



ART

LEVEL 1



MASTERBOOKS®
— CURRICULUM —



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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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SCOPE AND SEQUENCE

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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 or washable tablecloth may be used as well.
- Most skills can be practiced independently; however, some lessons will need parental oversight.
- Parent's 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 not to get frustrated. It can be healthy to take a step back when 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.



COURSE DESCRIPTION

This course contains two lessons per week with simple projects every third week. Its simple layout allows it to be administered by a parent.

Art Level 1 is the beginning guide to learning about and creating art. In this course, students start 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. The student will be taught some of the basic skills needed to bring about some of their favorite art pieces. Starting with lines and shapes and ending with the creation of their own sketchbook, students will be given opportunities to go outside and explore God's creation, make their own unique art, and learn how God's Word and glory is our inspiration for everything!

COURSE OVERVIEW

At the beginning of the year, you'll spend some time building your "art toolbox" with words and skills. After that, your learning will follow a natural rhythm. You'll start by learning something new from the Bible while practicing an art skill. Then you'll build on that with fresh ideas and continue practicing what you already know. Finally, you'll explore God's creation for inspiration and create a project to show what you've learned. This rhythm will keep repeating, so you're always learning, practicing, and creating.

FEATURES



Target Level

Grade 1



Flexible 180-Day Schedule

Approximately 20 minutes per exercise, 2 days a week



Open & Go

Convenient schedule, Well-designed lessons



Engaging Application

Engaging art activities that reinforce God's design and creativity

OBJECTIVES

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



NOTE FROM THE AUTHOR

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.

The first temptation came in the perfect creation when the serpent questioned the Creator's ability to do better than the created. 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.

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.

With this desire to do all for God's glory comes great joy. The pages are FULL of fun activities and exercises to put the paintbrush, playdough, 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 1** is open but any time they look out the window or take a walk.

Just like any subject, we start at the very beginning, both with Genesis 1 and drawing. Take your time and learn each step. Have fun using the skills in every part of life! And have fun creating!

COURSE COMPONENTS

BIBLE TIME

Each quarter, there is a Bible account to provide the theme and give the student the focus for the projects or activities.

ART TALK

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

EXTRA FUN

This is an **optional** part of the curriculum. Art can certainly be messy. In fact, the majority of the time, art makes a mess! Some weeks can handle the mess while other weeks are not cut out for it. So these activities/projects are extra-curricular. Each one dives deeper into the skill or art term being learned and gives a fun spin on art. Often, the activity involves some kind of developmental "play" using textures, games, and exercises that are stimulating and aid in hand-eye coordination. Other times, it is just a way of furthering experience with the topic.

CREATION INSPIRATION and ART IN FUN PLACES

These exercises take art from the kitchen table to the world. The student will be tasked with going outside to find examples of art in creation. Prepare to have leaves in the house! Other times, the student will look at a picture of a place they see locally or abroad to find the art elements in it.

PROJECT

At the end of each quarter, there is a slightly more challenging project that involves multiple steps. These projects are designed to use the art term and skills the student has been learning throughout the last three weeks. These may need more of the parent's help.

MASTER SUPPLY LIST

Daily Supplies

- ☐ Smock (apron or an old, long t-shirt)
- ☐ Mat (placemat or old tablecloth)

Lesson 3, Exercise 2

- ☐ Black construction paper
- ☐ Uncooked macaroni and spaghetti noodles
- ☐ Liquid glue
- ☐ Q-tip®
- ☐ Paper plate
- ☐ White crayon

Lesson 6, Exercise 1

- ☐ Rainbow playdough, beads, or pom poms

Lesson 6, Exercise 2

- ☐ Blue construction paper
- ☐ Glue stick
- ☐ Red, orange, yellow, green, light blue, indigo (or dark blue) and purple construction paper
- ☐ Pencil

Lesson 7, Exercise 1

- ☐ Pipe cleaners

Lesson 9, Exercise 1

- ☐ Cotton balls
- ☐ Glue stick

Lesson 9, Exercise 2

- ☐ Colored construction paper or felt
- ☐ Ruler
- ☐ Scissors
- ☐ Glue stick
- ☐ Crayons

Parent's note: Throughout this course, there will be activities that require the use of scissors. You may want to invest in child-safe scissors, but even then we recommend overseeing the projects that have to do with cutting.

Lesson 10, Exercise 2

Extra Fun

- ☐ Chalk (or tape)
- ☐ Small rock or bean bag (optional)

Lesson 11, Exercise 1

- ☐ Foaming shaving cream
- ☐ Blue, yellow, and red food dye (or washable paint)
- ☐ Paper plates
- ☐ Paper towels
- ☐ Plastic spoon (optional)

Lesson 12, Exercise 2

- ☐ White coffee filters
- ☐ Clothes pins
- ☐ Markers
- ☐ Water spray bottle
- ☐ Googly eyes, pipe cleaner, antennae, pom poms, etc. (optional)

Lesson 15, Exercise 2

- ☐ Page 163
- ☐ 7" paper dessert plate
- ☐ Crayons or markers
- ☐ Glue stick
- ☐ Scissors and colored construction or tissue paper (optional)

Lesson 16, Exercise 2

- ☐ Bowl or cup
- ☐ Water
- ☐ Paintbrush
- ☐ Paper towels
- ☐ Washable paint

Lesson 18, Exercise 1

Extra Fun

- ☐ Bowl
- ☐ 4 oz. liquid glue
- ☐ 2 Tablespoons saline solution
- ☐ 1 cup shaving cream
- ☐ Washable paint or food dye
- ☐ Glitter, pom poms, beads, etc. (optional)

Lesson 18, Exercise 2

- ☐ Blue construction paper
- ☐ Paper plate
- ☐ Paper towel
- ☐ Scissors
- ☐ Paintbrush
- ☐ Water
- ☐ Black washable paint
- ☐ Green tissue paper sheet
- ☐ Glue stick
- ☐ White felt
- ☐ Cotton balls

Lesson 20, Exercise 2

Extra Fun

- ☐ Pool noodle
- ☐ Shaving cream
- ☐ Bowl
- ☐ Plastic spoon
- ☐ Styrofoam squares and balls (optional)
- ☐ Paper or styrofoam cups (optional)
- ☐ Sponges (optional)

