



GL1 ART TEACHER TEXT

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GL1 Art Curriculum Teacher Text
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Front Cover

Sistine Chapel Ceiling (1508-12), The Creation of Adam, 1511-12
Artist: Buonarroti, Michelangelo (1475-1564), Title: The Creation of Adam
Collection: Vatican Museums and Galleries, Vatican City
Photo credit: Bridgeman Images

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WHAT IS ART?

What is art? Why do we participate in artistic activities? What is the value of art in our lives? How does art relate to God? These and many other questions are commonly asked to understand the importance of the artistic experience for each of us and why we think art is important to children.

In Genesis 1:26 we read, *“Then God said, ‘Let us make man in our image, after our likeness...’* God created us to be like him. He loved being a creator; and because we were made in his image, we also have the gift of artistic activities and expressions. Man alone, out of all God’s magnificent work, is able to participate and enjoy this gift. Just as God created beauty, he has gifted us with the ability to appreciate and generate beauty as a fulfillment of our deep longing for the beautiful. He greatly values the arts, and we, as his creation, have the privilege of participating in the creative process as we first enjoy what God has designed, and then share our response with others.

WHY IS THIS IMPORTANT FOR AFRICAN STUDENTS?

Research tells us that the study of the arts, both its production and history, stimulates the mind and develops creativity. This directly affects the ability to become a problem solver which is particularly important in this age where aesthetics, morality, and clear thinking are regularly challenged.

HOW DO I USE THIS CURRICULUM?

This curriculum is designed for all who desire to teach but do not necessarily have experience as an art teacher. Therefore, it is important to carefully read all the information given to prepare for each lesson. Background information and visual aids are included that make it possible to teach the students with clear step-by-step methods. The lessons include not only the hands-on projects but also art history that studies actual artists from their periods of art.

Where age appropriate and is possible, students may want to have a sketchbook available for note taking, vocabulary lists, and sketching of ideas for projects.

The Introduction portion of the lesson provides information familiarizing the teacher with the material covered. This includes questions the teacher may want to use to engage the students and stimulate interest and curiosity.

The visual aids are printed on special heavy paper to maintain their quality and long-term use. In addition, each print is labeled identifying the title and artist as well as the lesson number to which it belongs. This enables the teacher to maintain order and integrity of the lessons.

SPECIAL NOTE TO THE TEACHER

To provide an atmosphere that is conducive to creativity, it is strongly suggested that classical music be played during the time the students work individually on the assigned project. The purpose is two-fold: classical music produces an atmosphere of creativity because it is also a creative art. The students are exposed to its beauty and are positively affected by it. Secondly, it allows students to focus on their work rather than conversations and movement that are likely to interrupt their ideas and artistic expressions. Art is a right-brain activity [the visual, intuitive side of the brain] while talking is a left-brain activity [the verbal, analytical side of the brain] and engaging both at the same time is counter-productive. That is not to say that the classroom environment should be rigid and formal. A balance needs to be achieved so that the student can work in a comfortable atmosphere.

Every Village has a collection of classical CDs that are made available to the art teacher and arrangements can be made to borrow the CDs, as well as a CD player. In particular, the music of Bach, Mozart, Chopin, Hayden, Vivaldi, and Debussy create an atmosphere conducive to the art classroom.

The following are thoughts for the first day in the art classes to be shared with students:

At the beginning of the first art class, the teacher should read Psalm 139:1-16 to the students so that they will **see the importance of their individuality**. God created each student as a unique, one-of-a-kind person, and knows him or her intimately. The teacher should continue sharing the following, using their own words or these that are suggested.

“God knows us, and we can begin to know him and ourselves through our art. That is why we should NEVER compare our art to anyone else’s, even though we will be tempted to think that our art is either not as good as, or better than the art of another student.

Art is our very own expression of our own experiences, thoughts, and feelings and we are free to express these in our art. **The act of creating is more important than the art that we create.** Creating art brings us great pleasure just as it brought God great pleasure when he created the world and all its beauty.”

The following is important information regarding classroom behavior and care of supplies and materials and should be used as guidelines for students to follow so that the art experience is enjoyable for everyone.

Behavior:

- Listen carefully to instructions given for the lesson.
- Work quietly at your desk so that you can concentrate on creativity.
- Do not walk around the classroom to see what others are doing.
- When more materials are needed during class, raise your hand for permission to replenish your supply.

- Never throw or toss anything to another student.

