-dimensional shapes, multimedia art, and more.

SUPPLY LIST

See page 169 for the Master Supply List, and a Shopping List on page 173.

THE MASTER BOOKS DIFFERENCE. TRUSTED. DOABLE. LOVED.

Master Books courses are built from the conviction that God's Word is true, and every subject belongs under His authority. Courses offer support and flexibility through a practical, engaging design that includes a scope and sequence, daily lesson plans, teacher instructions, student pages, and optional activities. The result is learning that is trustworthy, manageable, and engaging for both parents and students.

Trusted. *Art Level 3* is grounded in biblical truth, helping students view creation as the unique shapes and designs that God created. Rather than viewing art as abstract, students learn to see God's creativity at work in everything around them.

Doable. *Art Level 3* is built to be both thorough and manageable. Students can successfully complete the course through drawing, painting, art studies, and other projects that reinforce key concepts, while optional Extra Fun projects offer additional challenge and engagement.

Loved. Simple instructions and a variety of engaging activities make *Art Level 3* a course that every student can enjoy. Simultaneously, students will learn about the fruit of the Spirit and begin to notice it in action.

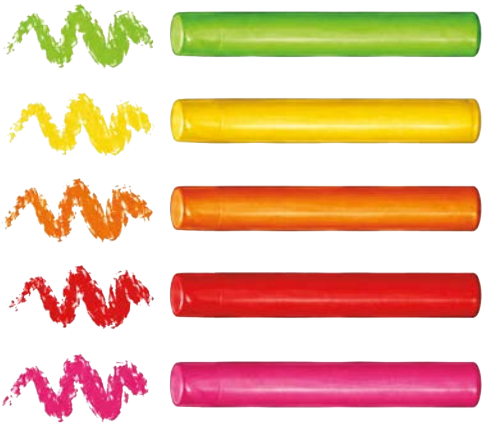
Our hope is that this course does more than teach art. We want students to understand that God is the author of shapes, lines, points, and all of the beauty that comes from those things. As they fill their sketchbook with pictures of people exhibiting the fruit of the Spirit, we pray they begin to show more of that fruit themselves. If students finish this course with a greater appreciation for God's creation and a desire to use their creative gifts for His glory, then we will consider our efforts well rewarded.

COURSE OVERVIEW

This book begins with exercises and projects that reintroduce the student to familiar art concepts while introducing some new terms to consider. The rest of the book will follow suit, allowing for more growth on the foundations from *Art Level 1* and *2*, while deepening the student's knowledge of art and how to create it.

Each unit begins with a devotional on Christ and His call for us to live in His Word and, thus, produce the fruit of the Spirit. With this theme in mind, the student will be given opportunities to see this fruit develop and will learn how to capture it through different means of art.

The course includes a schedule, which the teacher can choose to adjust as needed. The teacher will need to ensure that instructions are followed. Art supplies can be messy and must be used safely and appropriately. Adult supervision is required for activities that may be messy or need oversight for young students.



Note from the Author

The first temptation came in the perfect creation, when the serpent questioned whether the Creator's provision was truly greater than what the created could seek for themselves. Modern art asks, "What is your truth, and how can you express what is deep within you?" Scripture tells us that the heart is "desperately wicked" (Jeremiah 17:9). Nothing good can come from looking "in." Instead, we must look to Jesus Christ, the Author and Finisher of our faith, the Creator of the universe, and the perfect Word. It is my heart's desire that each student who takes this course learns that, without Christ, we are nothing. With each lesson, we turn to the Word because without it, we would not know how to worship God.

If you have noticed that it is difficult to find God-glorifying art, it is because the world has taken this subject and turned it into something that glorifies man. It is our desire to glorify God through art. With this desire to do all for God's glory comes great joy.

As believers, art is a form of worship. We are mimicking our God, taking what He has given and offering it back to Him. Scripture is our inspiration. As you see Scripture references at the top of the page, I encourage you to stop, read, and pray with your student over the art time that is about to happen. Even with this young age, begin the thought process of not looking inward but looking upward.

These pages are FULL of fun activities and exercises to put the paintbrush and coloring utensils to the test. Encourage exploring God's creation and being in awe of the beauty that surrounds us daily. Not only can your student do this when ***Art Level 3*** is open but any time they look out the window or take a walk. Enjoy using the skills learned in every part of life, and have fun creating!



But the fruit of the Spirit is love, joy, peace, longsuffering, kindness, goodness, faithfulness, gentleness, self-control. Against such there is no law.
—Galatians 5:22–23

Course Components

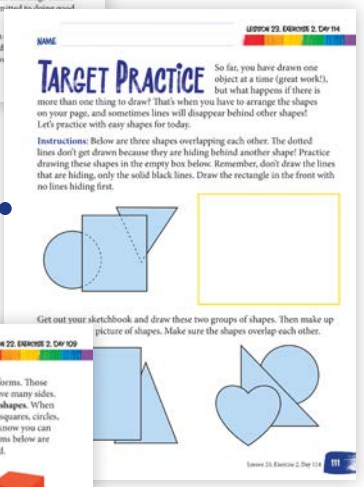
Unit Theme

In each unit, a new fruit of the Spirit and coordinating color will be introduced as the theme for the next three weeks. Scripture is emphasized in each introduction, pointing the student back to Christ.



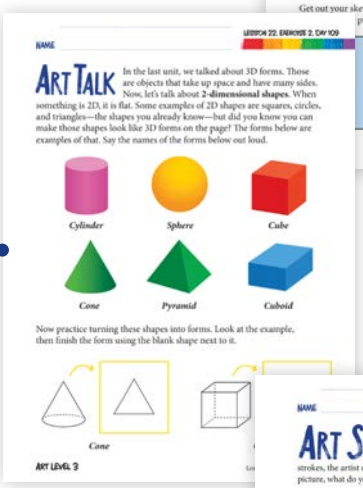
Target Practice

With each new unit will come a new lesson on learning how to draw a still life. At some point, a young student will desire to grow their imagination's drawings from beginner to realistic. This year will begin that process by teaching intentional observation and how to put that on paper.



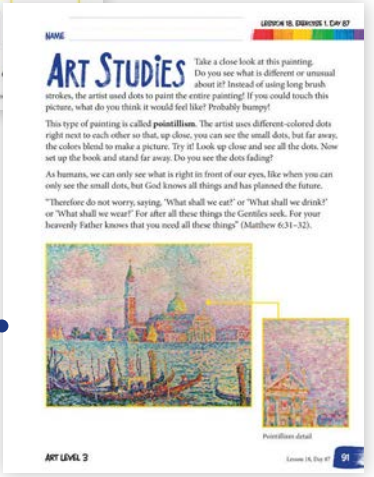
Art Talk

The student will learn about various components of art. This includes practice so the student has examples of what they are learning.



Art Studies

These studies present the student with works of art done in the past while applying what the student is currently learning in the unit. Studying artwork will not only keep the initial Art Talk in front of the student, but it will also give them an example of that skill or term being used in the making of art. Each art piece will also bring a new Scripture for the students to think about as they grow in art.