Lesson 21, Exercise 2

- ☐ Liquid glue
- ☐ Small paper cup
- ☐ Scissors
- ☐ Ruler
- ☐ Pencil
- ☐ Markers

Lesson 22, Exercise 2

- ☐ Yarn, shoelace, or string
- ☐ Penne noodle or bead

Lesson 23, Exercise 2

Extra Fun

- ☐ Two toilet paper rolls
- ☐ 4 feet of string
- ☐ Hole punch
- ☐ Liquid or tacky (stronger) glue
- ☐ Markers
- ☐ Additional decorating supplies (optional)

Lesson 24, Exercise 2

- ☐ Paper plate
- ☐ Hole punch
- ☐ Markers
- ☐ Yarn (enough for multiple long cuts)
- ☐ Scissors

Lesson 26, Exercise 2

Extra Fun

- ☐ Sidewalk chalk
- ☐ Tape measure
- ☐ Poster board (optional)
- ☐ Butcher paper (optional)
- ☐ Crayons

Lesson 27, Exercise 1

- ☐ Liquid glue

Lesson 27, Exercise 2

- ☐ Blue construction paper
- ☐ Water
- ☐ Paper plate
- ☐ Washable paint (green, yellow, brown)
- ☐ Paint brush
- ☐ Sponge (cut to a leaf shape)
- ☐ Scissors
- ☐ Paper towel

Lesson 30, Exercise 2

- ☐ Water
- ☐ Paper plate
- ☐ Pink washable paint
- ☐ Paint brush
- ☐ White piece of cardstock paper
- ☐ Paper towel
- ☐ Crayons (optional)

Lesson 31, Exercise 2

- ☐ Page 165 lion face
- ☐ Scissors
- ☐ Crayons
- ☐ Glue stick
- ☐ White paper plate (x2)
- ☐ Washable paint or finger paint (yellow, orange, red)
- ☐ Water
- ☐ Paper towels

Lesson 32, Exercise 1

- ☐ Toothpicks
- ☐ Marshmallows

Lesson 32, Exercise 2

- ☐ Playdough or salt dough

Extra Fun

- ☐ Air dry clay or salt dough
- ☐ String or ribbon
- ☐ Cookie cutters, paint, glitter, gems, other decorating supplies (optional)
- ☐ For salt dough: cookie sheet, parchment paper, oven

Lesson 33, Exercise 2

- ☐ Two pieces of cardstock paper
- ☐ Washable paint (or fingerpaints if desired)
- ☐ Water
- ☐ Paper towels

Lesson 34, Exercise 2

Extra Fun

- ☐ Small cup or plastic bowl
- ☐ Water
- ☐ Blue washable paint
- ☐ Dish soap
- ☐ Straw
- ☐ Paper towel
- ☐ Piece of white cardstock paper

Lesson 35, Exercise 1

- ☐ Ruler

Lesson 35, Exercise 2

- ☐ Water
- ☐ Paint brush
- ☐ Tray of watercolors
- ☐ Paper towels

Lesson 36, Exercise 2

- ☐ At least 3 pieces of white cardstock or printing paper
- ☐ Hole punch
- ☐ Three pieces of yarn (approx. 5 inches each)
- ☐ Colored piece of paper for the cover (optional)



SUGGESTED DAILY SCHEDULE

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

SUGGESTED DAILY SCHEDULE

Calendar		Assignment	Due Date	✓	Grade
Week 7	Day 31				
	Day 32	Lesson 7, Exercise 1, Pages 41–42			
	Day 33				
	Day 34	Lesson 7, Exercise 2, Pages 43–44			
	Day 35				
Week 8	Day 36				
	Day 37	Lesson 8, Exercise 1, Pages 45–46			
	Day 38				
	Day 39	Lesson 8, Exercise 2, Pages 47–48			
	Day 40				
Week 9	Day 41				
	Day 42	Lesson 9, Exercise 1, Pages 49–50			
	Day 43				
	Day 44	Lesson 9, Exercise 2, Pages 51–52			
	Day 45				

SUGGESTED DAILY SCHEDULE

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

SUGGESTED DAILY SCHEDULE

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

SUGGESTED DAILY SCHEDULE

Calendar	Assignment	Due Date	✓	Grade
▶ Second Semester-First Quarter				
Week 1	Day 91			
	Day 92	Lesson 19, Exercise 1, Pages 89–90		
	Day 93			
	Day 94	Lesson 19, Exercise 2, Pages 91–92		
	Day 95			
Week 2	Day 96			
	Day 97	Lesson 20, Exercise 1, Pages 93–94		
	Day 98			
	Day 99	Lesson 20, Exercise 2, Pages 95–96		
	Day 100			
Week 3	Day 101			
	Day 102	Lesson 21, Exercise 1, Pages 97–98		
	Day 103			
	Day 104	Lesson 21, Exercise 2, Pages 99–100		
	Day 105			
Week 4	Day 106			
	Day 107	Lesson 22, Exercise 1, Pages 101–102		
	Day 108			
	Day 109	Lesson 22, Exercise 2, Pages 103–104		
	Day 110			
Week 5	Day 111			
	Day 112	Lesson 23, Exercise 1, Pages 105–106		
	Day 113			
	Day 114	Lesson 23, Exercise 2, Pages 107–108		
	Day 115			

SUGGESTED DAILY SCHEDULE

Calendar	Assignment	Due Date	✓	Grade
Week 6	Day 116			
	Day 117	Lesson 24, Exercise 1, Pages 109–110		
	Day 118			
	Day 119	Lesson 24, Exercise 2, Pages 111–112		
	Day 120			
Week 7	Day 121			
	Day 122	Lesson 25, Exercise 1, Pages 113–114		
	Day 123			
	Day 124	Lesson 25, Exercise 2, Pages 115–116		
	Day 125			
Week 8	Day 126			
	Day 127	Lesson 26, Exercise 1, Pages 117–118		
	Day 128			
	Day 129	Lesson 26, Exercise 2, Pages 119–120		
	Day 130			
Week 9	Day 131			
	Day 132	Lesson 27, Exercise 1, Page 121		
	Day 133			
	Day 134	Lesson 27, Exercise 2, Pages 123–124		
	Day 135			

