

EVALUATION - INDIVIDUAL ART WORK

Name: _____

Date: _____

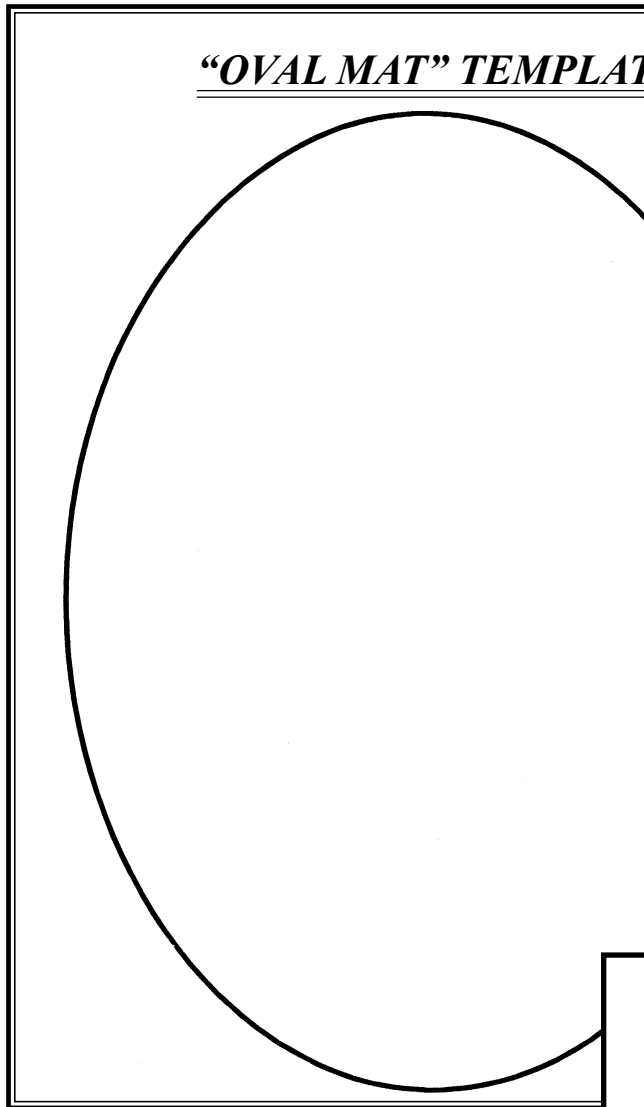
- following steps and direction /10
- correct use of materials /10
- varied use of techniques (colour blending, feathering, use of line, shading, use of dots, background, fine details, mixed medium, colour overlay, circular colouring) /10
- work shows care and effort /20
- doing one's best /10
- on task behaviour /10
- completion of tasks /10
- outstanding products /10
- positive attitude /10

TOTAL /100

Comments:

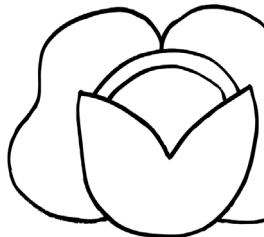
ISBN: 978-1-55319-777-5

"OVAL MAT" TEMPLAT

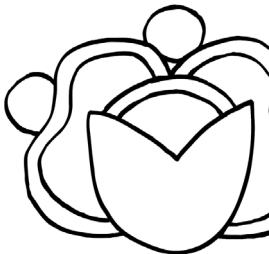


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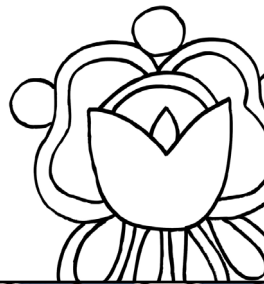
Step #3 Draw two cloud or bean like shapes on either side of the arc, near the middle of the arc, and go nearly to the tulip base.



Step #4 Double the line of the edge of each cloud shape. Add the bean or cloud shapes meet, and one over each of the cloud.



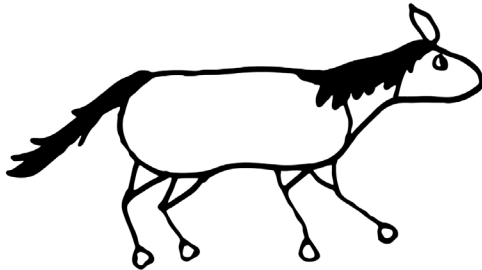
Step #5 Add four loops to the bottom of the tulip shape. Add a centre, this is a stylized seed.



Step #6 Draw a your fin the man

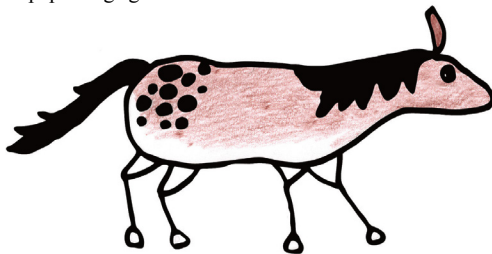
Step #7 Draw a each tri

Changing the tilt or adding a slight curve to the lower legs can give the image the appearance of running. Students can experiment with the tail, mane and legs to give their horse a sense of movement, or show the horse standing still.



Step #8

Add colour. The back can be lightly shaded with brown pencil crayon, or decorated with black or grey ovals or spots. Once drafts are done the students can then create a herd scene, varying animal size and position. Drawing these on the plain backs of recycled brown paper bags gives an authentic cave wall look.

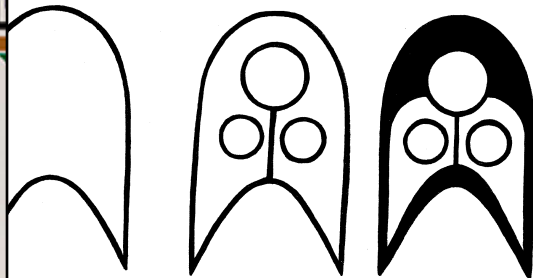


Variations

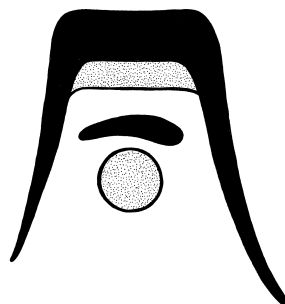
Both these shapes are based on variations of the "n" shape.

Feather

The feather is drawn by elongating the "n" shape. To close the base area a very steep left line to right line. Thus a curved base is drawn. A large circle shape. A line is then drawn right down the centre of the "n" to the es are drawn. Black outlines are added to the outer edge of the "n" the circles. The black lines on the "n" shape should be thickest and curved.



ng the "n" shape again, extending the right end line much further ape is outlined in black making the thickness of that line become the hill on the "n" is reached and thinning out as it comes close to ed to the top of the "n". Inside the "n" another curved line can be black. Just below that curved line, a circle is drawn which is then



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Project #2 - Flute Player

Materials:

Draft paper, circle or oval mat template drawing paper, pencils, pencil crayons, poster sized demonstration paper, teacher samples, fine tip black felt pens, books and pictures depicting Zuni arts as well as decorative geometric First Nations Designs for an added musical touch the teacher can play First Nations flute music.

