



**Museo Art Academy**  
**Visual Arts Enrichment Program, 2017-2018**  
**Session 2**  
*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 second 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. She is excited to bring her passion for art to Museo Art Academy!



**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.

cat, bird, or something from your own imagination!) Try using simple shapes for each feature of the animal; for example, using circles for the head and eyes. Once you finish drawing your animal, use any coloring material of your choice to color your animal in. You can choose one color for your animal like we did in class, or you can use a variety of colors!



### Kindergarten

#### Go, Dog, Go! Portrait

Acrylics

In this lesson, student used their learning from the book, "Go Dog Go" to create a Red, Green, or Blue dog. On day one, students learned to use simple **geometric shapes** to carefully construct the dog's **form**. Once all the shapes were in

place, students gently smoothed their drawings with their pencils to create a more realistic shape. To define their drawings, students carefully **outlined** their dogs using sharpie markers. On day two, students learned **acrylic painting techniques** and carefully painted in their dog with either red, green, or blue paint. Using **color theory**, students also chose a background color that would allow their dog to stand out in the picture.

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

**Continued Learning:** Practice drawing another animal with simple shapes! Choose an animal, (It can be a dog,



Project image not yet available

### First Grade

#### Slab Buildings

Ceramics

Students utilized their understanding of neighborhoods and

community to create a building in this ceramic lesson. To begin, each student was given a **ceramic slab** (a long flat piece of clay). Using smaller slab scraps, students used clay tools to cut out windows, doors, and other details for their buildings. To attach these details, students **scored** (scratching the clay) and **slipped** (using a liquified clay as glue) to attach their features. Once completed, students used their fingers to smooth out any imperfections. On day two, students learned about proper **glazing techniques**. Working carefully, students glazed their houses being careful to work neatly.

**Art elements and design principles explored:**  
Form, value, space, contrast

**Continued Learning:** If you could create your own community, what would it look like? On a sheet of paper, begin by drawing squares and rectangles for your buildings. Once completed, carefully draw in windows, doors, and any other details that you'd like. Once completed, you can add outside details such as trees, sidewalks, even people!





## Second Grade

### Pop Art Butterfly Acrylics

In this lesson students learned about the **Pop Art movement** from the 1950's-1960's and applied their learning to make their own "pop art butterfly." Students learned that Pop Art features bright colors, patterns, and imagery from pop culture. To create their butterfly, students learned about **symmetry**. Using **simple shapes**, students carefully drew their butterflies making sure that they were symmetrical. On day two, students chose two **complementary colors** for their project. They painted one color for the background, and the other for the butterfly, making their butterfly stand out in their image. Students completed their butterfly using black and white for simple patterns.



**Art elements and design principles explored:**  
Line, shape, texture, color, unity, balance, pattern

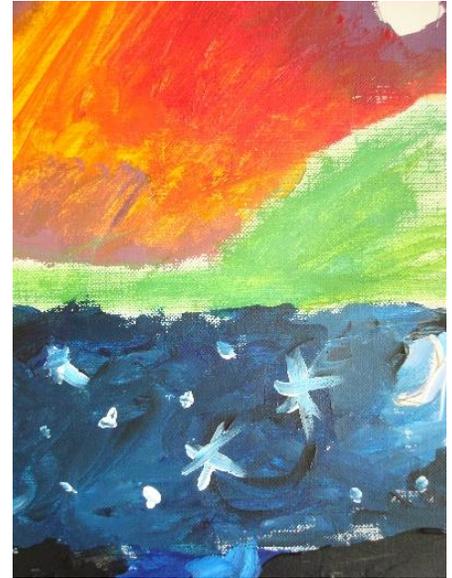
**Continued Learning:** Now it's your turn to make some Pop Art. Find an object around the house that you think is interesting. Set the object on a table, and try carefully drawing it as realistically as possible. When you finish, choose two colors that are complementary (red and green, blue and orange, or yellow and purple.) Color in you object with one color (you can use lighter or darker versions of the color) and the background with the complement. If you really want to take it to the next level, you can make a series of images each using a different set of complementary colors!