Care of materials:

- Because art supplies are often expensive, they must be cared for.
- Paint brushes must be washed thoroughly but gently in clean water and smoothed into their original shape.
- At the end of class, return all materials to the supply table.
- Erasers should not be intentionally broken or poked with a pencil.
- Wash and dry paint palettes and gently clean watercolor sets.

Sample

INSTRUCTIONS FOR THE USE OF PRINTS:

What is the purpose of the prints?

- Students particularly need to be exposed to visual aids when learning about visual subjects, such as art.
- These lessons have been written using fine art examples so that students will become aware of the history of art and its integral relationship with cultures.
- This is even more necessary for Rafiki's classical Christian curriculum that emphasizes learning from the classics in art, music, and literature, honoring the wisdom of the past.

How should these prints be used in daily classes?

- Share them regularly and often for they provide important support for the lessons in art.
- All prints must be used because they are all integral parts of the lesson.
- These art prints fall into three categories: art reproductions, instructional material, and student examples.
- Use bulletin boards or other display areas where all the students can see them, especially during the teaching of the lesson material.
- The care of these art prints is important for them to withstand the handling by students and displaying by teachers. Pushpins will create a hole in the border of the images, and it is important to continue to use the same hole when they are hung.
- Students will be encouraged and instructed to handle the images with care and with clean hands.

UNIT 1 LESSON 1: SEEING LINES IN A NEW WAY

STUDENT OBJECTIVES:

- Identify line as being an element of art.
- Name five ways that a line can differ.
- Name four sources of line that can be seen in nature.
- Complete the Student Art Assignment.
- Define the selected vocabulary words.

WORLDVIEW INTEGRATION:

“Everywhere I look, everything I feel, hear, smell, and taste transmits the beauty of God through the beauty of creation.” Quote from *Eyes Wide Open* by Steve DeWitt.

MATERIALS:

- Paper
- Markers and crayons (each student will receive one of each but avoid very light colors)

INTRODUCTION:

This lesson will require two (2) fifty-minute class sessions.

This lesson begins an exciting exploration into the world of art, creativity, imagination, and all the wonder that can be found in God’s amazing creation. By participating in this GL1 art course, students will begin to see their world in new ways that will impact their lives. They will see with eyes that are wide open to God’s beauty that he has so generously shared with his children. The underlying foundation of this art course and all those that follow during each school year is the realization that God the Creator has gifted mankind with the desire and ability to create because we are created in his image. What a wonderful gift to be shared!

This art course for the GL1 students is designed to provide students with opportunities to express themselves through the visual arts that focuses their attention on that which they can see and to which they will respond by using the elements of art. Each of the five units of study will focus on one of the five elements of art which are *line*, shape, value, texture, and color. These are the elements that are the *ingredients* found in works of art and make art exciting as artists and students communicate their experiences, feelings, and thoughts.

Before the teacher introduces this first lesson, it is important to remember that when students enjoy working on their art assignment that the emphasis will be placed on the **act of creating** rather than focusing on the **product of their creativity**. The final product is less important than seeing students reflect joy and wonder as they create.

This first lesson introduces students to the **element of line** that will become their friend as they use lines to express themselves and to enjoy creating their own works of art. What is line and where is it found? Line can be seen in many places where students experience their daily lives even as they start their day at school. Lines can be created when students line up to go to class, or to go to recess, or morning assembly. A line is created whenever objects or people are placed where a line is created. Lines appear everywhere in nature and manmade objects and it is now time to look for lines that appear in their surroundings and in the world of art.

[Note to teacher: When possible, encourage students to participate in this time of sharing lesson content by asking them to contribute ideas regarding the subject that is discussed. For instance, when talking about line, ask them where they can see line in their daily lives or see in the images that are the focus of the lesson. Questions should be asked regarding the kinds of lines that are seen. Are they straight, curvy, thick, thin, long, short, etc.?)

Let's look at lines that can be seen in God's creation beginning with images of lines made in the sand of a desert.



Photo: Unsplash CC0

Lines can be seen in desert sand.



Photo: Unsplash CCO

Lines can be seen in a palm frond.

The picture at the bottom of the previous page is a dramatic photograph of lines that have been created by the wind as it blows across the sand in a desert. The sun is shining from the right, creating shadows that are made by the ridges in the sand. Students will see dark lines that are down in the valleys where shadows create the lines.

The picture above is a close-up view of a palm *frond* where students will see bright green colors and darker green colors in the shadows. Where do you see lines in this image? Lines are created by each rib of the frond and by the shadows that cross over the frond, created by the sunlight.