Method:

Post a sample of the finished product next to the demonstration sheet. Distribute draft paper for students to learn how to draw this image. Remember that the demonstration is meant to guide students through the steps, and that demonstration drawings will be three or four times larger than the students work. Once the drafts are done the students can then use the circle or oval mat template paper for creating their good copy. Once the good copies are done they can be cut out and then mounted onto complimenting tone construction paper for display.

Step #1 Tell the children to draw a half moon shape about as long as their hand centred to the page. (Your shape will of course be larger than hand size) Add a ball shape to the top tip of the moon shape. The ball shape should be about the size of a dime. (your ball will be larger)



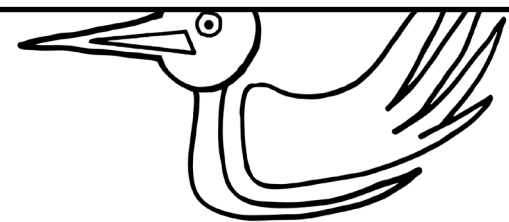
Step #2 Draw a small triangular shape on the base of the moon shape. The triangle should be about the same size as the point of the moon shape opposite it.



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Step #8

Add the tail feathers by drawing three rows of two broken curved thin rectangles. Add a few extra curls for fancy feathers on either side of the tail and inside the wing. Add colour. You can have the entire bird be a dark tone, or go wild with bright tones. Aztec artists used both!



1. Decorative Haida Claws



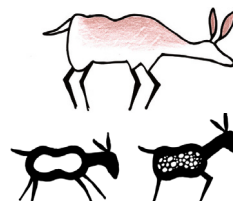
2. Flute Player



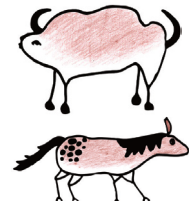
3. Navajo & Zuni Sun



4. Cree Floral



5. Cave Art: Deer, Herd of Deer



6. Cave Art: Bison & Horse



7. Aztec Bird



8. Haida Whale

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Art à la Carte
Cultural Art



EVALUATION - INDIVIDUAL ART WORK

Name: _____

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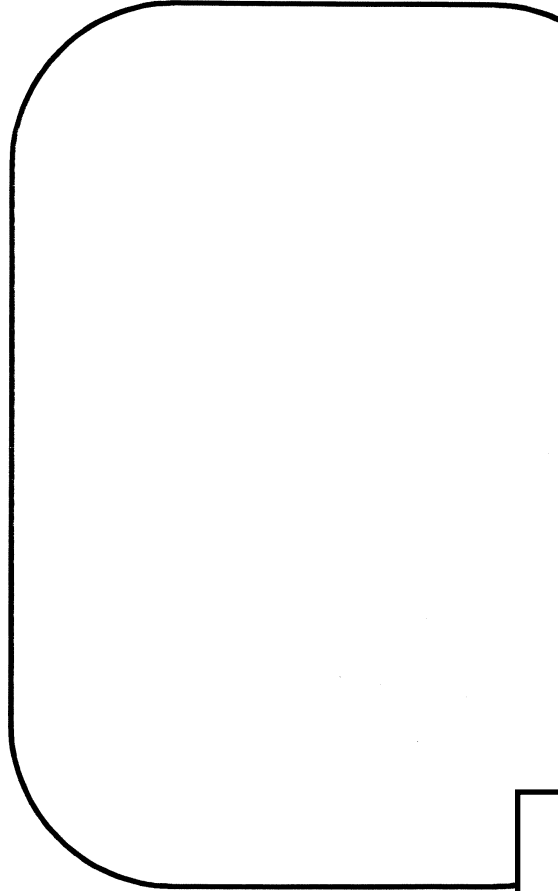
- following steps and direction /10
 - correct use of materials /10
 - varied use of techniques (colour blending, feathering, use of line, shading, use of dots, background, fine details, mixed medium, colour overlay, circular colouring) /10
 - work shows care and effort /20
 - doing one's best /10
 - on task behaviour /10
 - completion of tasks /10
 - outstanding products /10
 - positive attitude /10
- TOTAL /100

Comments:

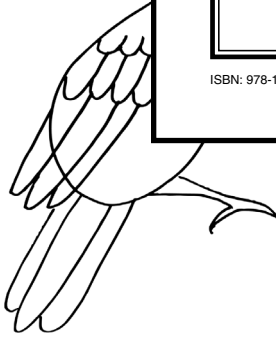
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"RECTANGULAR MAT" TEM



Step #4



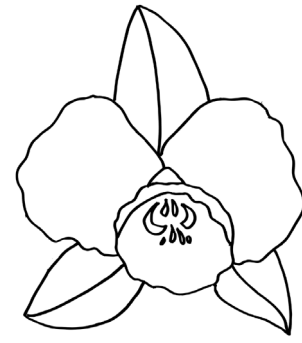
Step #6



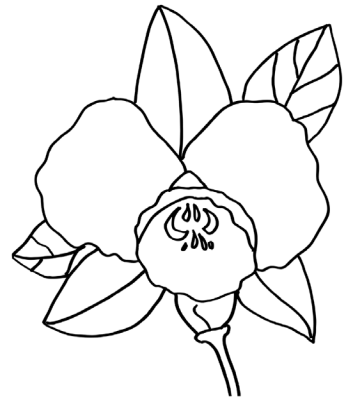
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Step #4



Step #5



Step #6



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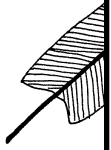
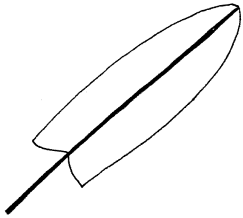
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Drawing Feathers

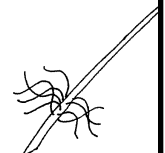
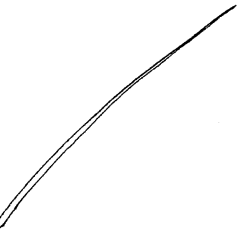
Stylized Feathers

Step #1 Draw the quill, then the outline Step #2 Add

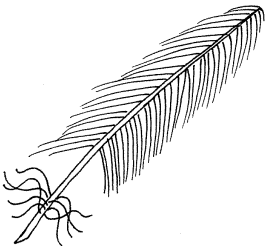


Stylized Feathers

Step #1 Draw the quill Step #2 Add



Step #3 Add lines



Step #2 Add color

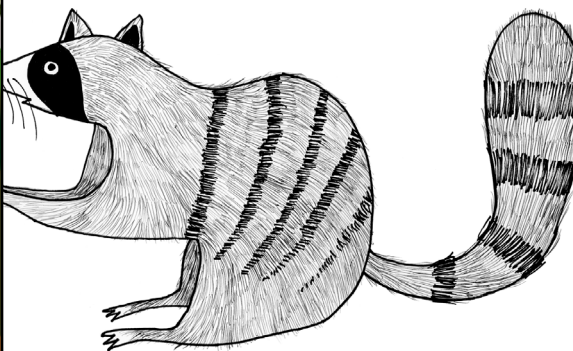
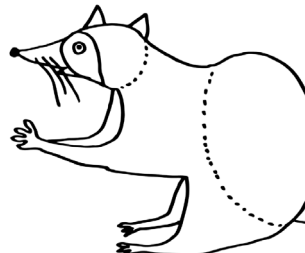