Caution: Examples of art are provided to showcase techniques and creativity. Always use discernment and caution when studying art and artists. We do not endorse any artist. Students are encouraged to view art in light of Scripture and to do all things for the glory of God alone.

Extra Fun

This is an optional part of the curriculum. Art can be messy. Some weeks can handle the mess while other weeks are not cut out for it. These activities/projects are extra-curricular. Each one gives the student a chance to practice a way they can incorporate the fruit of the Spirit with their art. Many times, the products of this section will become gifts for others or Scripture to place throughout the home.


Extra Fun

Today's Extra Fun craft is a paper heart chain!

Teachers: Adult permission and oversight required.

1. Cut each piece of construction paper in half long-ways. Each strip will produce 2–3 hearts. The more strips, the longer the chain will be.
2. Fold each strip in half.
3. Take a strip and fold each half back so you create a zig-zag fold. Do this to each strip.
4. With the strip folded up, draw half of a heart on the top fold of the strip. Make sure the curve goes off the right side of the paper. This is important so all the hearts will remain attached.
5. Cut out the heart. Remember, this should be two cuts, like the pictures.
6. Do this with each strip until you have cut out all your heart chain sections. Then tape each section together to make one long chain.
7. Think of some things you can write on the hearts. Here are some suggestions:
   - verses about God's love
   - ways God has shown us love
   - ways you can show love
   - things you are thankful for

Supplies
- Construction paper (red, pink, and purple match this theme)
- Scissors
- Tape
- Pencil or markers

40 Lesson 5, Exercise 2, Day 24

Creation Inspiration

These exercises introduce a new form of art to the student: photography. The student will be challenged to notice abstract attributes (the fruit of the Spirit) being acted out in themselves and others around them and to capture them in a picture. Prepare to have your picture taken!


Creation Inspiration

How do we show love to others? By sharing, saying kind words, letting others go first, or sometimes by giving a hug. For today's sketchbook assignment, follow the steps below.

Parents: Adult permission and oversight required.

1. Take a picture of two people in your family hugging (example: a parent giving one of your siblings a hug or your parents hugging each other).
2. **Optional:** What is another way you see love being shown in your house? (*Hint:* What do your parents do for you to show they love you? What do you do to show love?) Write about it below and try to take a picture when it happens.

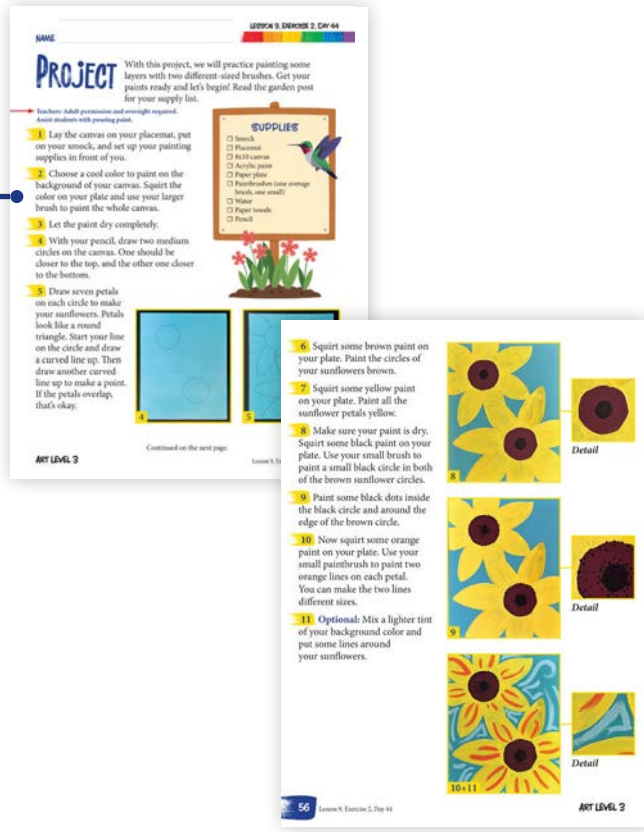
With a parent's help, print out your picture(s) and glue them onto the next page in your sketchbook. Write the word "Love" at the top of the page with the date and the Bible references from page 33.

Parent Note: Remind your student to ask if it is okay to take a picture of someone, including a family member, when they are capturing a candid moment. This awareness teaches them to discern what images should be captured and what moments should be left alone.

34 Lesson 4, Exercise 1, Day 17 ART LEVEL 3

Project

Each unit contains two projects. One will practice the new art concept learned in Art Talk. The other will review a new skill seen in Art Studies. Your student has now reached the level of using multiple art skills and mediums in each project and will grow in confidence in this.


Name

Lesson 9, Exercise 2, Day 44

Project

With this project, we will practice painting some layers with two different-sized brushes. Get your paints ready and let's begin! Read the garden post for your supply list.

Teachers: Adult permission and oversight required. Assist students with pouring paint.

1. Lay the canvas on your placemat, put on your smock, and set up your painting supplies in front of you.
2. Choose a cool color to paint on the background of your canvas. Squirt the color on your plate and use your larger brush to paint the whole canvas.
3. Let the paint dry completely.
4. With your pencil, draw two medium circles on the canvas. One should be closer to the top, and the other one closer to the bottom.
5. Draw seven petals on each circle to make your sunflowers. Petals look like a round triangle. Start your line on the circle and draw a curved line up. Then draw another curved line up to make a point. If the petals overlap, that's okay.

Supplies
- Smock
- Placemat
- 8x10 canvas
- Acrylic paint
- Paper plate
- Paintbrushes (one average brush, one small)
- Water
- Paper towels
- Pencil

Continued on the next page.

ART LEVEL 3

6. Squirt some brown paint on your plate. Paint the circles of your sunflowers brown.
7. Squirt some yellow paint on your plate. Paint all the sunflower petals yellow.
8. Make sure your paint is dry. Squirt some black paint on your plate. Use your small brush to paint a small black circle in both of the brown sunflower circles.
9. Paint some black dots inside the black circle and around the edge of the brown circle.
10. Now squirt some orange paint on your plate. Use your small paintbrush to paint two orange lines on each petal. You can make the two lines different sizes.
11. **Optional:** Mix a lighter tint of your background color and put some lines around your sunflowers.

