

Montessori Education Institute of the Pacific Northwest

Visual Arts/Instructor: Clay Blankenship / Studio 9 Arts

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E2 Itinerary August 4th 2011

Welcome! Intro 8-9am;

Analyzeí

What is your confidence level? Is your mind aware, open, clear? What art skills do you possess?

Recallí

How many of you write? How many of you write in cursive? How many of you write in print?

Thinkí

öIf I can write using a straight line or a curved line I can draw anything.ö

Progress...results that show an interest in the subject matter!

The goal of my presentation is to provide you with the necessary skills to feel comfortable creating art with children. You all know how observant children are and they will often remind you öthat is not how you did it before.ö So I want to present a way of teaching that assures you of success not only with your students but also within yourselves and your own art work. You have a choice of creating an environment that sets your students up for success and if you don't feel confident with your choices how do you expect to obtain a successful experience?

Here are a few proven steps to help guide you:

- 1) Be passionate about the subject you wish to present so you can incorporate images throughout all subjects studied
- 2) Use a timer to produce your example within 20-30 min, if it takes longer than 25 min then you expect too much from a 1 hour lesson
- 3) Practice your drawing before presenting and always use a bold sharpie for the practice and the black line drawing
- 4) Always have a completed black line drawing to present the lesson along with a completed example (25 min maximum)

You will always have a successful lesson if you follow these basic guides and are willing to contribute more by example as you work alongside your students throughout the project.

Listen to your students, encourage them to follow the steps to build confidence.

Lesson 1

9am-11am

H Pencil Lesson/ Terra Cotta Pot
Symmetry, Scale and Composition
Light-Medium Hue Color const paper 11x14

Objective:

Create an ellipse by circling around the basic guide lines (4 curves used to build the ellipse form, 2 short curves to mark the width of ellipse and 2 long curves to create top and bottom of ellipse)

11am-12

Ebony Pencil Shading Lesson/ Candlestick holder
Light Color construction paper 11x14

Objective:

Understand symmetry by working from the central dividing line to develop the form to obtain symmetry

Lunch 12-1

Lesson 2

1pm-3pm

Black Charcoal lessoní ..Deductive drawing
White Vinyl/plastic eraser
Light-Medium Hue Color construction paper 11x14

Objective:

Create a toned surface that requires removal of drawing media to create image. White vinyl eraser is critical in working with this deductive drawing method, the eraser becomes a drawing tool instead of a corrective means.

Lesson 3

3:30pm-5pm

Sharpie Black Line Instructional Lesson
Visual image to use with classroom project
Newsprint paper 18x24

Objective:

Create a visual step by step guide that allows you to explain the directional element of line in order to present drawing to students.

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RESOURCES:

Art Supplies

Artist and Craftsman Supply ... artistcraftsman.com

Dick Blick ... dickblick.com

Daniel Smith ... danielsmith.com

Visual Art Images

Artcyclopedia ... artcyclopedia.com

The Artchive ... artchive.com

Art On Line ... artonline.it

Wikipedia ... wikipedia.org

Musee d'Orsay ... musee-orsay.fr

The Museum of Modern Art ... moma.org

Tessellations ... tessellations.org

Color Information

Color Matters ... colormatters.com

Color Theory ... mrsparser2

Color WorqX (great comparison of color wheel for paint/printing/computer... worqx.com

Color Wheel Pro ... color-wheel-pro.com

Wikipedia (visible spectrum only not for paints etc.) ... wikipedia.org

Books

Required Reading/Purchase:

Brookes, Mona. Drawing with Children Jeremy P. Tarcher Inc., 1986

The Usborne Book of ART skills , 2005 ISBN 978079450351-2 WWW.ubah.com

Recommended Reading:

Gardner, Howard. Art, Mind and Brain: A Cognitive Approach to Creativity Basic Books., 1982

Turner, Joy. "Art and Montessori" The Constructive Triangle 9:2, 1982

Edwards, Betty. Drawing on the Right Side of the Brain Jeremy P. Tarcher Inc., 1979

Drawing on the Right Side of the Brain now has a great hands on workbook!!!!