SUGGESTED DAILY SCHEDULE

Calendar	Assignment	Due Date	✓	Grade
▶ Second Semester-Second Quarter				
Week 1	Day 136			
	Day 137	Lesson 28, Exercise 1, Pages 125–126		
	Day 138			
	Day 139	Lesson 28, Exercise 2, Pages 127–128		
	Day 140			
Week 2	Day 141			
	Day 142	Lesson 29, Exercise 1, Pages 129–130		
	Day 143			
	Day 144	Lesson 29, Exercise 2, Pages 131–132		
	Day 145			
Week 3	Day 146			
	Day 147	Lesson 30, Exercise 1, Pages 133–134		
	Day 148			
	Day 149	Lesson 30, Exercise 2, Pages 135–136		
	Day 150			
Week 4	Day 151			
	Day 152	Lesson 31, Exercise 1, Pages 137–138		
	Day 153			
	Day 154	Lesson 31, Exercise 2, Pages 139–140		
	Day 155			
Week 5	Day 156			
	Day 157	Lesson 32, Exercise 1, Pages 141–142		
	Day 158			
	Day 159	Lesson 32, Exercise 2, Pages 143–144		
	Day 160			
Week 6	Day 161			
	Day 162	Lesson 33, Exercise 1, Pages 145–146		
	Day 163			
	Day 164	Lesson 33, Exercise 2, Pages 147–148		
	Day 165			

SUGGESTED DAILY SCHEDULE

Calendar		Assignment	Due Date	✓	Grade
Week 7	Day 166				
	Day 167	Lesson 34, Exercise 1, Pages 149–150			
	Day 168				
	Day 169	Lesson 34, Exercise 2, Pages 151–152			
	Day 170				
Week 8	Day 171				
	Day 172	Lesson 35, Exercise 1, Pages 153–154			
	Day 173				
	Day 174	Lesson 35, Exercise 2, Page 155			
	Day 175				
Week 9	Day 176				
	Day 177	Lesson 36, Exercise 1, Pages 157–158			
	Day 178				
	Day 179	Lesson 36, Exercise 2, Pages 159–160			
	Day 180				

NAME _____

GENESIS 1

BIBLE TIME

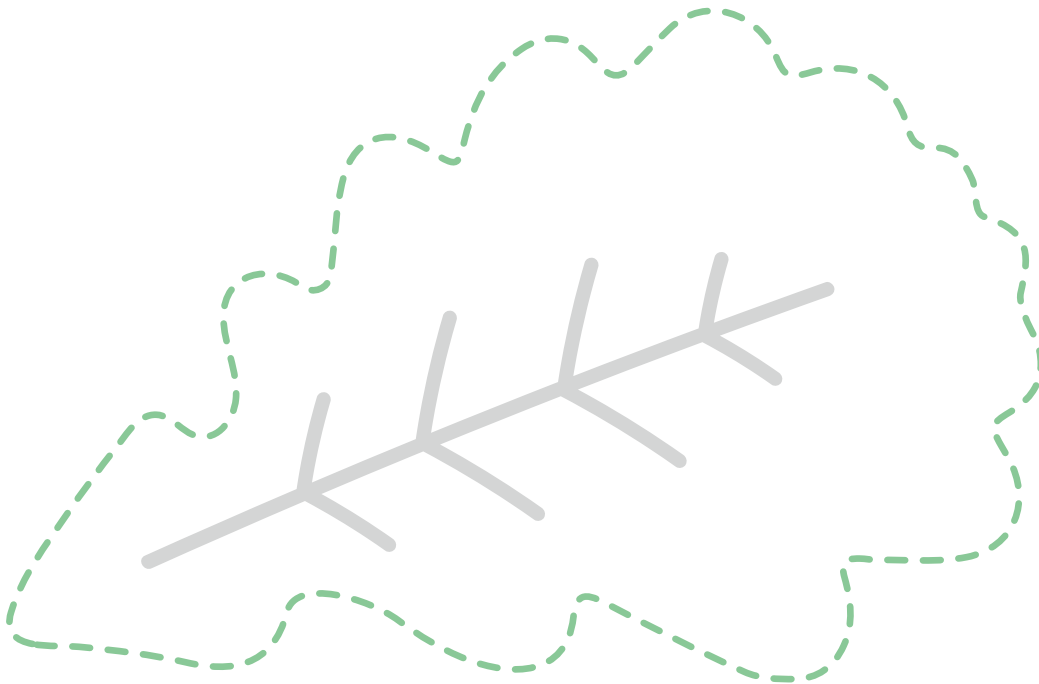
God made art because He loves beauty and wanted to share it with us. He also gave people the gift to make art so we can be creative like Him.

Let's look at some of the amazing art God created in nature, starting with the account of the creation of the universe.

"In the beginning God created the heavens and the earth" (Genesis 1:1). And it was all for His praise and glory. It only took 6 days for God to SPEAK His creation into being.

Instructions: Go outside with a pencil. Hold the pencil at the very end and touch all the small things in creation that you find. Then come inside and trace the leaf below with colored pencils. Color it in.

Parent's Note: This exercise is to help your student develop hand-eye coordination by touching a small detail with a small point.



Name a part of creation that you would only see at night.