In the next art image students will see two more sources of lines.



Photo: Unsplash CCO

Lines can be seen in branches of trees.

The outline of the trees themselves create lines that can be seen in the sky that surrounds the trees. Look at all the lines seen in the branches of trees that are seen when looking up at the sky. There are lots of lines created by the branches. What kinds of lines are they? How would you describe them?



Photo: Unsplash CCO

Lines can be seen in the hides of animals.

Zebras are known for their black and white lines. What makes the lines on a zebra? Look closely at this photograph for the answer. Look at the differences between the lines on the zebra and the lines in the branches of the trees. How are they different? What other animals with lines did God create?

Now look at the element of line as it is seen in works of art. Throughout the centuries, man has created art for a variety of reasons. Sometimes it is used to tell a story or record an event such as the cave paintings that tell the story of cavemen hunting for their food or animals that roam in their surroundings.



Photo: HTO, Public domain, via Wikimedia Commons

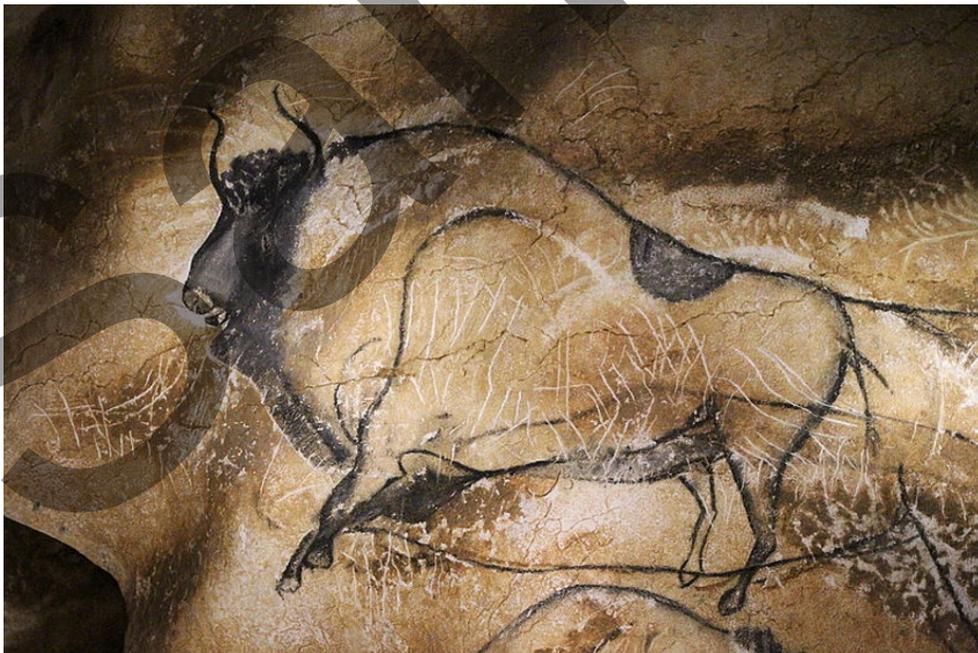


Photo: Claude Valette, CC BY-SA 4.0 <<https://creativecommons.org/licenses/by-sa/4.0/>>, via Wikimedia Commons

Lines are seen in cave paintings

Artists use lines to communicate moods or to create *intricate* designs. The following image was painted by a Russian artist named Kandinsky. He is famous for his varied use of line in his paintings.