Detail

Detail

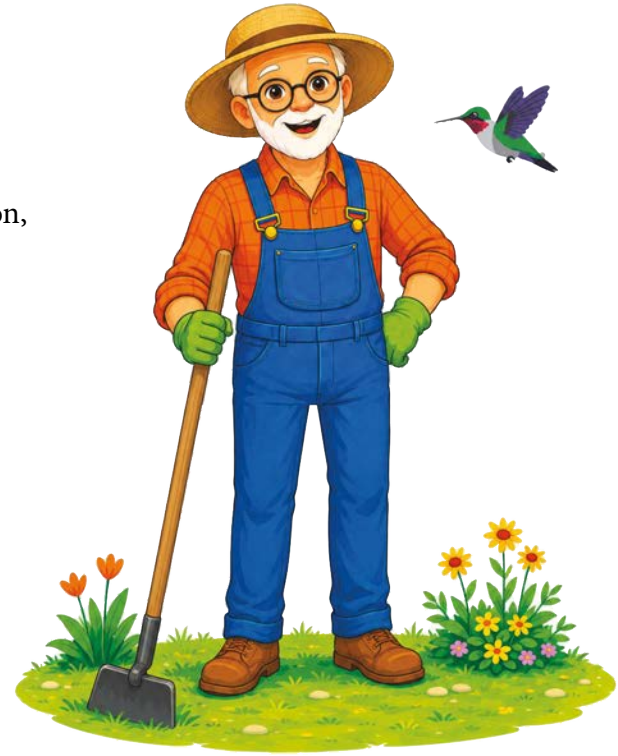
Detail

10+11

56 Lesson 9, Exercise 2, Day 44 ART LEVEL 3

Meet the Characters

Mr. Roy G. Biv and his hummingbird, Hallie, appear throughout the book as friendly companions and helpers in this *Art Level 3* course. As the student goes through each lesson, Mr. Roy offers encouragement and insight as Hallie hovers along in each project. Mr. Roy is often seen in his garden, working and sharing with the student.



Helpful Tips

- Art can be a messy process. You may want to designate an old oversized shirt or old apron to be the smock that saves your student's clothes. Each lesson recommends laying out a placemat to protect the surface on which the student is working, but an old tablecloth may be used as well.
- Many skills can be practiced independently, but most lessons will need parental oversight.
- Teacher Notes are provided to give extra insight into why the student may be doing a certain activity or how you may help them.
- It can take time to acquire the skills needed to create art. Encourage your student if there are signs of frustration. It can be healthy to take a step back if it becomes too overwhelming.
- Encourage good imagination. Sometimes the most personal art project is nothing more than a pack of crayons, a fun story, and a blank piece of paper.

He has filled them with skill to do all manner of work of the engraver and the designer and the tapestry maker, in blue, purple, and scarlet thread, and fine linen, and of the weaver—those who do every work and those who design artistic works.
—Exodus 35:35

SUGGESTED DAILY SCHEDULE

Calendar		Assignment	Due Date	✓	Grade
First Semester-First Quarter					
	Day 1				
	Day 2	Lesson 1 • Exercise 1 • Pages 21–24			
Week 1	Day 3				
	Day 4	Lesson 1 • Exercise 2 • Pages 25–26			
	Day 5				
	Day 6				
	Day 7	Lesson 2 • Exercise 1 • Pages 27–28			
Week 2	Day 8				
	Day 9	Lesson 2 • Exercise 2 • Pages 29–30			
	Day 10				
	Day 11				
	Day 12	Lesson 3 • Exercise 1 • Pages 31–32			
Week 3	Day 13				
	Day 14	Lesson 3 • Exercise 2 • Pages 33–34			
	Day 15				
	Day 16				
	Day 17	Lesson 4 • Exercise 1 • Pages 35–36			
Week 4	Day 18				
	Day 19	Lesson 4 • Exercise 2 • Pages 37–38			
	Day 20				
	Day 21				
	Day 22	Lesson 5 • Exercise 1 • Pages 39–40			
Week 5	Day 23				
	Day 24	Lesson 5 • Exercise 2 • Pages 41–42			
	Day 25				
	Day 26				
	Day 27	Lesson 6 • Exercise 1 • Pages 43–44			
Week 6	Day 28				
	Day 29	Lesson 6 • Exercise 2 • Pages 45–46			
	Day 30				

SUGGESTED DAILY SCHEDULE

Calendar		Assignment	Due Date	✓	Grade
Week 7	Day 31				
	Day 32	Lesson 7 • Exercise 1 • Pages 47–48			
	Day 33				
	Day 34	Lesson 7 • Exercise 2 • Pages 49–50			
	Day 35				
Week 8	Day 36				
	Day 37	Lesson 8 • Exercise 1 • Pages 51–52			
	Day 38				
	Day 39	Lesson 8 • Exercise 2 • Pages 53–54			
	Day 40				
Week 9	Day 41				
	Day 42	Lesson 9 • Exercise 1 • Pages 55–56			
	Day 43				
	Day 44	Lesson 9 • Exercise 2 • Pages 57–58			
	Day 45				

TEACHER REFLECTION

How has God gifted your student in art?



SUGGESTED DAILY SCHEDULE

Calendar		Assignment	Due Date	✓	Grade
First Semester-Second Quarter					
Week 1	Day 46				
	Day 47	Lesson 10 • Exercise 1 • Pages 59–60			
	Day 48				
	Day 49	Lesson 10 • Exercise 2 • Pages 61–62			
	Day 50				
Week 2	Day 51				
	Day 52	Lesson 11 • Exercise 1 • Pages 63–64			
	Day 53				
	Day 54	Lesson 11 • Exercise 2 • Pages 65–66			
	Day 55				
Week 3	Day 56				
	Day 57	Lesson 12 • Exercise 1 • Pages 67–68			
	Day 58				
	Day 59	Lesson 12 • Exercise 2 • Pages 69–70			
	Day 60				
Week 4	Day 61				
	Day 62	Lesson 13 • Exercise 1 • Pages 71–72			
	Day 63				
	Day 64	Lesson 13 • Exercise 2 • Pages 73–74			
	Day 65				
Week 5	Day 66				
	Day 67	Lesson 14 • Exercise 1 • Pages 75–76			
	Day 68				
	Day 69	Lesson 14 • Exercise 2 • Pages 77–78			
	Day 70				
Week 6	Day 71				
	Day 72	Lesson 15 • Exercise 1 • Pages 79–80			
	Day 73				
	Day 74	Lesson 15 • Exercise 2 • Pages 81–82			
	Day 75				

SUGGESTED DAILY SCHEDULE

Calendar		Assignment	Due Date	✓	Grade
Week 7	Day 76				
	Day 77	Lesson 16 • Exercise 1 • Pages 83–84			
	Day 78				
	Day 79	Lesson 16 • Exercise 2 • Pages 85–86			
	Day 80				
Week 8	Day 81				
	Day 82	Lesson 17 • Exercise 1 • Pages 87–88			
	Day 83				
	Day 84	Lesson 17 • Exercise 2 • Pages 89–90			
	Day 85				
Week 9	Day 86				
	Day 87	Lesson 18 • Exercise 1 • Pages 91–92			
	Day 88				
	Day 89	Lesson 18 • Exercise 2 • Pages 93–94			
	Day 90				

TEACHER REFLECTION

What are you wanting your student to learn as they go through this course?



