READ THIS FIRST

The KinderArt Method focuses on individual creative exploration.

With that in mind, our lesson plans are designed to be adaptable, meaning you can use them for a wide range of ages.

In this way, you can cover the same skills and techniques with all of your students while giving them the freedom to learn at their own level. So, instead of prepping for a multitude of lessons for all of your classes, you only need to prep for one.

The goal is to allow your students the ability to make choices as they follow the lesson, whether it be through decisions about what colors to use or what kinds of lines to draw. Examples are included where possible to show you that even with the same set of directions, children can and will create completely unique works of art (even when the lessons are step-by-step).

Allow for some independence and you will be amazed at the results.

Also, the material lists often give you the option of more than one art medium. This is so you can work with what you have, instead of feeling as though you need to run to the store or order in expensive materials.

One final tip: If you are short on time, simply reduce the size of the project, or - swap out supplies (ie: use markers instead of paint).

Where there is a will, there is a way.

Keep creating!
~Andrea & Jantje
Shape and space often work together in works of art.

Positive shapes occupy positive space and the area around those shapes, is known as negative space.

It might sound complicated, but it doesn't have to be... especially if you give your students a chance to experiment.

This lesson shares an easy way to do this (while clearing out all those paper scraps left behind from previous art projects). It's a total win for everyone and it's perfect for all ages.

WHAT YOU NEED:
- Construction paper (background), 9" x 12". I like using black or white but really, any color will do.
- Construction paper scraps
- Scrapbooking paper scraps (optional)
- Painted paper scraps (optional)
- Scissors
- Glue

THE BASICS

ELEMENTS
- Shape
- Color
- Space
- Value
- Texture

PRINCIPLES
- Balance
- Contrast
- Movement
- Pattern
- Repetition
- Proportion
- Rhythm
- Variety
- Unity

GREAT VIDEOS:
SHAPE: https://youtu.be/bJzGkZwkHt4

SPACE: https://youtu.be/U11B_0FCn6o

TERRIFIC BOOKS:
Round Trip, by Ann Jonas
The Shape of Me, by Dr. Suess
SHAPE
Definition: An enclosed space. In painting or drawing, shapes may appear to be solid, three-dimensional objects even though they have only two dimensions (length and width). The two-dimensional characteristics of a shape, distinguish it from form, which has three dimensions (depth + length + width).

Pronunciation: shayp • (noun)

Geometric shapes look a though they were made with a straight edge or drawing tool. Includes: square, circle, triangle, rectangle, and oval.

Organic shapes are also called free-form. These shapes are not regular or even and are often found in nature.

SPACE
Definition: This is what we say when we are discussing the distance or area between, above, below, around or within shapes that appear in a work of art.

Pronunciation: spays • (noun)

Positive shapes occupy positive space and the area(s) around those positive shapes is called negative space.

POSITIVE SHAPE (animal)  NEGATIVE SPACE (background)

Color choices can change the effect of positive shapes and negative space.
GATHERING AND CUTTING THE PAPER

You know those bits of leftover paper -- the ones you hate to recycle but can't quite figure out what to do with? Well, this is a GREAT way to use them up, while teaching your students about the elements of art.

After talking about shape and space with your students, give them a chance to gather some piles of scrap paper. This could include construction paper, painted paper or scrapbooking paper.

Children will also need scissors (although, they could simply tear the paper instead, eliminating the need for scissors altogether), glue and a sheet of background paper - about 9" x 12"

Encourage students to cut (or tear) the paper into a variety of shapes. They might choose to focus on only organic or only geometric shapes. Or, they could use a combination of both.
ASSEMBLING and GLUING THE SHAPES

As they cut the paper, children can start to lay the pieces out in a pleasing way on their background papers. I really like a black background for this project, but any color will do. Have your students pay close attention to the spaces left around the shapes that they are laying down. This is the negative space.

When they are satisfied with the arrangement of shapes, children can glue the pieces of paper down using glue sticks or regular school glue.

TIP: When handing out liquid glue, it is often easier to squirt a little bit of glue onto paper plates or sheets of wax paper or aluminum foil and have the children use old paintbrushes or cotton swabs to apply it, rather than to have them use glue bottles.
EXAMPLES
THE POWER OF NEGATIVE SPACE

Some companies "hide" images within their logos in order to share a message.

See if you can find the hidden images in the negative spaces.
CREATING

GENERATE AND CONCEPTUALIZE ARTISTIC IDEAS AND WORK

K - Engage in exploration and imaginative play with materials.
1 - Engage collaboratively in exploration and imaginative play with materials.
2 - Brainstorm collaboratively multiple approaches to an art or design problem.

K - Engage collaboratively in creative art-making in response to an artistic problem.
1 - Use observation and investigation in preparation for making a work of art.
2 - Make art or design with various materials and tools to explore personal interests, questions and curiosity of art.

ORGANIZE AND DEVELOP ARTISTIC IDEAS AND WORK

K - Through experimentation, build skills in various media and approaches to art-making.
1 - Explore uses of materials and tools to create works of art or design.
2 - Experiment with various materials and tools to explore personal interests in a work of art or design.

K - Identify safe and non-toxic art materials, tools and equipment.
1 - Demonstrate safe and proper procedures for using materials, tools and equipment while making art.
2 - Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.

K - Create art that represents natural and constructed environments.
1 - Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means.
2 - Re-purpose objects to make something new.

REFINE AND COMPLETE ARTISTIC WORK

K - Explain the process of making art while creating.
1 - Use art vocabulary to describe choices while creating art.
2 - Discuss and reflect with peers about choices made in creating artwork.