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Step #4

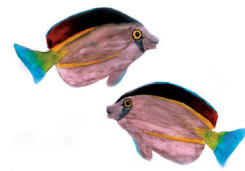


Step #5

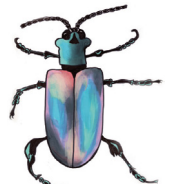


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1. Fancy Fish



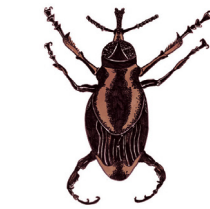
2. Jewelled Weevil



3. Bird Wing Butterfly



4. Gecko



5. Weevil



6. Orchid



7. Foxglove



8. Great Horned Owl

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Art à la Carte
Super Nature



EVALUATION - PORTFOLIO

Name _____ Date: _____

- following steps and directions /10
- correct use of materials /10
- varied use of techniques (colour blending, feathering, use of line, shading, use of dots, background, fine details, mixed medium, colour overlay, circular colouring) /10
- work shows care and effort /20
- doing one's best /10
- on task behaviour /10
- completion of tasks /10
- outstanding products /10
- positive attitude /10

Total:

Comments:

ISBN: 978-1-55319-022-6

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PROJECT #3 - PEONY

Materials:

teacher samples (pictures of peonies, as well as the teacher's own rendition of this black felt pens, fine or medium tip (if using paint, use permanent felt tip pens); pencil; felt pens; pencil crayons or water colour; oval mat drawing paper or painting paper; red, black and green construction paper for matting works onto; glue; scissors.

Method:

Step #1 In pencil, draw a "lumpy smile."



Step #2 Turn the smile into three "beards." The centre one is to be drawn first.



Step #3 Add a cloud behind the smile.



Step #4 Draw five "beans" in the cup area. Add two leaves - one larger leaf to the flower head with a second smaller leaf to the right. Draw an upside-down leaf a finger length long, starting at the center petal.

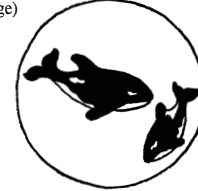


Step #1

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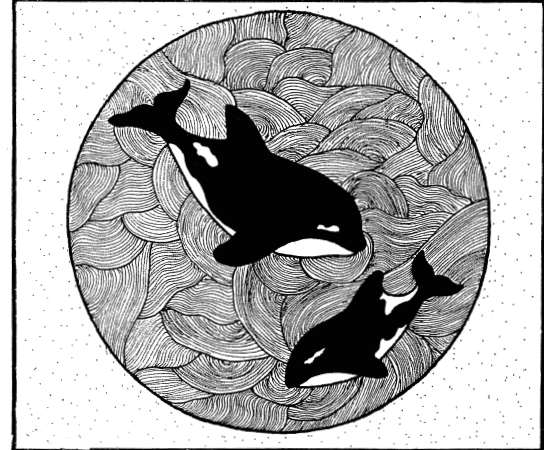
Step #2 Demonstrate how to draw the black and white "patches" inside the whales using pencil. The black "patches" are then coloured with black felt pen. (Pencil crayon can also be used but tends to smudge)



Step #3 Demonstrate how to draw in the fine "wave" lines using blue or green or a combination of the two colours. Ballpoint pen can be used for this. Felt pen is also good but should be fine-tip. Pencil crayon will also work well, but the waves will be softer in tone. Discuss how one can alternate the tones or change the line direction to create a specific effect.



Step #4 When done, paste the cut out rounds onto a complementary colour of construction paper.



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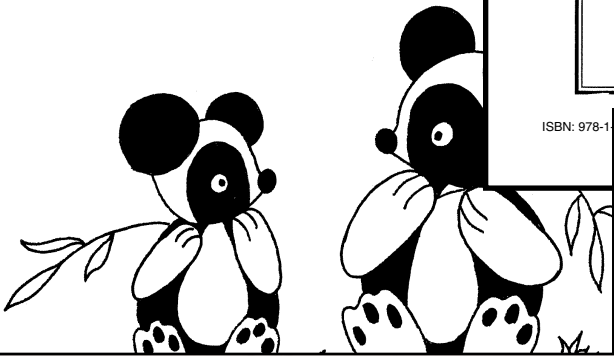
Step #4 Draw two large paw shapes just below the arms, allowing for each.



Step #5 Create the body shape by drawing connecting lines between these lines with dark black felt pen.

Step #6 Using black crayon or black pencil crayon, softly colour in the black areas in so that one can still see the black outlines of the panda.

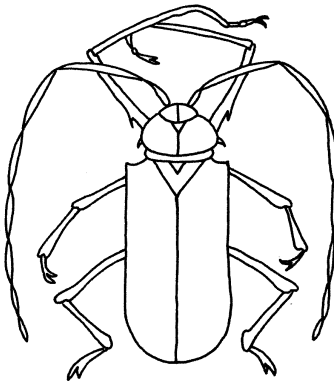
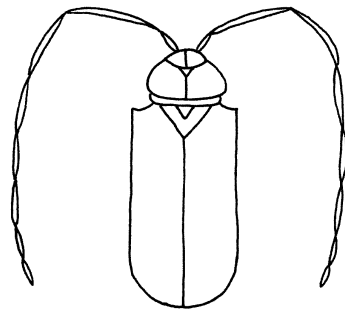
Step #7 Add a line of green felt pen to the paws to form a stem. Add a bamboo sprig to create a sprig of bamboo. The students can then add a baby panda, or a smaller version to give the impression of a baby panda created by drawing two pandas facing each other.



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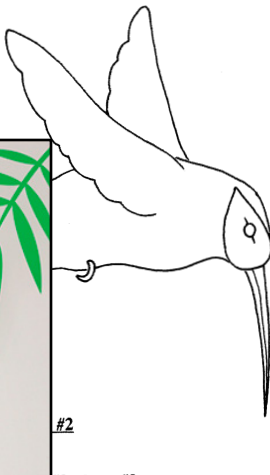
Step #3

Step #4



Step #6

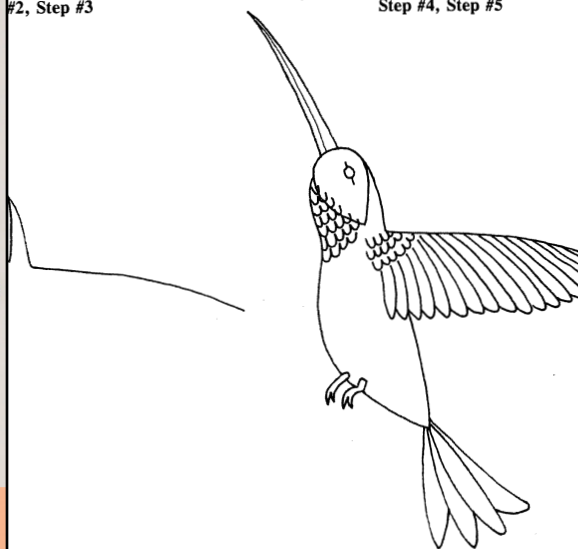
Step #7



Step #2

Step #2, Step #3

Step #4, Step #5



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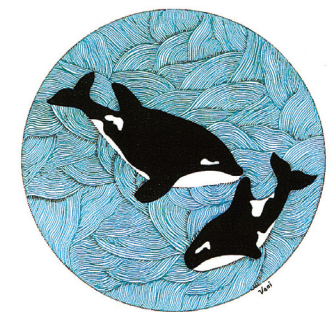
1. Roses, Roses, Roses