## Third Grade

### Weather Painting Acrylics

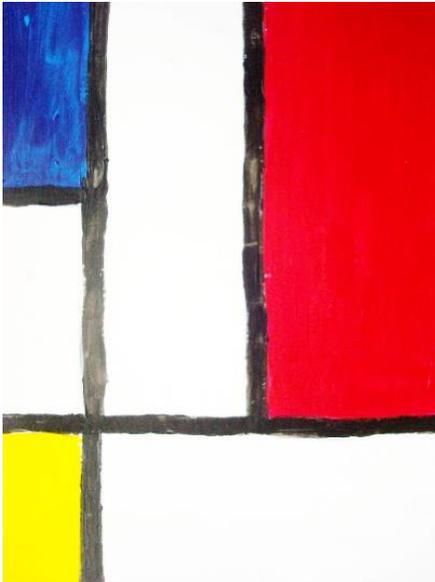
Students used their knowledge of weather for this project. On day one, students discussed how different types of weather are conveyed in art. Students focus on the works of Vincent van



Gogh, Georgia O'Keeffe, and J.W.M. Turner. To start their projects, students created two simple landscapes on a sheet of **canvas paper**. The class discussed how different colors could be used for different weather types. On day two, students painted one of their landscapes with nice weather colors (bright colors), and the other landscape with unpleasant weather colors (darker colors.). To complete their paintings, students practiced using **expressive** brush strokes as they saw in the works created by Van Gogh and Turner.

**Art elements and design principles explored:**  
Value, space, color, texture, unity, rhythm

**Continued Learning:** Practice depicting the real life weather just like the artists we discussed in class. Take a piece of paper and sit near a window. What does the weather look like outside? Try your best to draw exactly what you see outside. When you finish, think about the colors you see. Are they light, or dark? Using a coloring material, add color to your drawing. If you have extra time, try making expressive lines just like we did with our paint brushes.



## Fourth Grade

**Mondrian Brush Control**  
*Acrylics*

In this lesson, the work of Piet Mondrian inspired students to create a piece that utilized careful **brush control**. On day one, students learned about De Stijl and Piet

Mondrian's work. To begin, each student used a ruler to create a series of various squares. Once completed, students learned to carefully use their brush to paint three squares with the **primary colors** of Red, Yellow, and Blue. On day two, students outlined each box with a thin black line reinforcing the brush control techniques they discussed on day one. To finish, students filled in their remaining squares with white paint.

**Art elements and design principles explored:**  
Line, space, shape, form, unity

**Continued Learning:** Practice your brush control at home! Choose a new geometric shape (circle, triangle, square) for your work's focus. Using a ruler, or tracing a circular object, draw a series of shapes on your paper like our squares in class. When you finish, fill in a few squares with the primary colors (red, yellow, and blue.) You can use paint, or any available coloring material at home. To complete use black to carefully outline each shape. Be sure to take your time and make the lines as smooth as possible!

[VIEW STUDENT GALLERY](#)



## Fifth Grade

**Primary Color Value Study Portrait**  
*Acrylics*

Students had the opportunity to make their own colorful **self-portraits**. Prior to their class, each available student had their photograph taken. When students came to class, they used

**transfer paper** to transfer their photographed image onto a sheet of **canvas paper**. Students then practiced identifying different **values**, and worked on tracing each value type they found on their portraits. Next, students learned how to translate black and white value into color. Lighter values, such as white, would be closer to light colors like yellow. Darker values, such as dark grey, would translate to blue. Working systematically, students carefully painted each value in with a color. Once completed, they had a full color portrait!

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

**Continued Learning:** Practice your value identifying skills at home! Find a black and white image that you'd like to recreate. On a sheet of paper, try carefully redrawing the images onto your new sheet of paper. Once completed, try to imagine what the black and white photo would look like in color. Darker values in the photo (such as black or dark grey) could be a dark color such as blue or purple. Lighter areas may be closer to yellow or orange. Using a coloring material, color in your drawing matching the values seen in your photograph.