SUGGESTED DAILY SCHEDULE

Calendar		Assignment	Due Date	✓	Grade
Second Semester-First Quarter					
Week 1	Day 91				
	Day 92	Lesson 19 • Exercise 1 • Pages 95–96			
	Day 93				
	Day 94	Lesson 19 • Exercise 2 • Page 97–98			
	Day 95				
Week 2	Day 96				
	Day 97	Lesson 20 • Exercise 1 • Pages 99–100			
	Day 98				
	Day 99	Lesson 20 • Exercise 2 • Pages 101–102			
	Day 100				
Week 3	Day 101				
	Day 102	Lesson 21 • Exercise 1 • Pages 103–104			
	Day 103				
	Day 104	Lesson 21 • Exercise 2 • Pages 105–106			
	Day 105				
Week 4	Day 106				
	Day 107	Lesson 22 • Exercise 1 • Pages 107–108			
	Day 108				
	Day 109	Lesson 22 • Exercise 2 • Pages 109–110			
	Day 110				
Week 5	Day 111				
	Day 112	Lesson 23 • Exercise 1 • Pages 111–112			
	Day 113				
	Day 114	Lesson 23 • Exercise 2 • Pages 113–114			
	Day 115				
Week 6	Day 116				
	Day 117	Lesson 24 • Exercise 1 • Pages 115–116			
	Day 118				
	Day 119	Lesson 24 • Exercise 2 • Pages 117–118			
	Day 120				

SUGGESTED DAILY SCHEDULE

Calendar		Assignment	Due Date	✓	Grade
Week 7	Day 121				
	Day 122	Lesson 25 • Exercise 1 • Pages 119–120			
	Day 123				
	Day 124	Lesson 25 • Exercise 2 • Pages 121–122			
	Day 125				
Week 8	Day 126				
	Day 127	Lesson 26 • Exercise 1 • Pages 123–124			
	Day 128				
	Day 129	Lesson 26 • Exercise 2 • Pages 125–126			
	Day 130				
Week 9	Day 131				
	Day 132	Lesson 27 • Exercise 1 • Page 127–128			
	Day 133				
	Day 134	Lesson 27 • Exercise 2 • Pages 129–130			
	Day 135				

TEACHER REFLECTION

What are your student's favorite things to draw?



SUGGESTED DAILY SCHEDULE

Calendar		Assignment	Due Date	✓	Grade
Second Semester-Second Quarter					
Week 1	Day 136				
	Day 137	Lesson 28 • Exercise 1 • Pages 131–132			
	Day 138				
	Day 139	Lesson 28 • Exercise 2 • Page 133–134			
	Day 140				
Week 2	Day 141				
	Day 142	Lesson 29 • Exercise 1 • Pages 135–136			
	Day 143				
	Day 144	Lesson 29 • Exercise 2 • Pages 137–138			
	Day 145				
Week 3	Day 146				
	Day 147	Lesson 30 • Exercise 1 • Pages 139–140			
	Day 148				
	Day 149	Lesson 30 • Exercise 2 • Pages 141–142			
	Day 150				
Week 4	Day 151				
	Day 152	Lesson 31 • Exercise 1 • Pages 143–144			
	Day 153				
	Day 154	Lesson 31 • Exercise 2 • Pages 145–146			
	Day 155				
Week 5	Day 156				
	Day 157	Lesson 32 • Exercise 1 • Pages 147–148			
	Day 158				
	Day 159	Lesson 32 • Exercise 2 • Pages 149–150			
	Day 160				
Week 6	Day 161				
	Day 162	Lesson 33 • Exercise 1 • Pages 151–152			
	Day 163				
	Day 164	Lesson 33 • Exercise 2 • Pages 153–154			
	Day 165				

SUGGESTED DAILY SCHEDULE

Calendar		Assignment	Due Date	✓	Grade
Week 7	Day 166				
	Day 167	Lesson 34 • Exercise 1 • Pages 155–156			
	Day 168				
	Day 169	Lesson 34 • Exercise 2 • Pages 157–158			
	Day 170				
Week 8	Day 171				
	Day 172	Lesson 35 • Exercise 1 • Pages 159–160			
	Day 173				
	Day 174	Lesson 35 • Exercise 2 • Page 161–162			
	Day 175				
Week 9	Day 176				
	Day 177	Lesson 36 • Exercise 1 • Pages 163–164			
	Day 178				
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TEACHER REFLECTION

What is one way your student grew as an artist during the course, and what specific project or moment best shows that growth?



INTRODUCTION

Well, hello, friend! Welcome to my garden! My name is Roy G. Biv. I'm so glad you've joined me here on this lovely day. I bet I can guess why you're here. You want to learn about all the colors and their beautiful uses in God's creation. You've come to the right place. I have loved being out in nature since I was your age. That's why I have this garden. Every day, I get to come out in this garden and watch how God gives life and makes things grow. Not only that, but it gives me a greater understanding of the Artist that God is.

It is so important that we spend time with the Lord so that we might know Him better and learn how to worship Him in everything we do, even down to the colors we use in our art. Every color has a unique purpose and science behind it. Did you know that? Not only that, but colors send messages about emotions. We need God's Word to show us what the right emotions and attributes are for His people.

Whenever we learn about a new color, look for me. I'll be there to show you around my garden while we talk about the fruit of the Spirit in Galatians 5. Here to help me is Hallie the hummingbird. Did you know that hummingbirds can see colors that humans can't see? Hallie will join us as we learn about the science behind colors and, boy, is there so much to know! Let's begin.



Instructions: Below is a list of words that make up the fruit of the Spirit (based on Galatians 5). Ask your parent or teacher what each one means. Pick your favorite word below and color the letters with colored pencils.

LOVE
JOY
PEACE
PATIENCE
KINDNESS
GOODNESS
FAITHFULNESS
GENTLENESS
SELF-CONTROL

But the fruit of the Spirit is love, joy, peace, longsuffering, kindness, goodness, faithfulness, gentleness, self-control. Against such there is no law.
—Galatians 5:22–23



NAME _____

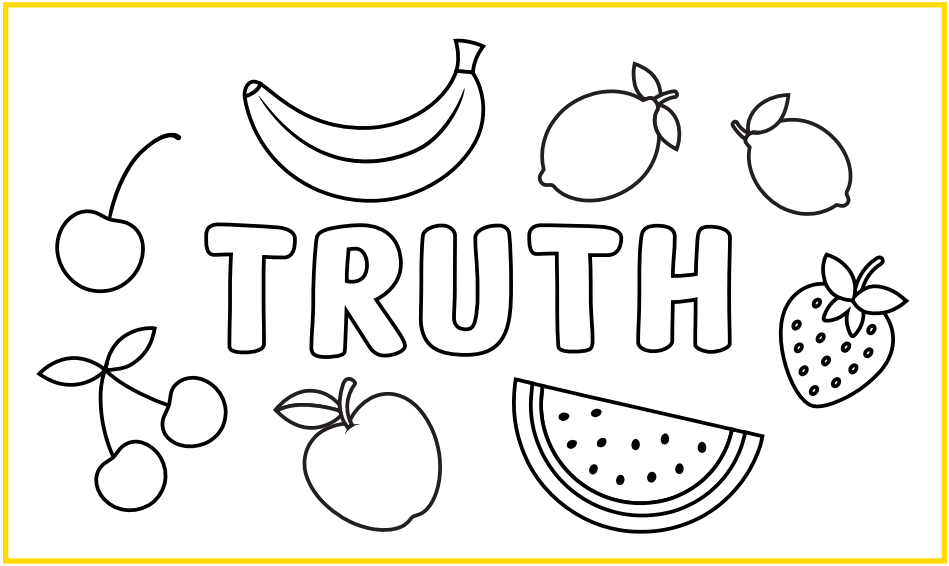
WHITE

For you were once darkness, but now you are light in the Lord. Walk as children of light (for the fruit of the Spirit is in all goodness, righteousness, and truth), finding out what is acceptable to the Lord.
—Ephesians 5:8–10

Let's begin with **truth.** You might say, "Mr. Roy, truth is not in the list of the fruit of the Spirit in Galatians 5." You would be right, but here in Ephesians 5, God says the "fruit of the Spirit" is found in truth, so let's learn what that word means.