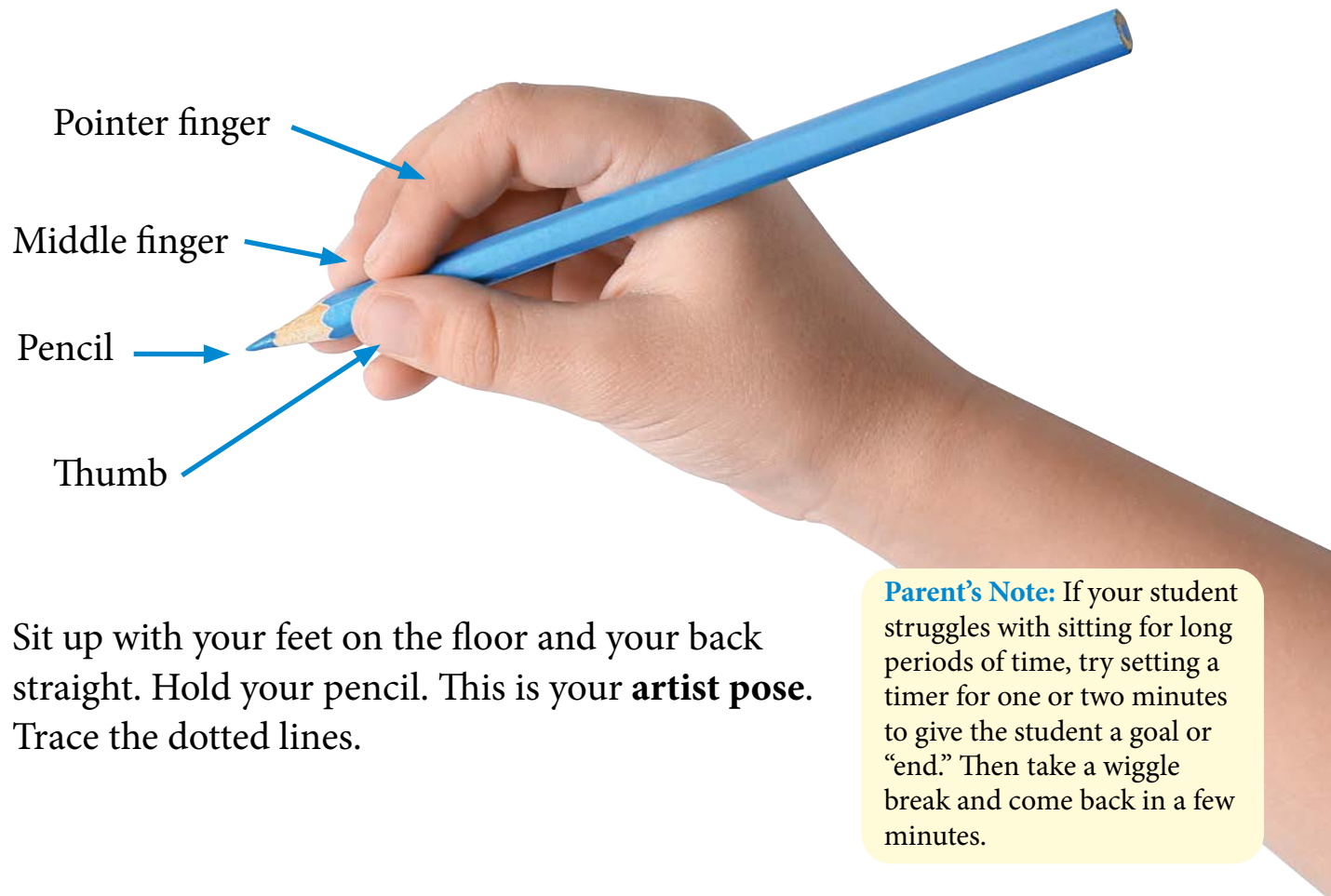
Instructions: Color the picture. Do your best to stay in the lines.



*Then God saw everything that He had made, and indeed it was very good.
Genesis 1:31*

NAME _____

Are you ready to draw? Let's start at the very beginning — holding your pencil. Look at the picture below.



Sit up with your feet on the floor and your back straight. Hold your pencil. This is your **artist pose**. Trace the dotted lines.

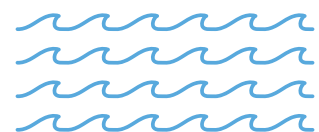
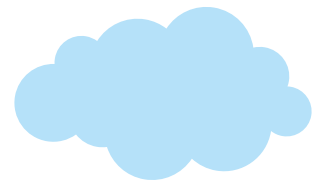
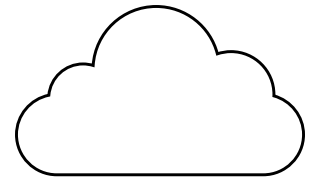
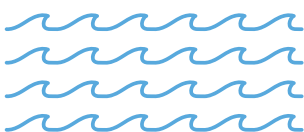
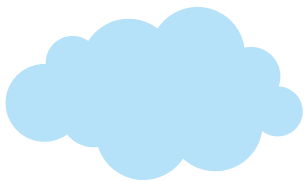
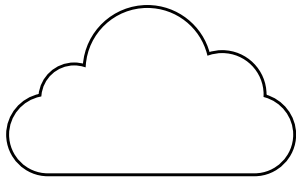
Parent's Note: If your student struggles with sitting for long periods of time, try setting a timer for one or two minutes to give the student a goal or "end." Then take a wiggle break and come back in a few minutes.

ART TALK

Lines are when your pencil travels from one place to another — like a fun trip.

Instructions: Pick out your favorite colored pencil and draw a straight line from one object to its match. Don't forget your **artist pose**.

Parent's Note: Encourage your student to draw their line as straight as possible while keeping their pencil mark light. Squeezing and pushing the pencil hard causes shaking.



NAME _____

ART TALK

God's creation is full of many kinds of lines.

Instruction: Trace the dotted lines below. Don't forget your **artist pose**.

Lines can be straight.



Lines can be wavy.



Lines can be bumpy.



Lines can be zig-zag.



Lines can be loopy.