CONNECTING

RELATE ARTISTIC IDEAS AND WORKS WITH SOCIETAL, CULTURAL AND HISTORICAL CONTEXT TO DEEPEN UNDERSTANDING

K - Identify the purpose of an artwork
1 - Understand that people from different places and times have made art for a variety of reasons.
2 - Compare and contrast cultural uses of artwork from different times and places.
PRESENTING

SELECT, ANALYZE AND INTERPRET ARTISTIC WORK FOR PRESENTATION

K - Select art objects for personal portfolio and display, explaining why they were chosen.
1 - Explain why some objects, artifacts and artwork are valued over others.
2 - Categorize artwork based on a theme or concept for an exhibit.

DEVELOP AND REFINE ARTISTIC TECHNIQUES AND WORK FOR PRESENTATION

K - Explain the purpose of a portfolio or collection.
1 - Ask and answer questions such as where, when, why and how artwork should be prepared for presentation or preservation.
2 - Distinguish between different materials or artistic techniques for preparing artwork for presentation.

RESPONDING

PERCEIVE AND ANALYZE ARTISTIC WORK

K - Identify uses of art within one’s personal environment.
1 - Select and describe works of art that illustrate daily life experiences of one’s self and others.
2 - Perceive and describe aesthetic characteristics of one's natural world and constructed environments.

APPLY CRITERIA TO EVALUATE ARTISTIC WORK

K - Explain reasons for selecting a preferred artwork.
1 - Classify artwork based on different reasons for preference.
2 - Use learned art vocabulary to express preferences about artwork.
CREATING

GENERATE AND CONCEPTUALIZE ARTISTIC IDEAS AND WORK

3 - Elaborate on an imaginative idea.
4 - Brainstorm multiple approaches to a creative art or design problem.
5 - Combine ideas to generate an innovative idea for making art.

3 - Apply knowledge of available resources, tools and technologies to investigate personal ideas through the art-making process.
4 - Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
5 - Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

ORGANIZE AND DEVELOP ARTISTIC IDEAS AND WORK

3 - Create personally satisfying artwork using a variety of artistic processes and materials.
4 - Explore and invent art-making techniques and approaches.
5 - Experiment and develop skills in multiple art-making techniques and approaches through practice.

3 - Demonstrate an understanding of the safe and proficient use of materials, tools and equipment for a variety of artistic processes.
4 - When making works of art, utilize and care for materials, tools and equipment in a manner that prevents danger to oneself and others.
5 - Demonstrate quality craftsmanship through care and use for materials, tools and equipment.

3 - Individually or collaboratively construct representations, diagrams or maps of places that are part of everyday life.
4 - Document, describe and represent regional constructed environments.
5 - Identify, describe and visually document places and/or objects.

REFINE AND COMPLETE ARTISTIC WORK

3 - Elaborate visual information by adding details in an artwork to enhances emerging meaning.
4 - Revise artwork in progress on the basis of insights gained through peer discussion.
5 - Create artist statements using art vocabulary to describe personal choices in artmaking.

CONNECTING

RELATE ARTISTIC IDEAS AND WORKS WITH SOCIETAL AND HISTORICAL CONTEXT TO DEEPEN UNDERSTANDING

3 - Recognize that responses to art change depending on knowledge of the time and places in which it was made.
4 - Through observation, infer information about time, place and culture in which a work of art was created.
5 - Identify how art is used to inform or change believes, values or behaviors of an individual in society.
PRESENTING

SELECT, ANALYZE AND INTERPRET ARTISTIC WORK FOR PRESENTATION

3 - Investigate and discuss possibilities and limitations of spaces including electronic, for exhibiting artwork.
4 - Analyze how past, present and emerging technologies have impacted the preservation and presentation of artwork.
5 - Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining and presenting objects, artifacts and artwork.

DEVELOP AND REFINE ARTISTIC TECHNIQUES AND WORK FOR PRESENTATION

3 - Identify exhibit space and prepare works of art including artists' statements, for presentation.
4 - Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms and in physical or digital formats.
5 - Develop a logical argument for safe and effective use of materials and technique for preparing and presenting artwork.

RESPONDING

PERCEIVE AND ANALYZE ARTISTIC WORK

3 - Determine messages communicated by an image.
4 - Analyze components in visual imagery that convey messages.
5 - Identify and analyze cultural associations suggested by visual imagery.

APPLY CRITERIA TO EVALUATE ARTISTIC WORK

3 - Evaluate an artwork based on given criteria.
4 - Apply one set of criteria to evaluate more than one work of art.
5 - Recognize differences in criteria used to evaluate works of art depending on styles, genres and media as well as historical and cultural contexts.
The KinderArt Club lessons are developmentally appropriate and are designed to make teaching art to your children and students, easier.

The KinderArt Method focuses on individual creative exploration. With that in mind, our lesson plans are designed to be adaptable, meaning you can use them for a wide range of ages. In this way, you can cover the relevant skills and techniques with all of your students while giving them the freedom to learn at their own level. So, instead of prepping for a multitude of lessons for all of your classes, you only need to prep for one.

JOIN THE CLUB!

Join the Club at: TheKinderArtClub.com

MEMBERS RECEIVE:

Two Monthly Art Lesson Packs (delivered digitally) for K-5 (ages 5-11yrs)
Added Every Month

Monthly Bonuses

Sketchbook Starters / Early Finisher Cards

Art Resources (Worksheets, Coloring Sheets, More)

How To Draw Lessons

Entrance into the Private KinderArt Club Discussion Group

Regular Support from KinderArt’s Founders

Materials are added every month and you will always have access to the previous month’s packs, so you never have to worry about missing out.

And, the lessons have been developed by an artist, art teacher, art studio owner and homeschooling mom with over 25 years experience teaching and writing curriculum.

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