God is the source of truth, and His Word is truth too. It is the standard for everything that is real and right—the facts. When we walk in the light as children of God, the Holy Spirit shows us the truth in His Word. God's truth is acceptable (good) in His eyes. It is holy like Him! So our color for this unit will be WHITE. This color represents purity. We'll talk more about that later.



Instructions: Color the word "TRUTH" and the fruit with colored pencils.

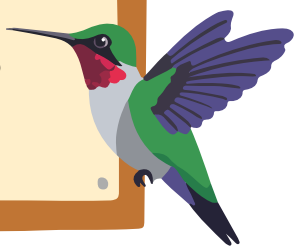
CREATION INSPIRATION

Jesus said to him, "I am the way, the truth, and the life. No one comes to the Father except through Me."
—John 14:6

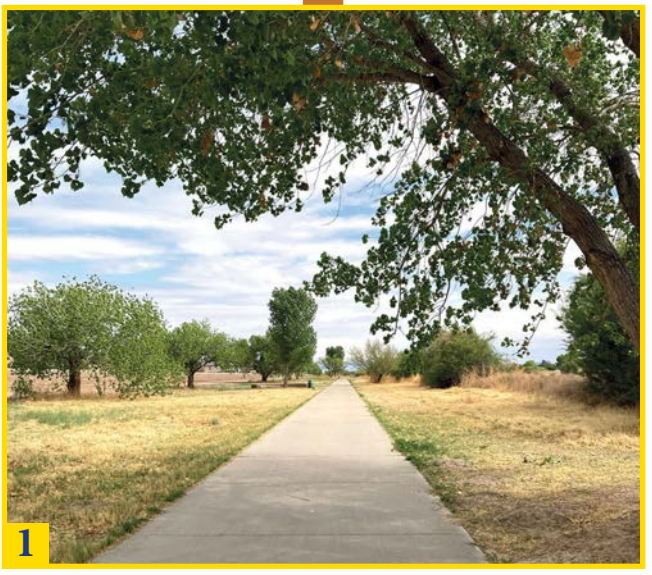
Teachers: Adult permission and oversight required.

SUPPLIES

- ☐ Camera
- ☐ Printout of your photo
- ☐ Glue
- ☐ Sketchbook



1 With permission from a parent, use a camera or a phone that has a camera to take a picture of a path that stretches in front of you (like the one on the right). This will help you remember that Jesus is the TRUTH. He is the way we need to follow. (You may instead choose to draw the sample photo in your sketchbook.)



1

2 With a parent's help, print out your picture and glue it inside your sketchbook. Write the word "Truth" at the top of the page with the date and the Bible references from pages 23 and 24.



2

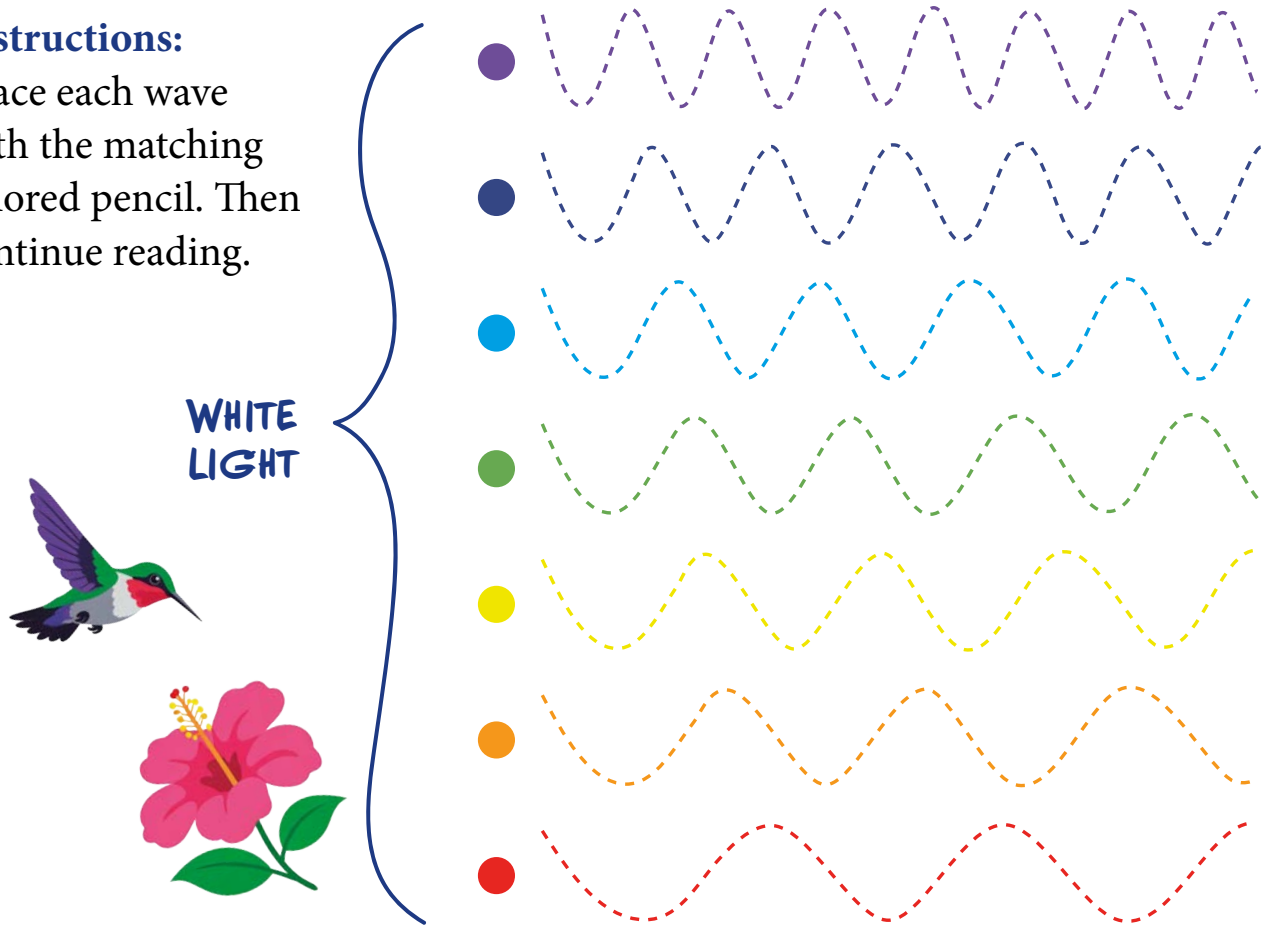
Teacher Note: This task is beginning to guide your student into the awareness of abstract ideas (like this example of being able to link a pathway to Jesus being the way of truth). Help guide them to the moment of discovery until they start seeing it themselves. This may take some time and explanation, but practicing this "muscle" every unit will help it to grow.