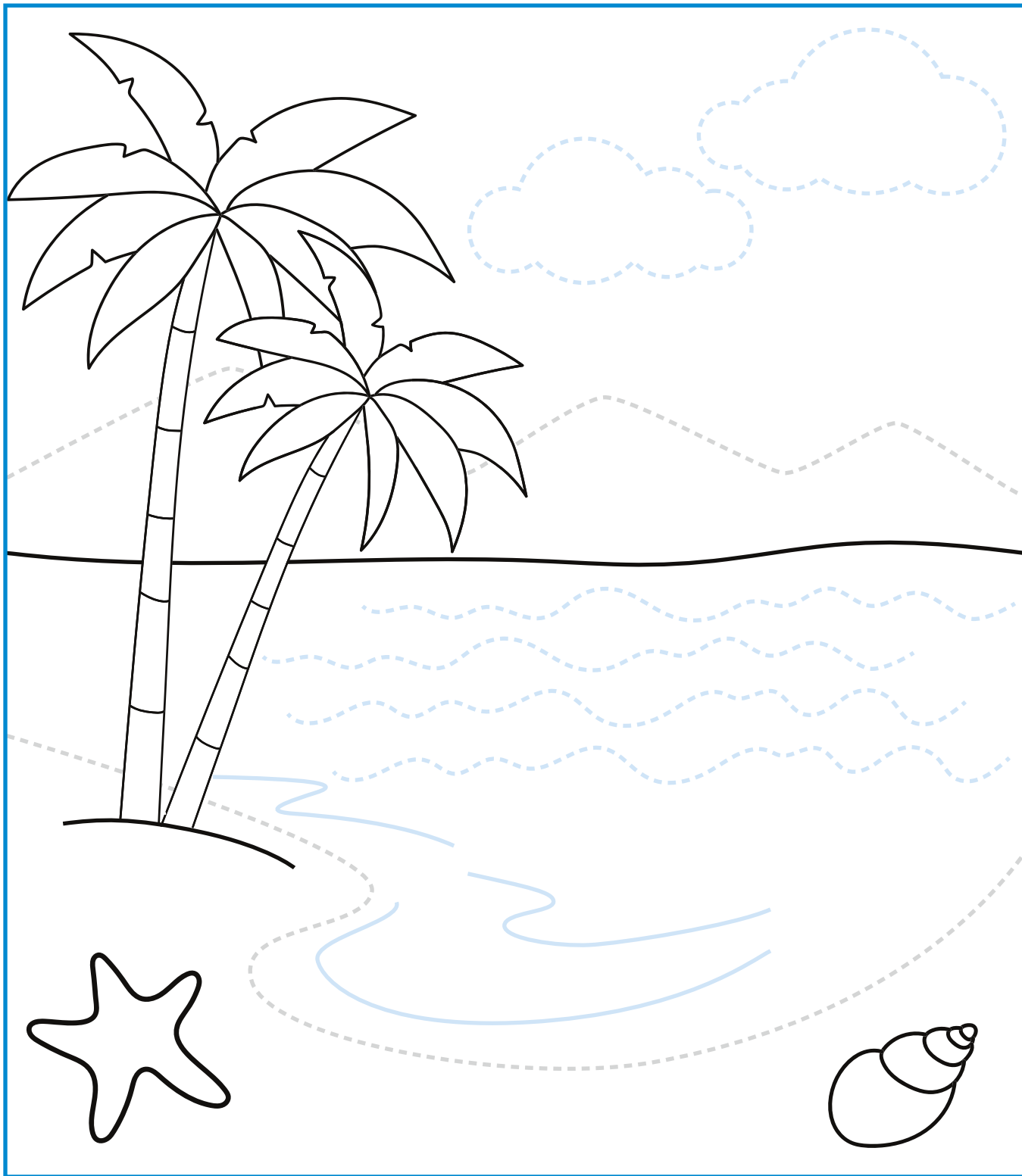
Lines can be dotted.



Lines can be crazy.