Finlay, Victoria. Color A Nautral History of the Palette Random House Trade Paperbacks, 2002

Ball, Philip. Bright Earth, Art and The Invention of Color University of Chicago Press 2001

Steinhart, Peter. The Undressed Art, Why We Draw Vintage Books, 2004

London, Peter. No More Secondhand Art, Awakening the Artist Within Shambhala, 1989

London, Peter. Drawing Closer to Nature Shambhala, 2003

Artcyclopedia.com

Famous Artists: Top 30 Artist Searches

Artist

[Pablo Picasso](#)

[Vincent van Gogh](#)

[Leonardo da Vinci](#)

[Claude Monet](#)

[Andy Warhol](#)

[Salvador Dali](#)

[Henri Matisse](#)

[Georgia O'Keeffe](#)

[Wassily Kandinsky](#)

[Rembrandt](#)

[Paul Cezanne](#)

[Goya](#)

[Gustav Klimt](#)

[Rene Magritte](#)

[Edgar Degas](#)

[Joan Miro](#)

[Michelangelo](#)

[Frida Kahlo](#)

[Jackson Pollock](#)

[Raphael](#)

[Peter Paul Rubens](#)

[Titian](#)

[Marc Chagall](#)

[Diego Velazquez](#)

[Pierre-Auguste Renoir](#)

[Diego Rivera](#)

[Paul Klee](#)

[Edward Hopper](#)

[Edouard Manet](#)

[Piet Mondrian](#)

ART MOVEMENTS

[Abstract Expressionism](#)

[Academic Art](#)

[The American Scene](#)

[Art Deco](#)

[Art Nouveau](#)

[Arte Povera](#)

[The Arts & Crafts Movement](#)

[The Ashcan School](#)

[The Barbizon School](#)

[Baroque Art](#)

[Bauhaus](#)

[Byzantine Art](#)

[Camden Town Group](#)

[Classicism](#)

[Contemporary Realism](#)

[Cubism](#)

[Dada](#)

[Der Blaue Reiter](#)

[Die Brücke](#)

[Die Neue Sachlichkeit](#)

[Expressionism](#)

[Fauvism](#)

[Fantasy Art](#)

[Futurism](#)

[Golden Age of Illustration](#)

[Gothic Art](#)

[The Group Of Seven](#)

[The Harlem Renaissance](#)

[History Painting](#)

[The Hudson River School](#)

[Impressionism](#)

[Magic Realism](#)

[Mannerism](#)

[Minimalism](#)

[Les Nabis](#)

[Neoclassicism](#)

[Neo-Plasticism](#)

[Op Art](#)

[Orientalism](#)

[Photorealism](#)

[Pointillism](#)

[Pop Art](#)

[Post-Impressionism](#)

[Precisionism](#)

[The Pre-Raphaelites](#)

[Realism](#)

[Regionalism](#)

The Renaissance

[Early Renaissance](#)

[High Renaissance](#)

[Mannerism](#)

[Northern Renaissance](#)

[The Rococo Style](#)

[Romanticism](#)

[The Sensation Show](#)

[Social Realism](#)

[Surrealism](#)

[Symbolism](#)

[Tonalism](#)

[Ukiyo-e Printmaking](#)

[Western Art](#)

[Wildlife Art](#)

Value of Art for Children of All Ages

- 1. Encourages whole brain functioning**
- 2. Provides a means of expression**
- 3. Provides an emotional release**
- 4. Generates rich experiences and joy, which can be derived from no other source**
- 5. Builds self-confidence and verbal skills**
- 6. Increases self-understanding and leads to integration of the personality**
- 7. Heightens aesthetic awareness, powers of observation and sensitivity**
- 8. Enhances the ability to visualize**
- 9. Develops appreciation for the individuality and uniqueness of others**
- 10. Develops concentration, order, coordination and responsible work habits**
- 11. Balances/extends other classroom activities**
- 12. The richer the art curriculum, the higher the level of general academic achievement**
- 13. Provides opportunities for problem solving and decision making**