2. Cherry Blossom Spring



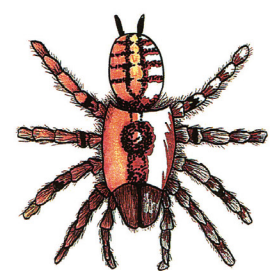
3. Peony



4. Sea Waves And Killer Whales



5. Pandamania



6. Tarantulas

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**Art à la Carte
Nature's Beauty**



EVALUATION - INDIVIDUAL ART WORK

Name: _____
 Date: _____
 Project: _____

attitude, behaviour, effort /3

following steps, attentive, correct use of materials, technical aspects, completed task /5

creativity, outstanding product /2

Comments _____

Total Mark /10

Name: _____
 Date: _____
 Project: _____

attitude, behaviour, effort /3

following steps, attentive, correct use of materials, technical aspects, completed task /5

creativity, outstanding product /2

Comments _____

Total Mark /10

Name: _____
 Date: _____
 Project: _____

attitude, behaviour, effort /3

following steps, attentive, correct use of materials, technical aspects, completed task /5

creativity, outstanding product /2

Comments _____

Total Mark /10

Name: _____
 Date: _____
 Project: _____

attitude, behaviour, effort /3

following steps, attentive, correct use of materials, technical aspects, completed task /5

creativity, outstanding product /2

Comments _____

Total Mark /10

PROJECT #1- GEOMETRIC OVERLAYS

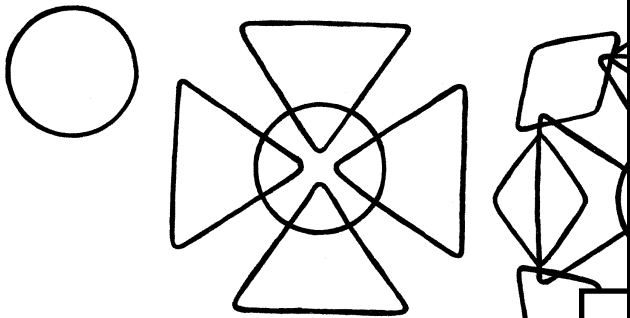
Materials:
 geometric templates (tracers) in various sizes and shapes (squares, diamonds, 12" x 8" drawing paper; coloured construction paper; pencil crayons and a soft eraser.

Method:
 Post a completed sample of the work. Discuss with students what they notice. At first, they will notice the use of the geometric shapes and how they have been placed. Then they will notice that the areas created by the overlaying of each shape have been coloured in a way that each touch area is a different colour. This will require planning. At first, primary and secondary colours can be introduced as well as the use of complementary colours (green with red, blue with orange, and purple with yellow).

Step #1 Select a large, central shape about 12cm across. Trace this shape carefully.

Step #2 Select a second shape about the same size as the first. This shape is traced upon all four compass directions, north, south, east and west.

Step #3 The final step in the sketching portion of the lesson involves selecting a third shape that should differ from the previous two, and also be smaller by half. This shape is traced at regular intervals throughout the previous shapes to create a complex and visually intricate design.



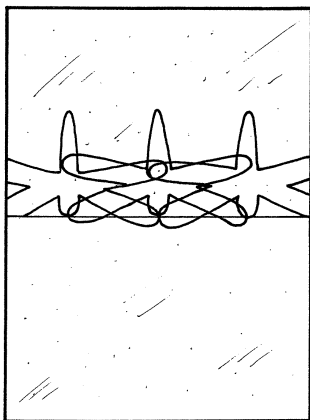
Step #1 Step #2

PROJECT #2 - DRAGONFLY

Materials:
 This lesson makes use of tracing templates and geometric shapes. Materials include: white drawing paper (12" x 20"); pencil crayons; ruler; tracing templates; construction paper for demonstration purposes.

Method - Dragonfly
 Step #1 Demonstrate how to draw the dragonfly shape.

Step #2 Using the dragonfly shape, trace three or four dragonflies on the top part of the page so that their wings overlap. The noses of the dragonflies should all touch the line causing parts of the wings to dip below the line. Do not erase any of the overlapping lines. Encourage the students to draw these lines using "dark" or heavy pencil marks so that they are easily seen.



Step #1 Step #2

PROJECT #3 - TORNADOES

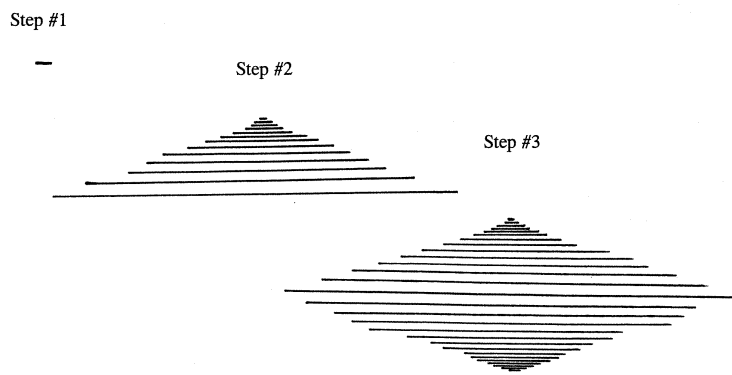
Materials:
 white drawing paper; ruler for each student; selection of fine-tip felt pens in various colours; fine-tip ball point pens; pencil crayons; teacher samples; construction paper to serve as mats for completed works; glue; scissors.

Method:
 Display a sample of the finished image and lead a discussion on what can be noticed about the work. Distribute drawing paper and ready any other supplies. For the sake of simplicity, it is best to introduce this lesson using only fine-tip ball point pen as a medium. Once students have explored the technique they can move on to felt pen and pencil crayon if they desire.

Step #1 Begin by scribing a line at the top of the page about 1 to 2 cm in length. This will be the starting point for the work, and should be placed with care, leaving enough room for other lines to spiral their way down and across the page.

Step #2 Continue adding lines drawing the next line close to the first, almost touching, with the ends just a small distance past the ends of the first line. As each new line is added gradually increase its length and its distance from the lines before it. Continue adding lines until the lines are about 6 cm in length.

Step #3 Once the 6 cm length has been reached lines are to be drawn in such a way that they start to get shorter in length, as well as gradually becoming closer to each other. When the lines are less than 1 cm in length a complete "tornado" has been drawn.