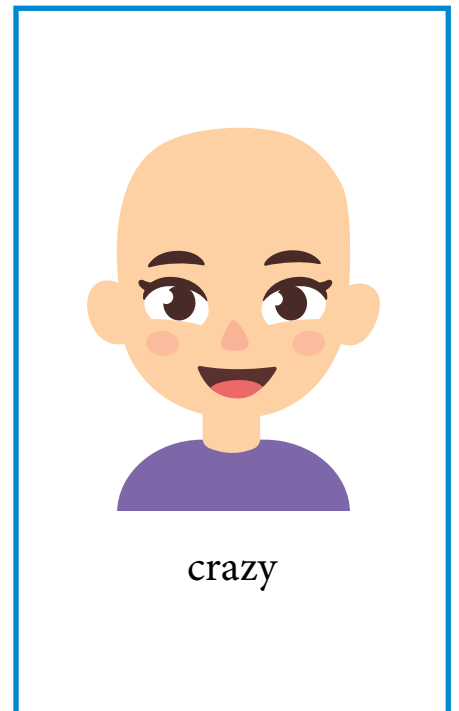
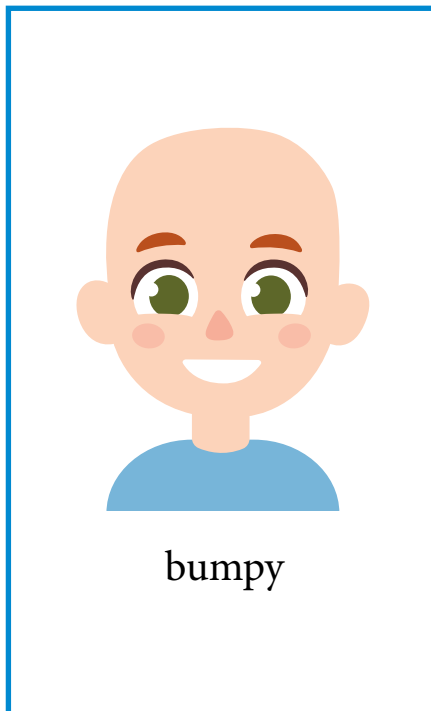
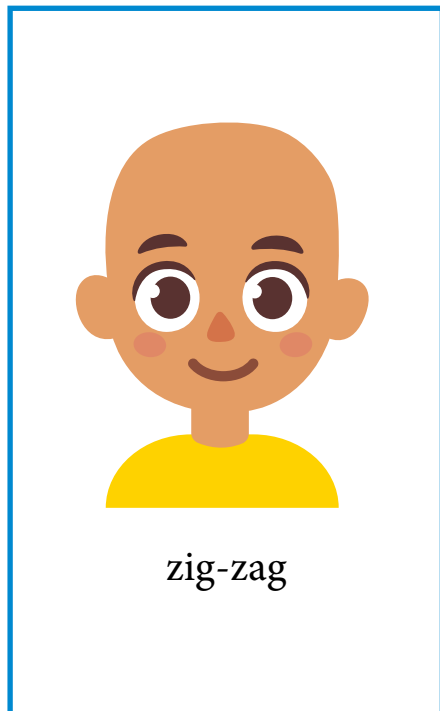
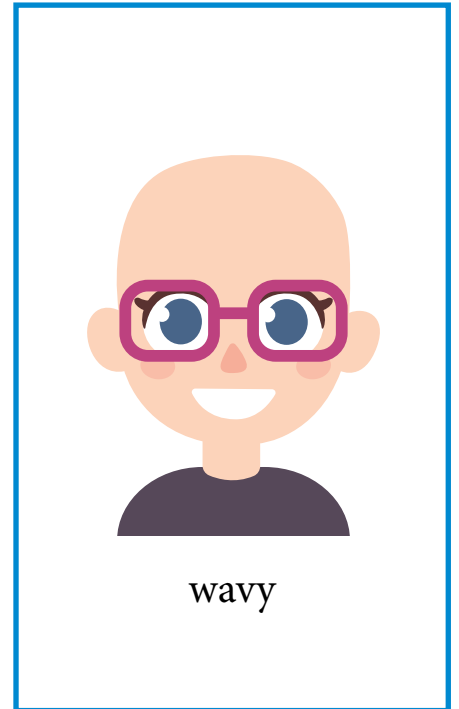
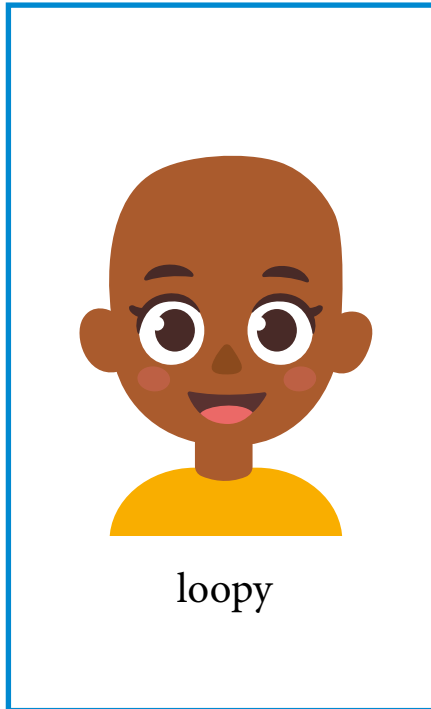
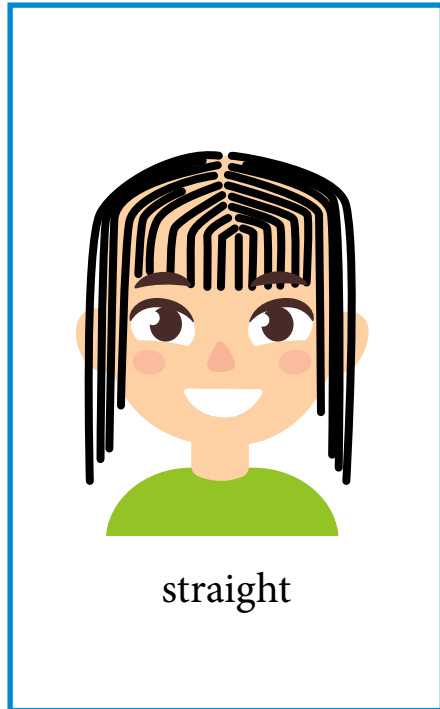
Instruction: Make up your own line that curves and zig-zags however you imagine. Use a sheet of paper if you need more space.

Instructions: Get out your colored pencils or crayons. Hold them the same way you hold your pencil. Trace the different lines to finish the picture and then color it.



NAME _____

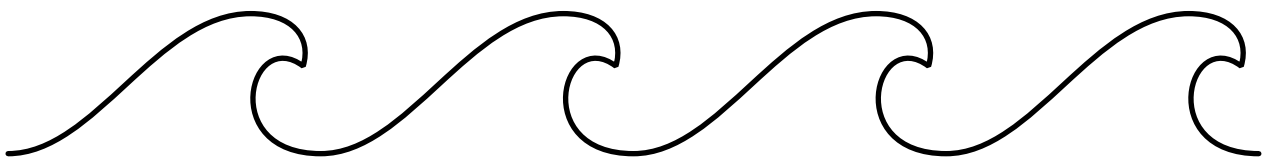
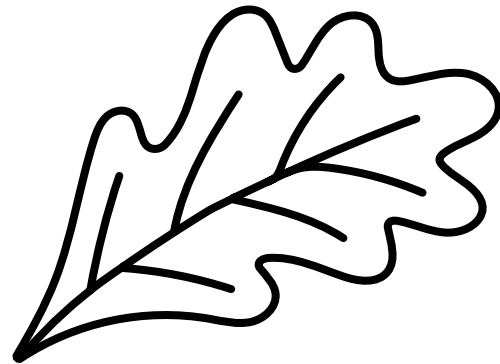
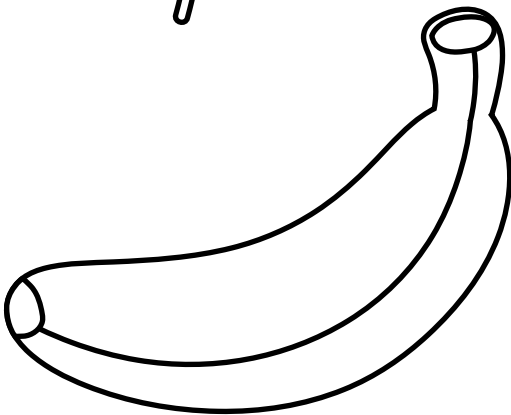
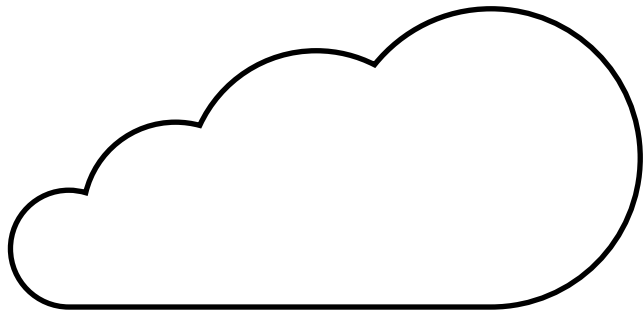
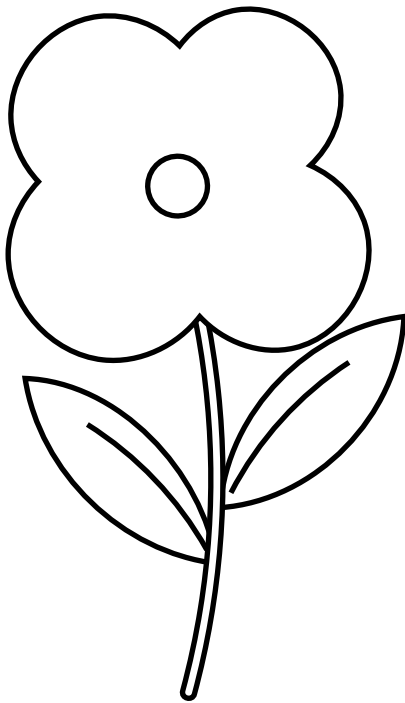
Instructions: Give the kids below some hair using the kind of line written under the face.