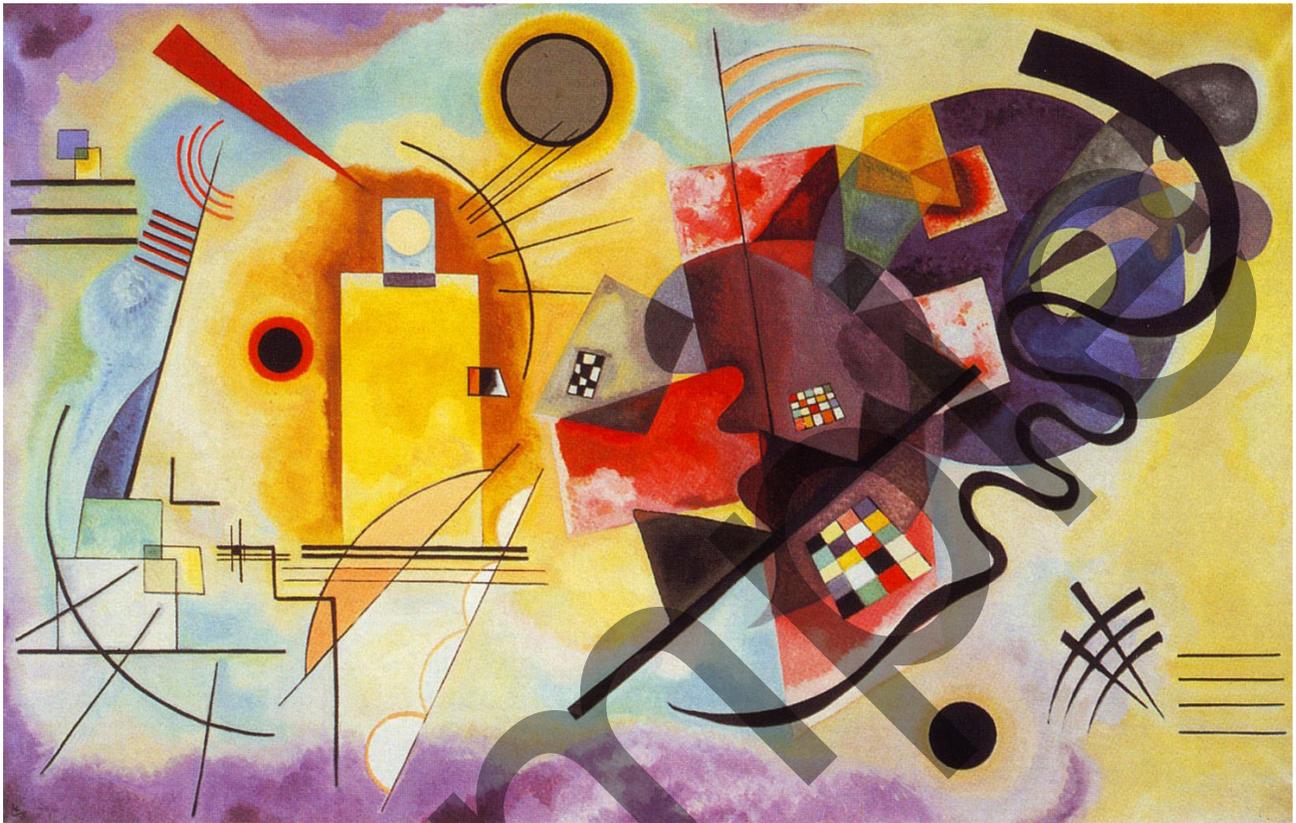


Image: Musee National d'Art Moderne, Centre Pompidou, Paris, France/Bridgeman Images / © 2021 Artists Rights Society (ARS), New York

Yellow-Red-Blue by Kandinsky (1925)

Now look at the painting entitled *Yellow, Red, Blue*. Describe the kinds of lines in this painting. (Are they thin, thick, straight, curved, etc.?) Do the lines make shapes? Are there any recognizable objects in the painting? How does this painting make you feel?

There is another source of lines that students will notice that are often in their immediate surroundings such as the classroom. The teacher will lead a short discussion to give students time to identify different lines they see as they sit at their desk. These can include the arrangement of the desks or tables in a line, the books on the bookshelf, the windows, floors, lines around the white board, and any other lines that can be seen that are not drawn but are created by the placement or surfaces of objects.

The intention of sharing these images and lines in their surroundings is to encourage students to become aware of all the places that they can see lines in their everyday activities. The ultimate goal for this course is to open the eyes of the students to eventually increase their awareness of their surroundings and their world so that they will become more aware of God's beauty and design. This new appreciation will enrich the lives of these students in significant ways that will positively impact their future.

Having seen the images that have been selected for this first lesson, students will now have a better understanding that lines can be seen and drawn in different ways. The teacher will encourage students to look at and think about the lines that appear in the art prints as well as those seen in the classroom to participate in a summarizing discussion about ways that line can be different. The following questions can be used to stimulate responses during a class discussion that will involve the students' participation.