NAME _____

ART TALK

Hey, everybody! Do you see Hallie? She found a beautiful pink flower just in time for our first Art Talk: color! Color is made when our eyes see light bouncing off an object. Imagine bouncing a ball off a wall and back into your hands. That is what the light does. Light is made of waves. Each color has its own special wave, like the dashed lines below.

Instructions:
Trace each wave with the matching colored pencil. Then continue reading.



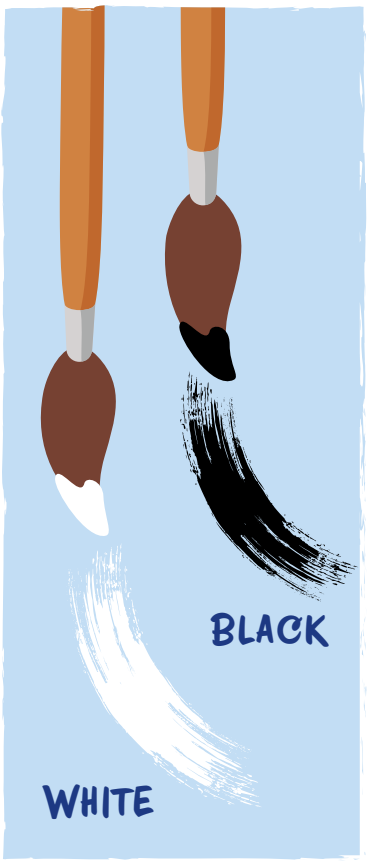
Like the ball, the light hits something, like your shirt. The color you see on your shirt is the color wave that bounces back to your eyes. All of the other color waves stop at the shirt and don't bounce back, so you don't see those colors.

Now here's an amazing thing God did with the color white—it is the combination of all the colors! You traced the color waves above. It may seem unusual, but all of those waves together make the color white.

Think back to our theme verse about truth. In the verse, we read that we are children of light if we follow Jesus. First Peter 2:9 says, "But you are a chosen generation … that you may proclaim the praises of Him who called you out of darkness into His marvelous light." Without the light of Jesus, there is darkness.

In art, we need light to be able to see colors. Without light, everything is dark. In fact, we say it is "pitch black." Black is the opposite of white. When we see white, it is because all of the color waves are bouncing back to our eyes (like the ball) and mixing. When we see black, it is because all of the color waves get stuck on an object and cannot bounce back.

Now that we have talked about the role that all the colors play in white and black, let's spend some time looking for those colors.



Instructions: With a parent's permission, pick a room to stay in and set a timer for 10 minutes. When the timer starts, try to find as many objects as you can for each color. Put a check mark in the color's row every time you find that color in the room. When the timer ends, count the check marks to find the winning color. Time to use your observation skills!

	RED	
	ORANGE	
	YELLOW	
	GREEN	
	BLUE	
	INDIGO	
	VIOLET	

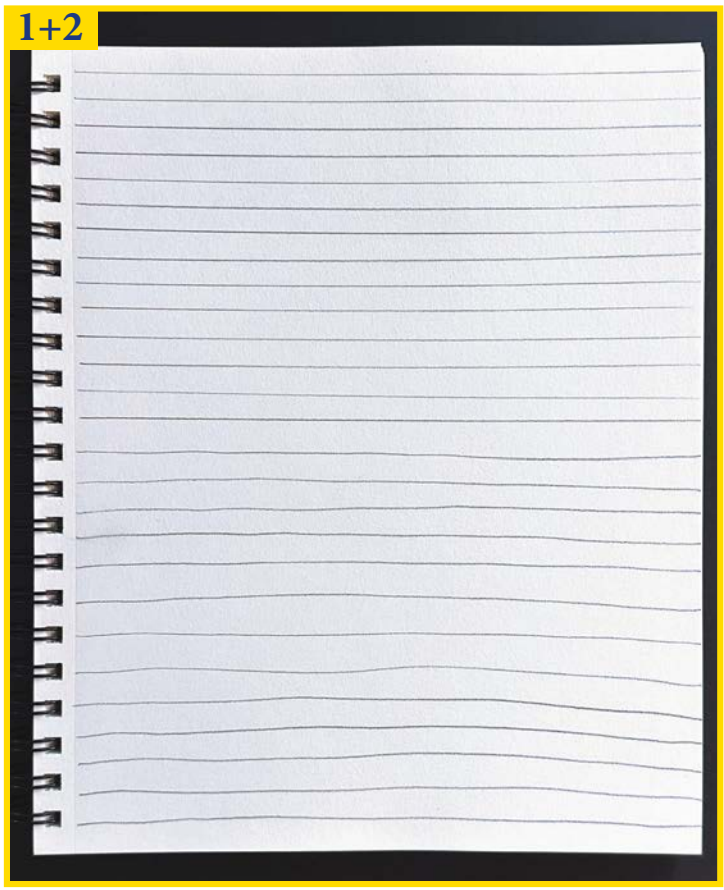
NAME _____

TARGET PRACTICE

A still life is when artists set some objects together on a table and draw them in their sketchbook or on some other canvas. It can be tricky! Let's start by practicing the first step in drawing: lines.

1 In your sketchbook, use a ruler to fill half a page with straight lines going from side to side. Push down on your ruler so it doesn't move.

2 Now put away the ruler. Try filling the rest of the page with the straightest lines you can draw! Go nice and slow. Pretend your pencil is a part of your hand and sit up straight in your chair.



3 Go back and look at the lines you drew without the ruler. Which one is the straightest? Put a sticker or check mark on the end. If you want more practice, try filling some pages with fun, wavy, or zig-zag lines. Try to make each line look like the one before it.

4 Now, it's important that as artists, we learn how to **observe** things. To observe means to use special attention when looking at the world around us. Let's observe some lines. Grab your ruler and walk around. Hold the ruler up to lines you see, like the edge of a door, the top of your bed, or the side of a tree outside (with a parent's permission). Try to find five lines that go in different directions or look different.

Extra Fun

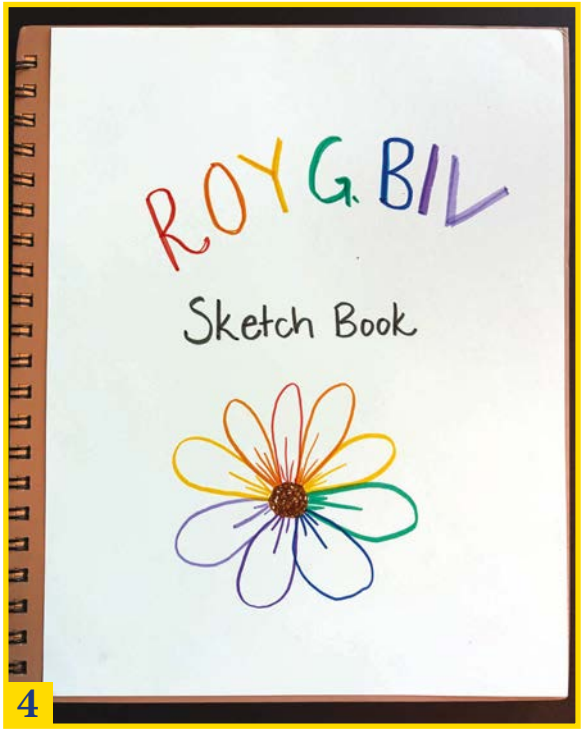
By now, you have filled some pages in your sketchbook. How about taking some time to decorate the outside of the sketchbook. Follow Hallie to the supply list. I'll see if I can find anything that might help from my shed.