EXTRA FUN

Instructions: Color each picture below. Do you see the different lines in the pictures?

Parent's Note: You may offer playdough for the student to make the shapes below. Playdough offers a way for your student to create and manipulate a "canvas" into what he or she imagines without needing to conquer the skill of a pencil right away. It is a good facilitator for understanding art and growing hand-eye coordination. Turn to page 167 if you would like to make your own salt dough.

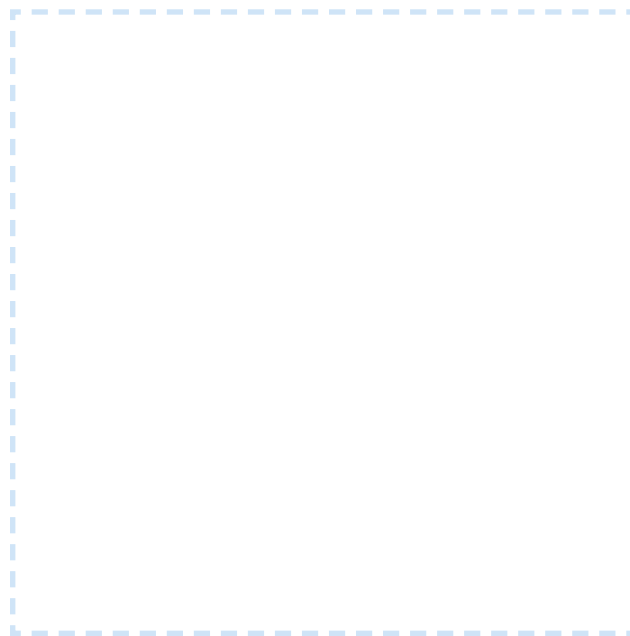
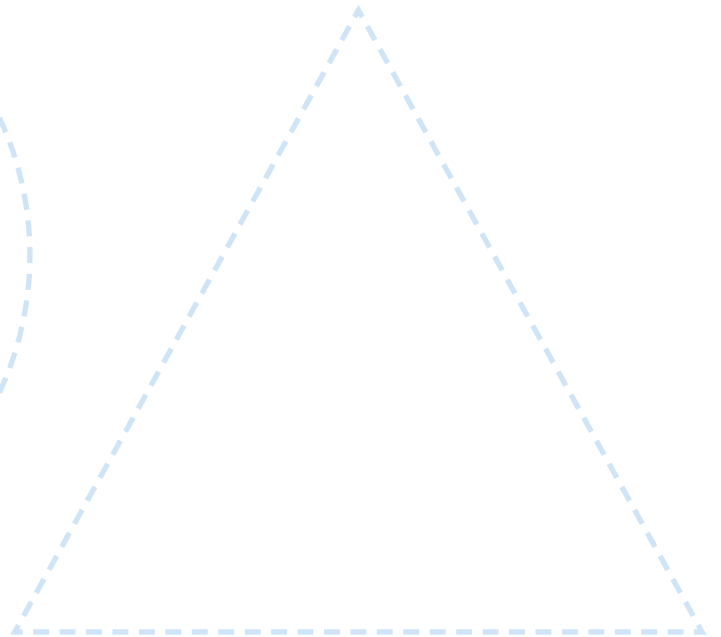
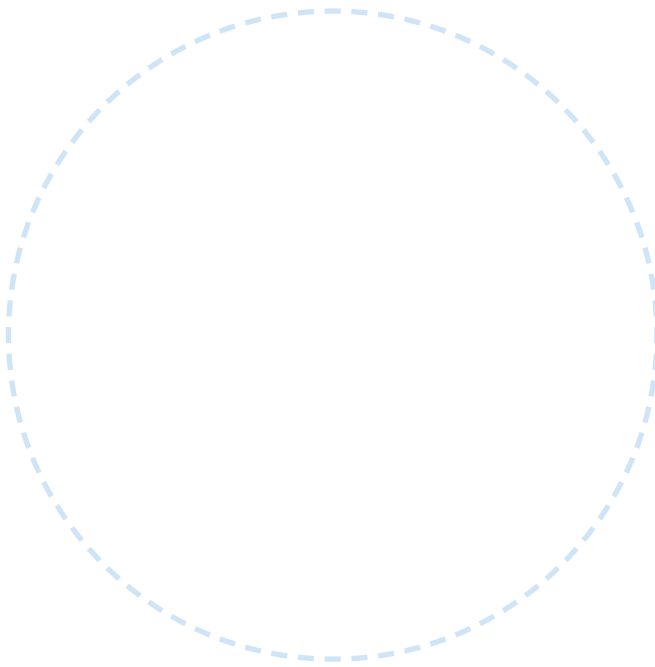


