



**Museo Art Academy**  
**Visual Arts Enrichment Program, 2017-2018**  
**Session 3**  
*Sponsored by the CVE PTSA*

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Hello, Parents.

We at [Museo Art Academy](#) are thrilled to be working with the Cascade View Elementary community this year to bring you a visual arts program rich in content, discovery, and hands-on learning. Designed in accordance with the national standard for visual arts education, we've created six sessions of lessons which are based on the following disciplines: Drawing, Painting, Metalworking, Printmaking, Ceramics, and Fiber Arts. Each lesson includes an age-appropriate discussion describing its relevance to history or examples of its application as well as an exploration of applicable art elements and design principles. Be sure to download our [Elements & Principles Guide](#) for detailed descriptions of these.

We've just completed the third session of classes and invite you to visit the [online gallery](#) to view your student's finished artwork. We'll update the gallery on a weekly basis, as projects are completed throughout the year, so we encourage you to check back regularly. Additionally, details describing each lesson from this session are included in this document.



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## Meet Your Child's Art Instructors



**Meet Erin:** Erin has taken art classes since she was five years old when she fell in love with color and paper. Something about the physical and contemplative process of making art has always stuck with her. The stories and people of

Chicago, where she grew up, have inspired much of her work. She moved to Seattle four years ago and received her BA in Studio Art from Seattle Pacific University. She spent those years refining her painting skills and art history knowledge, as well as getting acquainted with the beautiful outdoors of the PNW and culture of Seattle.

While she loves drawing everything and getting her hands covered in any art material, what she really loves is painting and portraiture. Art has always been a part of her life and always will be. In that, she has discovered a joy of teaching art and sharing the creative process with people around her. Whether teaching teens in Chicago or kids here in the Seattle area, she loves how making art sparks the imagination and builds community.



**Meet Allison:** Allison is a Pacific Northwest native, born and raised in Oregon with an appreciation for the beautiful outdoors, changing seasons, and hydrating weather. The colors and patterns in nature inspire most of her artwork, and she often uses trees,

flowers, fruit and vegetable themes in her art and paper-cut cards. Allison has been drawing since she was a toddler, and truly enjoys creativity and expression in many forms.

Allison attended college in the wheat fields of eastern Washington at Walla Walla University where she completed her BA degree in Illustration. During the



summers between college years, Allison taught painting, drawing and ceramics at Big Lake Youth Camp in central Oregon, and also volunteered as an art instructor at Maude Kerns Art Center in Eugene, Oregon. Working creatively with kids and young adults is Allison's passion and joy! The opportunity to teach art is fulfilling and exciting especially as an avenue to share art history, explore new styles, and ignite the passion for art in each of her students.



### Kindergarten

#### Raindeer Styrofoam Print

*Printmaking*

In this lesson, students created their very own **Styrofoam print** with acrylic details. On day one, students worked step-by-step with their instructor to draw their reindeer head on a sheet of **drafting paper**. Students learned that **simple geometric shapes** can be used

as a basis for all drawings. When the draft was complete, students had their papers taped to a Styrofoam plate. Using a pencil, the class worked together to **trace** their drawing, creating an identical **indent** into the Styrofoam. On day two, instructors used **brayers** and two **ink** colors to create a **rainbow roll**. The ink was rolled onto the plates, and students used their fingers to press the plate onto a sheet of **Bristol paper**, rubbing the ink onto the paper. When the print was completed, students chose their best print and used brown, white, red, and black **acrylic paint** to paint in their reindeers.

#### Art elements and design principles explored:

line, space, shape, color, form, unity, balance.

#### Continued Learning at home:

Take your drawing and painting skills from class and use them in this project! Choose another animal face that you'd like to use for your painting. Once you find your animal, use your simple geometric shapes to carefully draw the animal face on a piece of paper. Circles, squares, and triangles are all great shapes to use! Once

you've drawn your animal, choose a painting material at home (or a coloring material if you don't have paint.) Using your paint, try carefully filling in each area with color just like we did in class. You can choose to make one painting, or make a whole set of animal paintings.



### First Grade

#### Gelatin Leaf Print

*Printmaking*

In this lesson, students are introduced to the technique of printing using **gelatin plates**. Starting with a thick gelatin plate covered in **ink**, using plants and handmade cutouts, students placed each carefully selected item on top

of their **gel plate** creating a **high-contrast** design. They then removed their items to reveal a **ghost layer** of ink underneath and outline of shapes and leaves. Switching their plate with a partner, they **printed** the ghost layer directly on top of their first print. In this lesson, students learn a variety of different vocabulary including brayer, baron, ink, print, gel plate, contrast, ghost print and ink slab.