Step #1 Step #2 Step #3

PROJECT #5 - GEOMETRIC REFLECTIONS

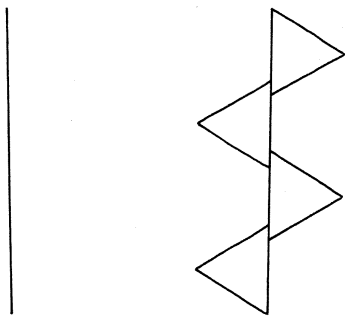
Materials:
 white drawing paper; a selection of tracing templates and geometric shapes; fine-tip ball point pens; rulers; pencils; teaching samples; construction paper for demonstration purposes.

Method:
 For a change of pace, one can do this lesson as a "follow the teacher" demonstration. Display the teaching sample until after the demonstration. Distribute tracing templates. Students should be ready with a pencil, ruler and their selected tracer.

Step #1 On the demonstration paper, draw a vertical line from page top to bottom as possible. Students follow your lead.

Step #2 Using one shape only, trace the geometric shape so that it alternates above and below the line with students following. (Two shapes on each side around the room ensuring that students have correctly placed shapes. If difficulty or frustration arises, encourage students to help one another.)

Step #3 Demonstrate how to draw the vertical lines into each shape. Varying the space between lines should be made at this time. Encourage students to draw shapes with vertical lines as in the demonstration. At first it is best to use black pen with black being the easiest colour to use. Once students are confident with the method, they can experiment on their own. Each first try can be a student feels very confident about the work and selects to color.



Step #1 Step #2

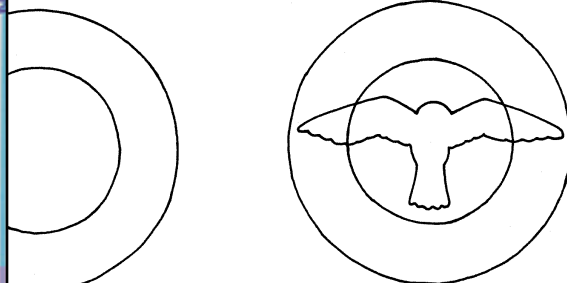
PROJECT #9 - ANIMAL MANDELLA

Materials:
 large circular tracer (an ice-cream tub lid or 9" paper plate); a smaller circular tracer (margarita lid); drawing paper that has been cut so that it is 45cm square; drawing pencils; pencil crayons; animal tracers no smaller than 10 cm and no larger than 18cm in length; teaching samples; construction paper.

At first, the activity may appear to be easy to teach at first glance, there can be difficulties. Present the activity as a guided art lesson with each step clearly described, discussed and demonstrated by the teacher *before* students embark on the project. The demonstration should be as long as possible and involve students as much as possible, even asking for a student to demonstrate during each step. Once the demonstration is complete, distribute the materials. This activity requires a lot of tracers, so it is best to distribute them as student tracers. Try to distribute various animal shapes randomly around the room so that students can share.

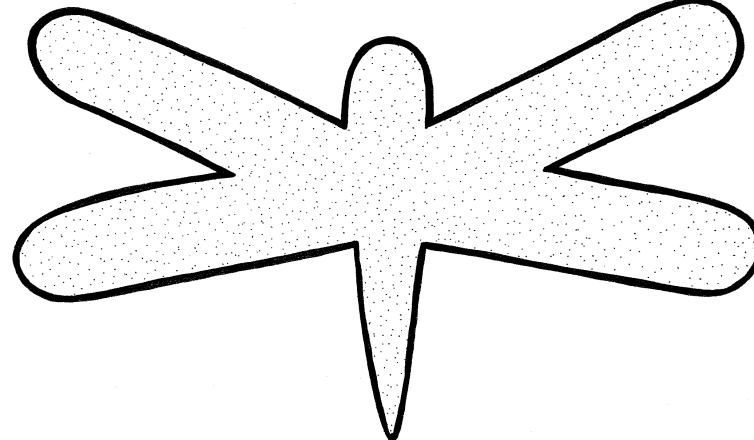
Step #1 involves tracing the largest round center to the page. Once the largest shape is traced, trace the small round in the center of the first to create a donut.

Step #2 involves selecting three or four animal shapes. Encourage them to put some thought into which animal they use. For example, they may wish to use animals which are hunted by other animals. The largest or most important animal shape is traced into the largest circular area using pencil. Allow lines to overlap, and in no way erasing. During the demonstration one can discuss how to select the central animal figure. This is key to the food chain, or perhaps it is an animal that flies.

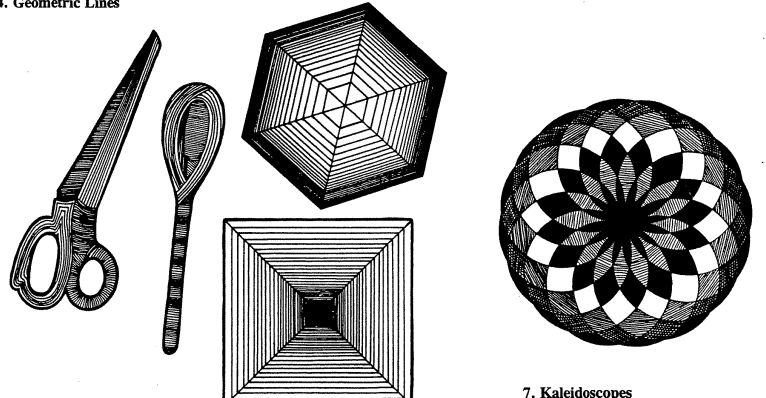
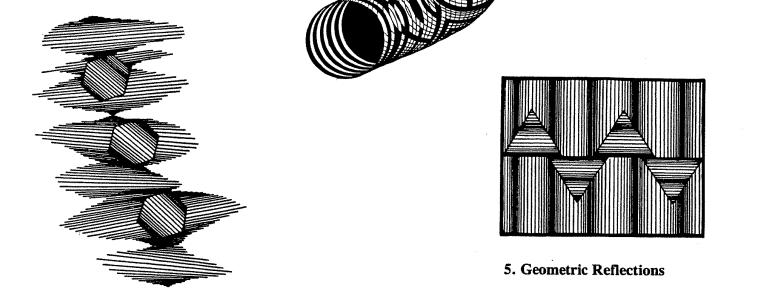
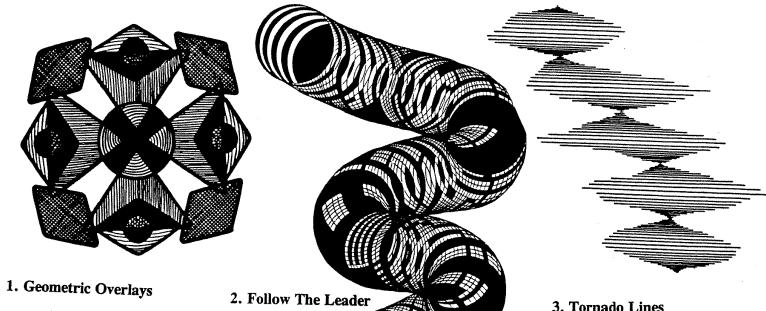
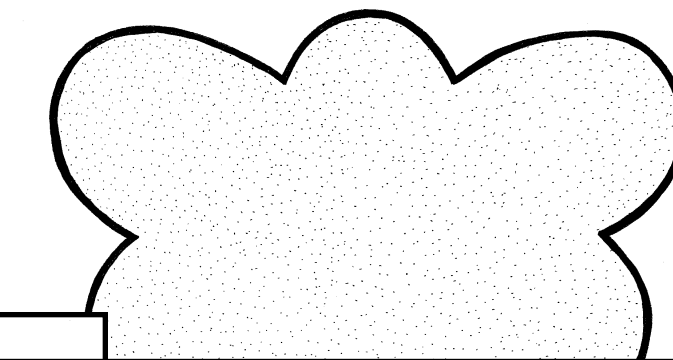