Teachers: Adult permission and oversight required. Assist students with pouring liquid glue.



1. Choose which color paper you would like for your cover.
2. Cut the paper so it fits on top of your sketchbook cover. Glue it on.
3. Write your name or "[Your Name's] Sketchbook" on the new cover.
4. Decorate the cover however you would like. You can draw shapes, patterns, lines, a picture, or use decorating supplies. Make it yours!

Here's an example.





NAME _____

PROJECT

You know me (Mr. Roy) and Hallie, so now it's time to introduce yourself with the Name Project! In this project, you will get a chance to use all the colors you like. Check out the supply list. Hallie, there is a strawberry cut in half for you. Enjoy the juice!

Instructions: Draw your name in big block letters on the white cardstock.

1 Find the letters you need below. Using your pencil, draw the red line first to make the letter. Then, draw the black lines around the letter. Erase the first line to finish the block letter.



A B C D E

F G H I J

K L M N O P Q R

S T U V W X Y Z

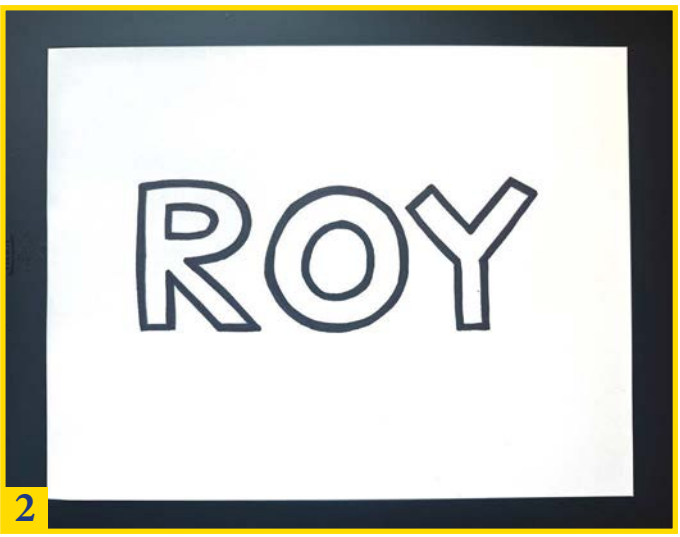
Continued on the next page.

2 Trace the outline of each letter of your name with a black marker. You can trace the outlines a couple times if you want the black lines to be thick.

3 Use your ruler to draw three or four lines that go all the way across your paper. Make sure they cross each other.

4 Use your markers to color each section. Don't color in your name.

5 **Optional:** Seal the project in clear contact paper and hang it above your desk or bed.

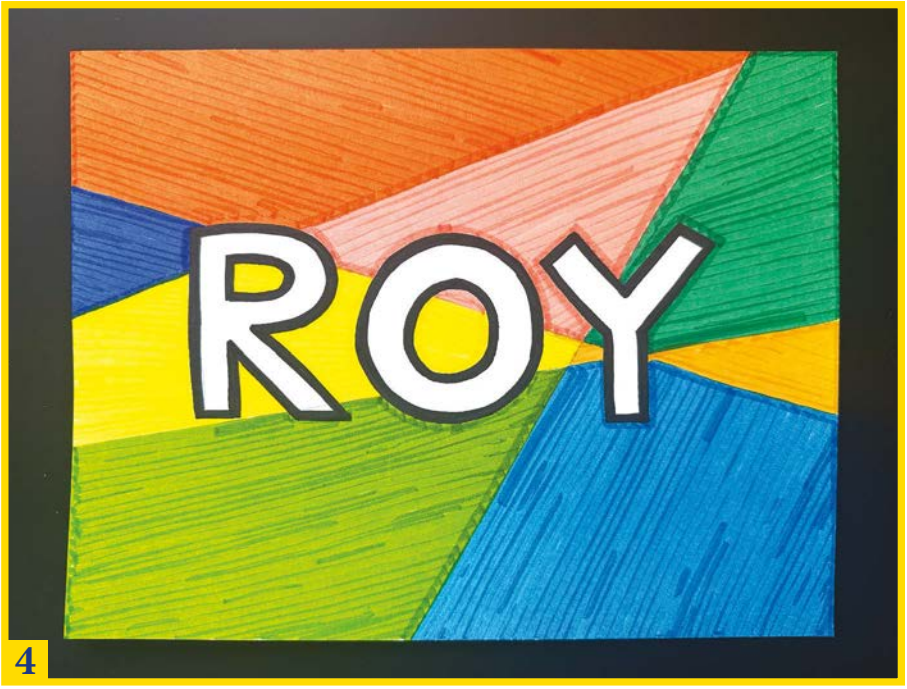


2



3





4

NAME _____

ART STUDIES

Let's take a look at this piece of art. How do you think the artist made it? Write your guess on the line below.

_____

_____

Good guess! The type of art in this picture is called printing. Here are the steps this artist used:

1. The picture was drawn onto a piece of wood.
2. All the parts that the artist wanted to stay white (or cream) were carved out. (Show your teacher the white sections in the piece.)
3. The parts that were not carved out were painted with black ink. Look at the black parts of the piece. Wow! Those are tiny lines!
4. The wood block was pressed onto paper. The artist picked up the block and, just like that, the print was done!



Jeremiah 31:33 says, "But this is the covenant that I will make with the house of Israel after those days, says the LORD: I will put My law in their minds, and write it on their hearts; and I will be their God, and they shall be My people." God wrote His Word, and He prints it on His people's hearts and minds. Remember that every time you see a print.