#### Art elements and design principles explored:

shape, space, color, unity, balance, texture

#### Continued learning at home:

Create leaf rubbings at home by collecting different leaves from outside. Place your selected leaves under a piece of paper and use the side of a crayon to rub color over the paper, exposing the shapes and texture of the leaves. Experiment with overlapping leaves and colors.





Project image not yet available

### Second Grade African Masks Ceramics

Students used **clay slabs** to create a decorative African

mask. They rolled out their own slabs (a flat roll-out of clay) using proper technique to ensure even thickness. Next, following their own creative designs, students **scored** and **slipped additive** elements and carved **subtractive** designs (relief sculpting). They then learned and used proper brush techniques to apply color with **glaze**.

**Art elements and design principles explored:**  
form, color, shape, balance

#### Continued learning at home:

Using the internet or your local library, research some other cultures. Do they create and use traditional or ceremonial masks? Try using a similar process to create a mask that represents a different culture while experimenting with other types of clay such as modeling or even Play-Doh. Pay attention to shape and balance as you build the mask.



### Third Grade Architectural Monotype Printmaking

In this lesson, students are introduced to the technique of monotype printmaking. Each student began by choosing an architectural building **template** that was then placed under the **plastic printing plate**. Using **printmaking ink**,

instructors coated the plastic printing plate with a light color. Students then replaced the plate over their template and using a damp paper towel, gently dabbed their plates to remove some of the ink creating an intricate **texture**. Once the texture was completed, students went back in and used a q-tip to remove ink only where their building was on the template. With the ink removed, students used a damp paper to **print** the image. Students repeated the process a second time with a darker color, to create a colorful final print.

**Art elements and design principles explored:**  
line, space, shape, color, value, unity, texture, form

#### Continued learning at home:

Using a thick piece of white paper, cut colored tissue paper and layer the tissue paper on top of white paper in a scene or abstract design of your choice. Take a clean paintbrush, dip it into water and carefully and thoroughly wet the tissue paper on top of the white paper. Let the tissue paper dry, and then peel it off to reveal a colored print.



### Fourth Grade

Registered  
Foam Print  
Landscape  
Printmaking

In this lesson, students were introduced to the

technique of a **registration** in printmaking. Students began by drawing a simple **mountainous landscape** with **texture** on a piece of **drafting paper**. Students then taped their drawings to a **foam plate**. Using a pencil, students carefully traced their mountain line and cloud details making **indents** into the foam plate. Students then **inked** their plates with blue ink for the sky and **printed** on a piece of **Bristol paper**. Once the blue layer was complete, students used a second foam plate and repeated the tracing process for their ground and mountains. When the plates were inked and ready for printing, students had to use **registration**. In printmaking, registration is a technique used by artists to ensure that both plates line up correctly, and create a clear print. Students had to accurately line up their second plate on their Bristol paper to ensure that their print came out correctly.

**Art elements and design principles explored:**  
space, texture, line, color, unity, balance, contrast

**Continued Learning:**  
Try another landscape scene! On a sheet of paper, draw a simple sea-scape (water and sky). For added detail, you can use patterns like we did in class. Once you've finished, take your drawing and tape it to a foam plate. With a pencil, trace the sky portion of your drawing, making indents into the plate. Remove the paper. Then, using acrylic paint, coat the foam plate with your sky colors, and print onto another sheet of paper. Repeat printmaking steps for the ocean part with a different set of colors. You can make just one print, or multiple!



### Fifth Grade

Block Print  
Birds  
Printmaking

In this lesson, students learned the technique of

**block relief printmaking**. Students first drew a bird using pencil onto their soft **rubber-printing block**. With the understanding that all removed rubber will not be **inked** (end up as the printed image), they then carefully used a carving tool to **relieve** the areas around their bird. Once they finished carving their image, they used black ink to cover their block. Once inked, they **printed** the block using a **baron** with light pressure, to transfer image to the paper, and then carefully peeled the paper away to reveal their image. Throughout this art experience, students learned a variety of different vocabulary including brayer, block print, printmaking, baron, ink, print, rainbow roll, relief and ink slab.

**Art elements and design principles explored:**  
line, shape, space, value, color, unity, balance, contrast

**Continued learning at home:**  
Cut a raw potato in half and using a carving tool, carve out a design in the flat part of the potato. Then, spread out a layer of paint onto a plate and lightly press the potato design into the paint and once covered, press onto a new piece of paper to make your own cut-out prints at home.