Step #1 Step #2

Dragonfly



Bee



1. Geometric Overlays 2. Follow The Leader 3. Tornado Lines 4. Geometric Lines 5. Geometric Reflections 6. 3-D Lines 7. Kaleidoscopes



**Art à la Carte
 Art In Math**

GOALS AND OBJECTIVES

1. To familiarize students with the artistic styles and symbols of various cultures. Students will be able to identify several art works, their origins and in some cases their significance or special meaning.
2. To impart an appreciation for the art of other cultures.
3. To explore the symbolic use of art as language as in the case of petroglyphs and hieroglyphics. That glyphs impart a message or records a significant event.
4. To teach the meaning of some of the symbolic glyphs.
5. To integrate art with Social Studies and the study of other cultures.
6. To lead students to the understanding that many images are created through the combination of several basic shapes, and that many cultures use similar shapes to create or build differing images.

EVALUATION

Teachers can evaluate students in any manner they choose. However, one suggested approach is for students to select 10 projects out of the 18 to be submitted for marking. This allows students to pick and choose which works they would like to complete. This also means that students should have several works in progress in their art files, and can work on these whenever a project proves to be too difficult or if there is extra time. If students do not complete 10 projects, they likely have made poor use of their time, or may have other issues that need attention.



ISBN: 978-1-55319-024-0

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PROJECT #6 - OVAL PETROGLYPH

Materials:

display samples, demonstration paper, water-based, wide-tip felt pen for paper for student use, pencils, pencil crayons in the other tones (pale and reds), fine-tip black felt pens, books and pictures of petroglyphs.

Method:

Bear

This motif is drawn using the letter "n" about the same size as the sun that the letter has a closed bottom. To this base, a series of short lines symbolic of the bear claws. At the mid-point of the arch, on the top edge, much like a handle. To the end of this line a small letter "V" is added. The entire motif is outlined using a dark, burnt- orange or brown. The paw part is coloured in.

Rain

Draw a rainbow shape about 10 cm long. A series of lines are then drawn across the arch. These lines indicate the rain falling down, thus they go from the arch to the bottom edge. The entire shape is outlined in black. If students wish to represent the actual rainbow, the arch can be outlined in a red ochre tone. If they wish to represent the clouds, they can outline in black adding blue to each line.

Fish

Draw an almond shape that is about 5 cm long and 1 cm wide at its widest part. To the almond add "fins" by drawing two small triangles, one top and one bottom. The tail is drawn by sketching in a tipped over letter "V". The fins, tail and the entire shape is then traced over in black. Some geometric designs can be added to the body of the fish. The ochre tone is then added.

Clouds

Clouds are created by drawing a series of half circles one on top of the other. To start this motif, draw a 10 cm long line across the page with the page top or bottom edge. Draw small half circles onto the line upon the line if each is 1 cm in size completing the first row. The second row starts with the first half circle at the mid-way point of the circle below it. The third row starts at the mid-way point of the last circle in the first row. This is repeated until the motif is complete. A total of six to ten rows will be drawn depending on the size of the page. The image is then outlined in black and a pattern of dots can be coloured in.



ISBN: 978-1-

HEKET (The Frog)

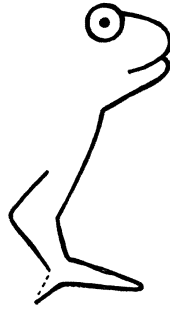
Step #1



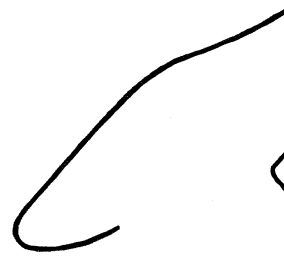
Step #2



Step #3



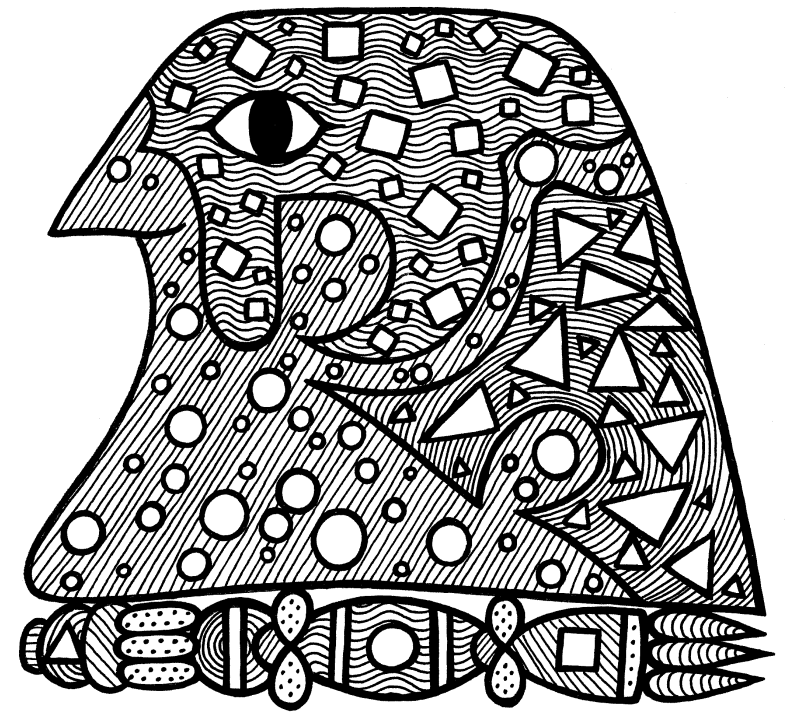
Step #4



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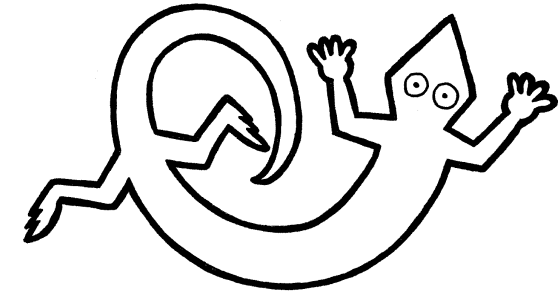
Step #5



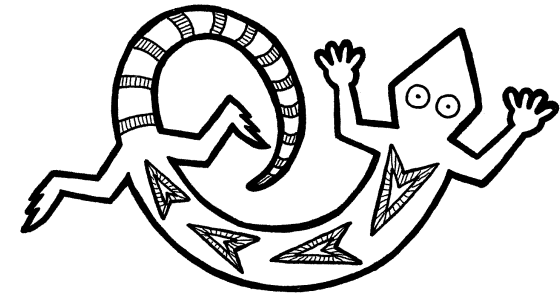
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Step #5 Designs are now added. Diamond shaped or geometric shaped designs can be drawn onto the back of the lizard. To the tail, segments, stripes or zigzags can be added. Outline all pencil marks with black felt pen.