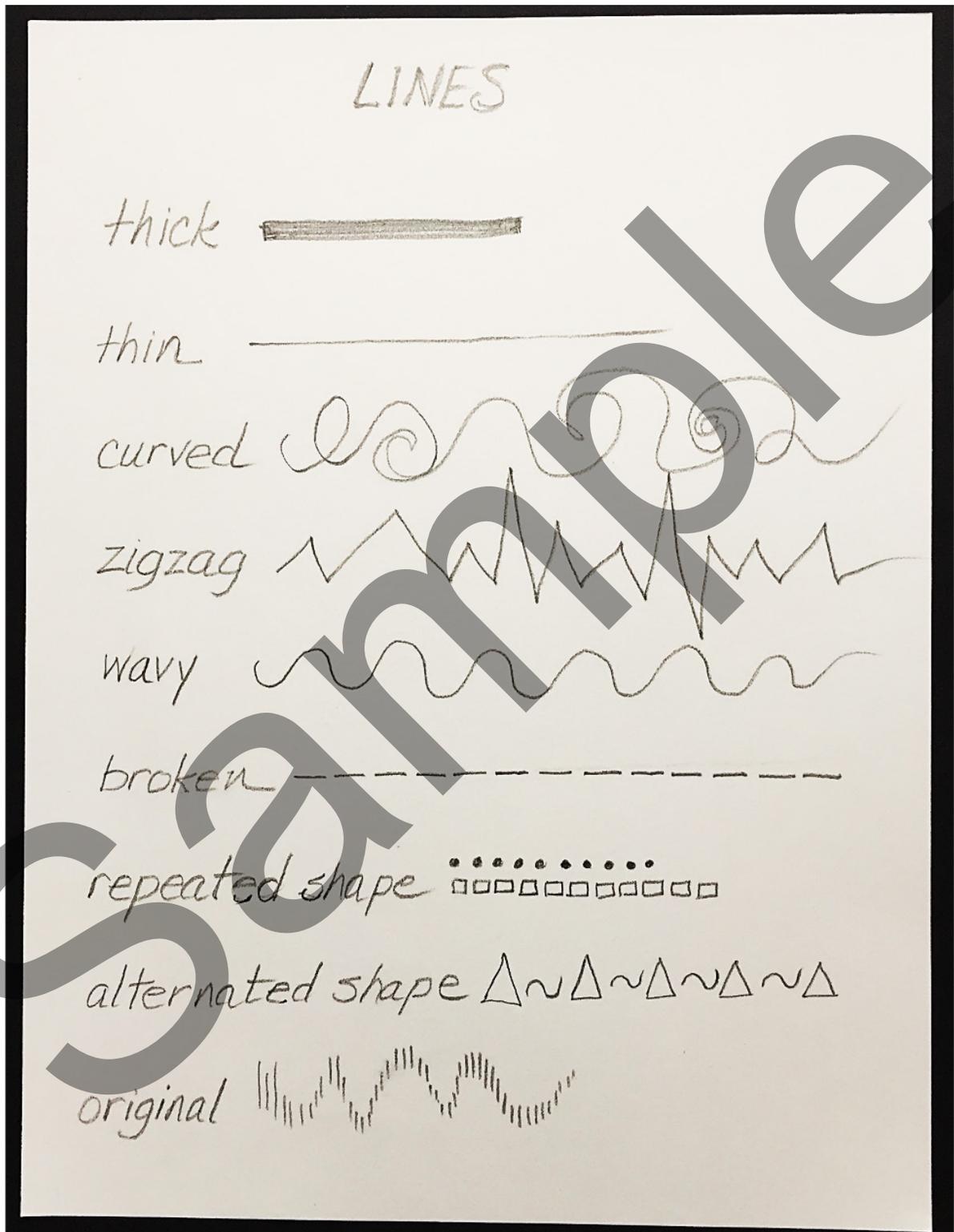
[Note to teacher: It will be appropriate to use the white board and a marker to provide visual stimulation for students to see. They will be better able to respond to the questions if the teacher provides examples and draws lines as they talk about lines. Therefore, the teacher will have made a list of a variety of lines that will be drawn on the board that will help students relate and participate in this time of discussing lines.]

How many different kinds of line can be drawn? What can you change in a line to make it different? What kinds of lines do you like? How do different lines make you feel? Are there lines that look happy, angry, sad, or quiet?

The Student Art Assignment that is shown on the next page will help to personalize these differences so that drawing lines will become a new creative experience for students. The students will experience the drawing of different kinds of line that will be named or described by the teacher. The instructions for the assignment are included in the Methods portion of this lesson and this example of the assignment will be helpful for inspiring the students.

Sample

Students will be encouraged to look at other works of art as a source of inspiration rather than something that is to be copied. It is always best when they do their own versions of the assignment for it will be their own expression not that of someone else.