NAME _____

ART TALK

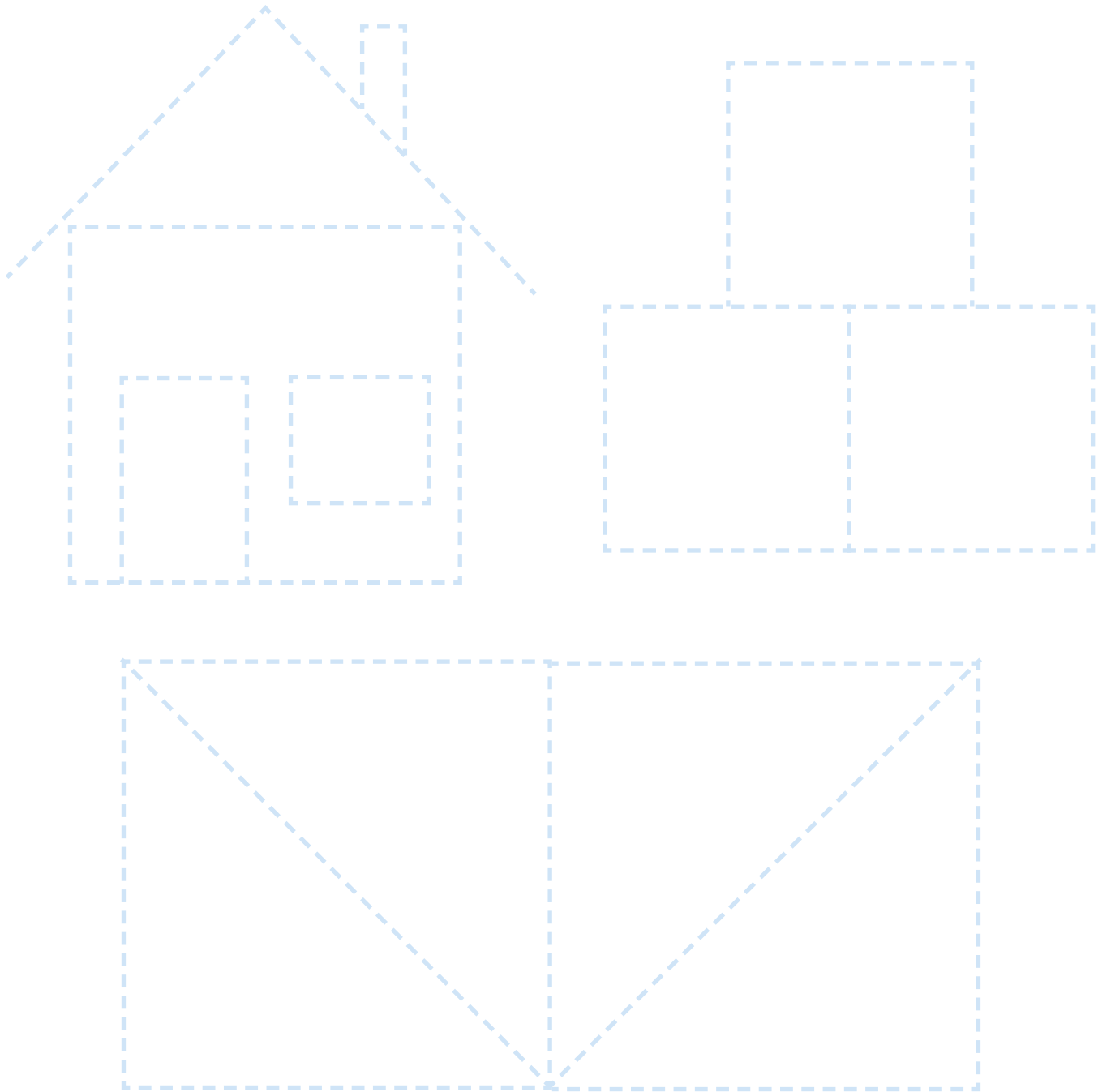
When we use lines to close a space, a **shape** is made. Sometimes the shape has corners and sometimes it is round.

Instructions: Name the three shapes below and trace them using your three favorite colors.



Instructions: Trace the shapes below and then use uncooked spaghetti noodles to build the shapes on your table or on the floor. You may make bigger shapes by leaving the spaghetti whole, or you may break the spaghetti to make smaller shapes.

Parent's Note: This exercise is to help your student see how individual lines are used to build shapes. It also teaches them how to copy what their eyes see and recreate images.



What other shapes can you build from your own imagination?

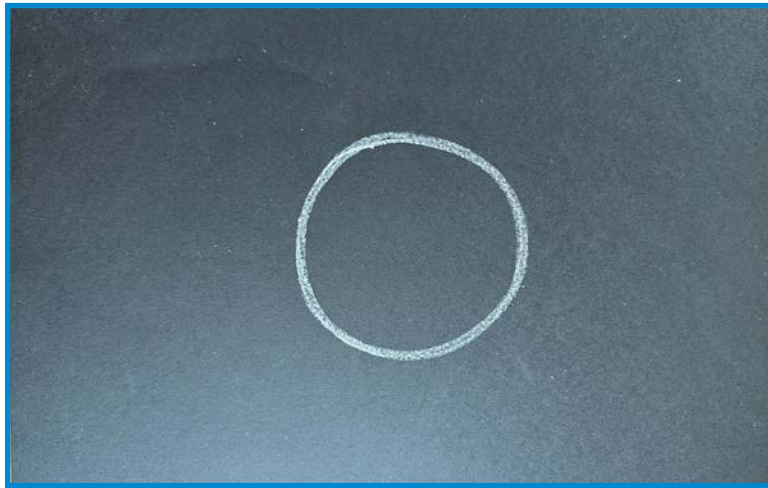
NAME _____

GENESIS 1

PROJECT

On Day 4, God created the sun, moon, and stars. In art, we can glorify God by copying His creation. That is what we will be doing with this project. Gather your supplies before you begin.

Step 1: Lay the paper in front of you. Draw a circle in the middle of the paper using the white crayon.



Supplies:

- ☐ Black construction paper
- ☐ Uncooked macaroni and spaghetti noodles
- ☐ Liquid glue
- ☐ Q-tip®
- ☐ Paper plate
- ☐ White crayon

Step 2: Pour some glue onto the paper plate. Take the Q-tip® and dip it in the glue. Smear the glue in the circle.

Step 3: Fill the circle with macaroni noodles. Let the glue dry.



Step 4: Dip the Q-tip® in the glue again and smear straight lines of glue coming out of the circle. These are the rays of the sun.

Step 5: Fill the straight lines of glue with spaghetti noodles. Break the noodles if they need to be shorter.



Step 6: Let the glue dry. You are finished!