Final step involves adding colour. The Zuni favored terra cotta tones, browns, reds,

EVALUATION - PORTFOLIO

Name _____

Date: _____

Steps and directions	/10
Use of materials	/10
Use of techniques (shading, feathering, use of line, use of dots, background, fine details, medium, colour overlay, circular colouring)	/10
Shows care and effort	/20
Student's best	/10
Behaviour	/10
Completion of tasks	/10
Quality of products	/10
Attitude	/10
	/100



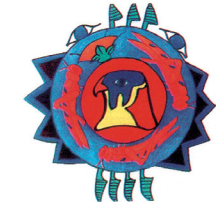
1. Egyptian Heket Hieroglyphic



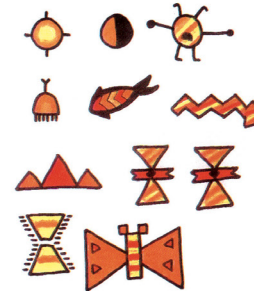
2. Egyptian Hawk



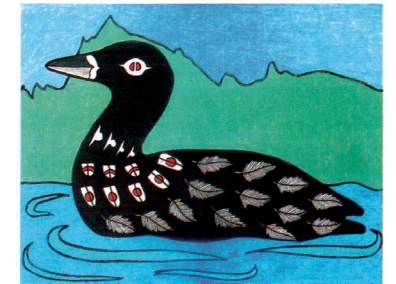
3. Egyptian Locust



3. Hieroglyphic Mandella



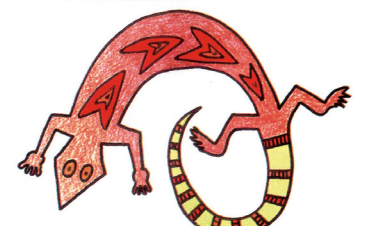
5-8. North American Petroglyphs



9. First Nations Loon



10. Zuni Turtle



11. Zuni Lizard

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EVALUATION - INDIVIDUAL ART WORK

Name: _____
 Date: _____
 Project: _____
 attitude, behaviour, effort /3
 following steps, attentive, correct use of materials, technical aspects, completed task /5
 creativity, outstanding product /2
 Comments _____
 Total Mark /10

Name: _____
 Date: _____
 Project: _____
 attitude, behaviour, effort /3
 following steps, attentive, correct use of materials, technical aspects, completed task /5
 creativity, outstanding product /2
 Comments _____
 Total Mark /10

Name: _____
 Date: _____
 Project: _____
 attitude, behaviour, effort /3
 following steps, attentive, correct use of materials, technical aspects, completed task /5
 creativity, outstanding product /2
 Comments _____
 Total Mark /10

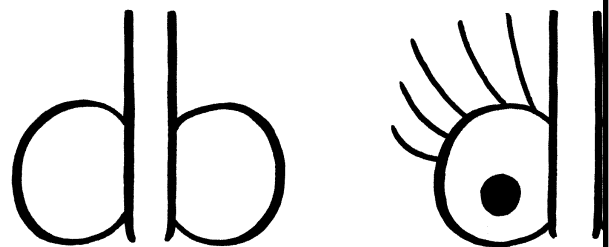
Name: _____
 Date: _____
 Project: _____
 attitude, behaviour, effort /3
 following steps, attentive, correct use of materials, technical aspects, completed task /5
 creativity, outstanding product /2
 Comments _____
 Total Mark /10

PROJECT #1 - ALPHABET EYES

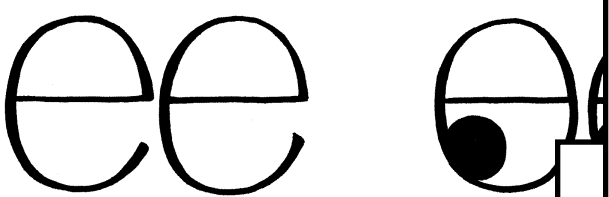
Start with the letter "a". Add the pupil and eye



Start with the letters "d" and "b". Add the pupils and

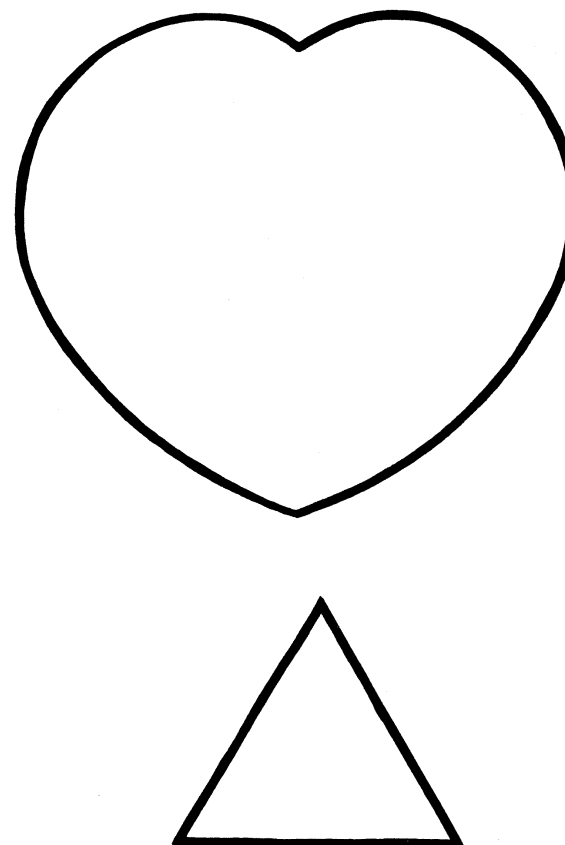


Start with the letter "e". Add the pupils, close



HEARTY FROG

TRACING TEMPLATES



ALPHABET

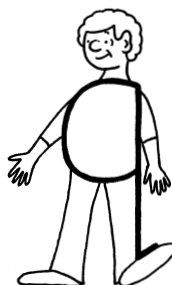
Use the letter "a".



Use the letter "d".



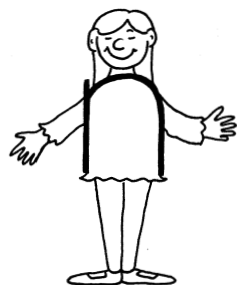
Use the letter "q".