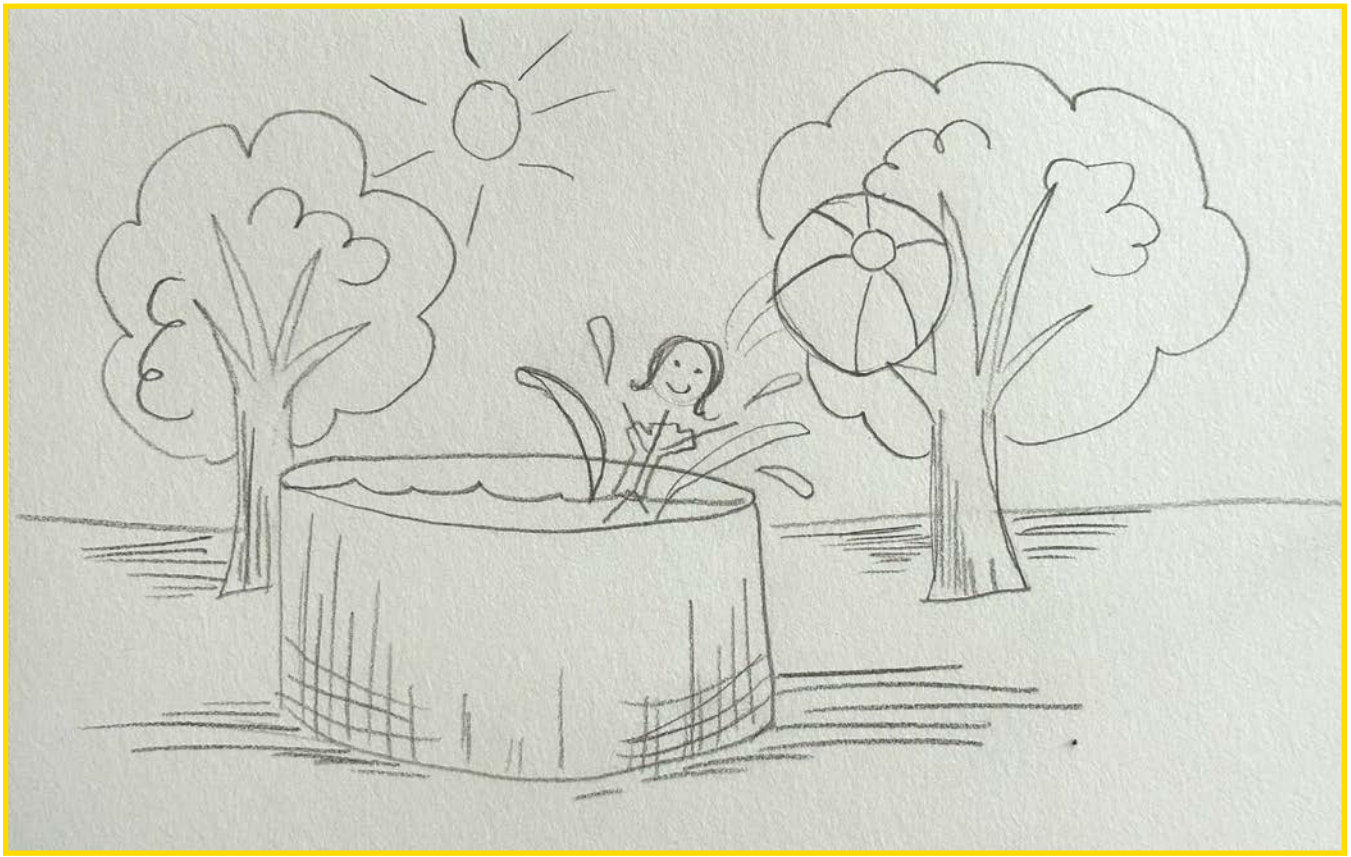
Sketchbook

Instructions: In your sketchbook, use a pencil to draw your favorite summer day. What do you like to do? Do you like to eat ice cream, play outside, or swim in the pool?

Before you finish, look at the art again. Do you see the lines the artist added to fill in the sky and the dark parts of the picture? Try doing that with your picture. Don't fill in the whole picture; just try adding lines in two or three spots.







NAME _____

PROJECT

It's time to make your own print. No matter the season, it can be fun to think of cold and snow. Let's make a winter scene. I'll get the carrot and buttons for the snowman while you look at your supplies.

Teachers: Adult permission and oversight required.
Assist students with pouring paint and liquid glue.
Hot glue should be handled by adults only.

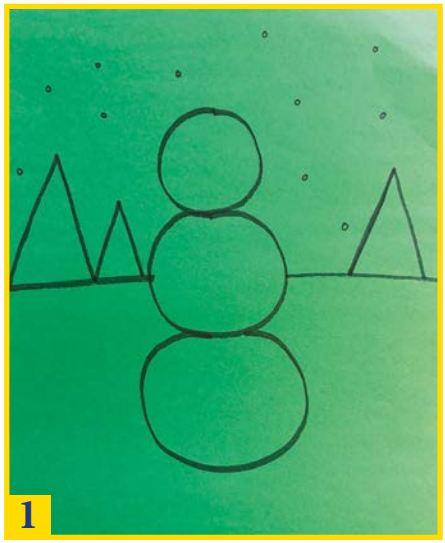
SUPPLIES

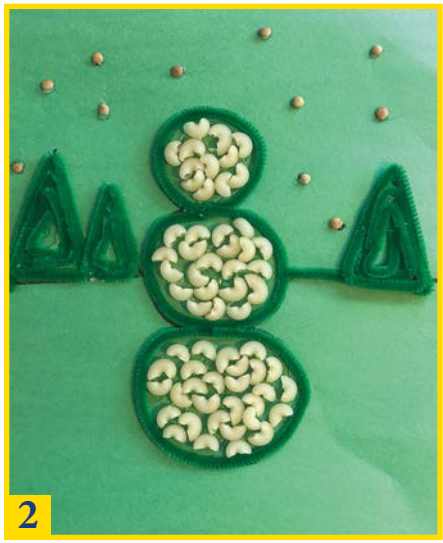
- ☐ 2 pieces of dark-colored construction paper (black, dark blue, green, etc.)
- ☐ Pencil
- ☐ White pipe cleaners
- ☐ Macaroni or spaghetti noodles
- ☐ Beans or beads
- ☐ Liquid glue
- ☐ Scissors
- ☐ Paper plate
- ☐ White acrylic paint
- ☐ Paintbrush
- ☐ Water
- ☐ Paper towels

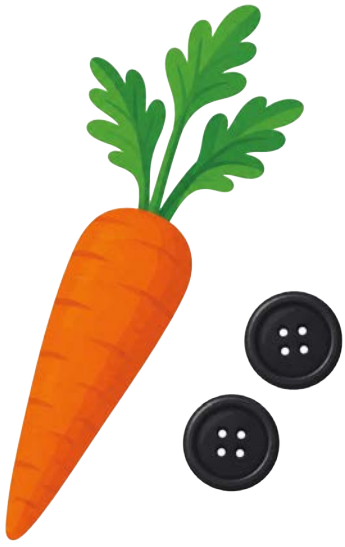


1 Draw a winter scene on your paper. Start with a snowman, using three circles on top of each other. Draw the ground, some pine trees (they can be triangles like the picture), and some snowflakes.

2 Now glue pipe cleaners, noodles, and beans or beads on your lines. (You can do this with only pipe cleaners if you prefer.) Bend the pipe cleaner and cut it with your scissors to make it the right size if you need to. You can also fill in the ground with pipe cleaners so the whole ground will be white in the end.


1


2



Continued on the next page.

3 Let the glue dry.

4 Pour some white acrylic paint on the paper plate. Take the paintbrush and dip it in the white paint. Don't get too much! Gently paint the pipe cleaners, noodles, and beans or beads. Try not to get any paint on the paper.

5 Take your dark-colored paper and press it onto the painted picture. Pull it off and look at your white snow scene. If some parts are missing, add more paint to the first painting and try pressing your paper down on top again. Make sure you line the pages up.