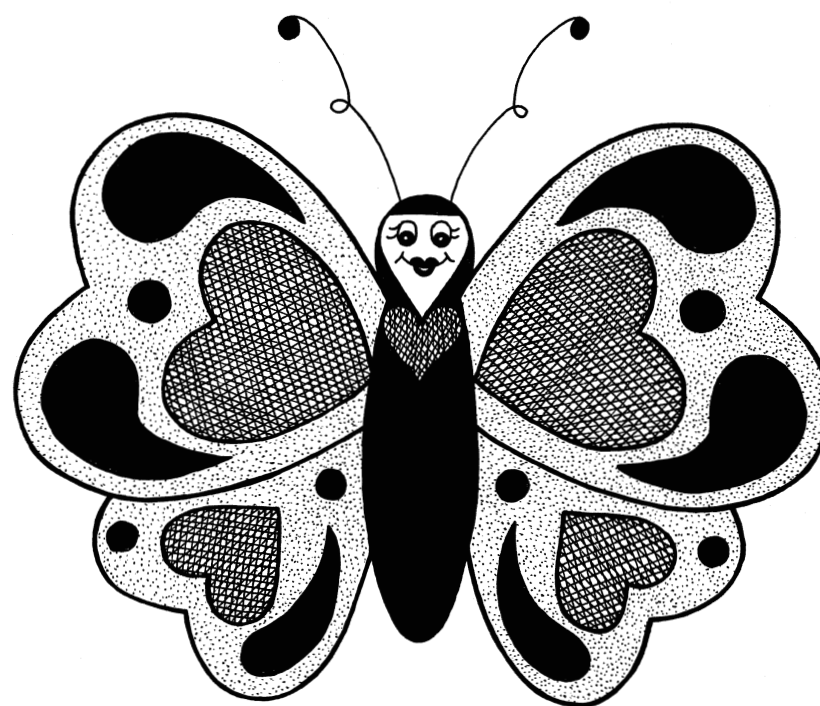
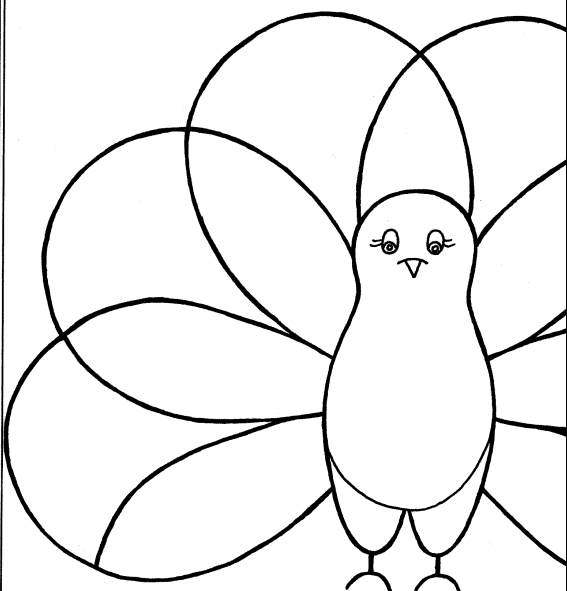
Use the letter "p".



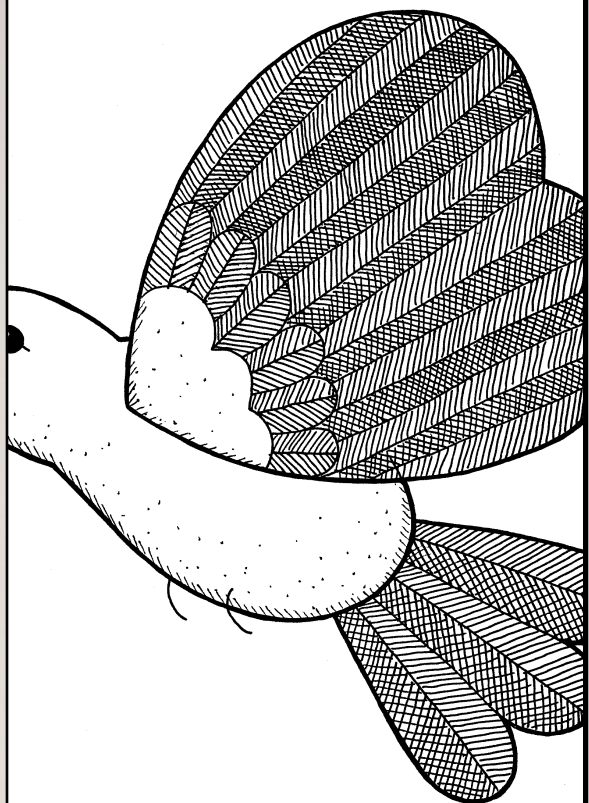
Use the letter "n".



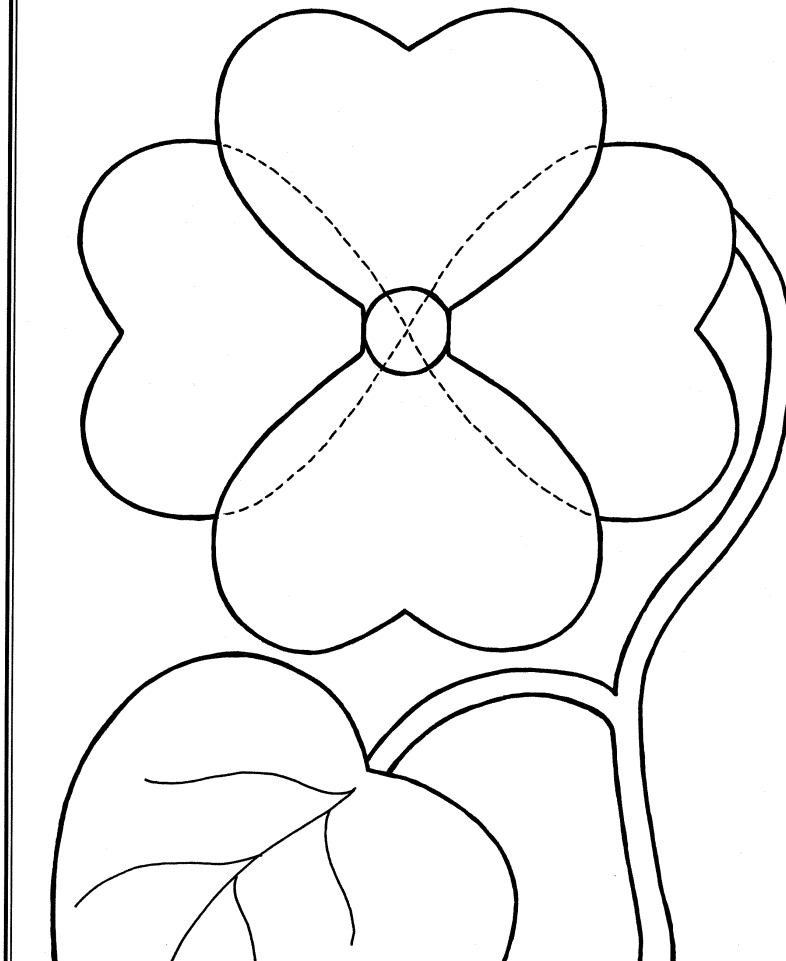
Step #3 - Add eyes, beak and feet. Draw a design into tail



Step #4 - Add colour, background and other birds to create a forest scene.



Step #3 - Add side petals by tracing half of the heart on the left and half of the heart to the right of the two central hearts. Add a stem and a leaf.



**Art à la Carte
 Shape Shifters**