Student Art Assignment

[Note to teacher: Each lesson will include vocabulary words that relate to the content of the lesson. These are italicized in the lessons and listed with the definition as part of the lesson. It is important that students' vocabulary be expanded to include those words that they will want to use as they grow. The teacher will choose the words from the list to be learned and will determine how to include these in the lesson in a way that students will enjoy the addition of new words to their speech.]

Display the art prints of each lesson for the entire time that is devoted to the lesson. Students will be able to refer to these while they are studying the content and activity of the lesson.

VOCABULARY:

line: a mark made by moving a dot which can be straight, curved, thick, thin, etc.

ingredients: something that is a part of any combination or mixture

valley: an elongated depression of the earth's surface usually between a range of hills or mountains

frond: a large leaf especially of a palm or fern usually with many divisions

intricate: having many complex parts

recognizable: able to be identified or named

METHODS:

[Note to teacher: The following paragraph is material that can be used as you introduce the drawing activity for this lesson.]

Now that students have seen images of lines and have identified lines that they can see in their surroundings, it is time to think about drawing lines. When students begin to draw a line, they may need to think about how you actually draw lines. Let's start with using a pencil or anything that makes a mark. Simply put, the point of a pencil is placed on a surface, such as a piece of paper, and when that pencil makes a mark such as a dot, a line is about to be born that can become part of a drawing. Swiss artist, Paul Klee said, "A drawing is simply a line going for a walk." When we take a walk, we go in different directions, we hop, skip and jump, we walk in circles or all different kinds of movement. Creating a line is the beginning of many experiences that students will come to appreciate and enjoy.

- Following the sharing of the content of the Introduction using all the art prints and having led discussion regarding the importance of line as well as the characteristics of line will require the entire first class session, therefore the next class session is when the following activities will take place.
- The second class session is now time to introduce the Student Art Assignment to inspire the students as they participate in the act of creating lines on a piece of paper. The

teacher has an important role in this time because this activity is led by the teacher using the types of lines that are illustrated in the image of the Student Art Assignment as a reference.

- Students will be given paper, a marker, and a crayon to create their lines. It is best to use darker colors of crayons and markers so that students will more easily see the lines that they create.
- The teacher, using the white board and a fresh black marker, will introduce each kind of line, **one at a time**, by writing the kind of line that will be drawn, then drawing that kind of line. **As the teacher draws the line**, this is a good time for the teacher to describe what it is like to draw the line. And then, will turn to the class and ask them questions such as, “Where do you see thick lines?” or other questions to which they can respond.
- When the teacher has introduced the first line—thick—it will be time for students to draw their thick line using a marker and another thick line with a crayon. It is good to have students draw more than one thick line so that they can experience the difference when using a crayon or a marker.
- When students have created their thick lines, the teacher will then introduce a thin line, using the same procedure as presented for the thick line. Students will watch the demonstration, respond to the discussion about the drawing of the thin line and then will draw their thin lines using both a marker and a crayon.
- This manner of teacher demonstration followed by the students’ drawing of the presented line will continue through the nine kinds of line seen in the example.
- Beginning with the repeated shape, the teacher will encourage students **to choose their own simple shape for creating the line**. The concept for them to see is that a line does not need to be a continuous mark but can be created by the repetition of a shape or mark.
- Students will benefit from seeing the different marks made when using the crayon and the marker and enjoy the freedom to determine the direction of the lines as they create their own original lines. **This individuality will be encouraged throughout the art assignments to have students grow in their development of making choices that are their own.** Art activities provide opportunities for personal expressions and it is not too early to encourage this at this grade level.
- The teacher will have students write their name at the bottom of their papers (they may have used more than one paper to complete this project). These wonderful examples of colorful lines should be hung on a bulletin board so that the students can enjoy their first assignment in art.

ASSESSMENT:

Does the student now recognize line as an element of art?

Can the student name five different kinds of line?

Can the student name four sources of line that are seen in nature?

Was the student able to follow directions when creating the Student Art Assignment?

Can the student define the selected vocabulary words?

EXTENSIONS:

The teacher may decide to take the students on a short field trip to see the lines that can be found in the surroundings outside the classroom. This will be a hands-on experience when students will be encouraged to look for lines seen in the buildings, landscape, plants, trees, etc.

The ultimate goal of this activity will be to provide students with the experience of enjoying their surroundings in ways that they have not previously experienced.

MODIFICATIONS *(HELPFUL, THOUGH NOT STRICTLY REQUIRED)*:

Sample



Lines can be seen in desert sand.



Lines can be seen in palm fronds.



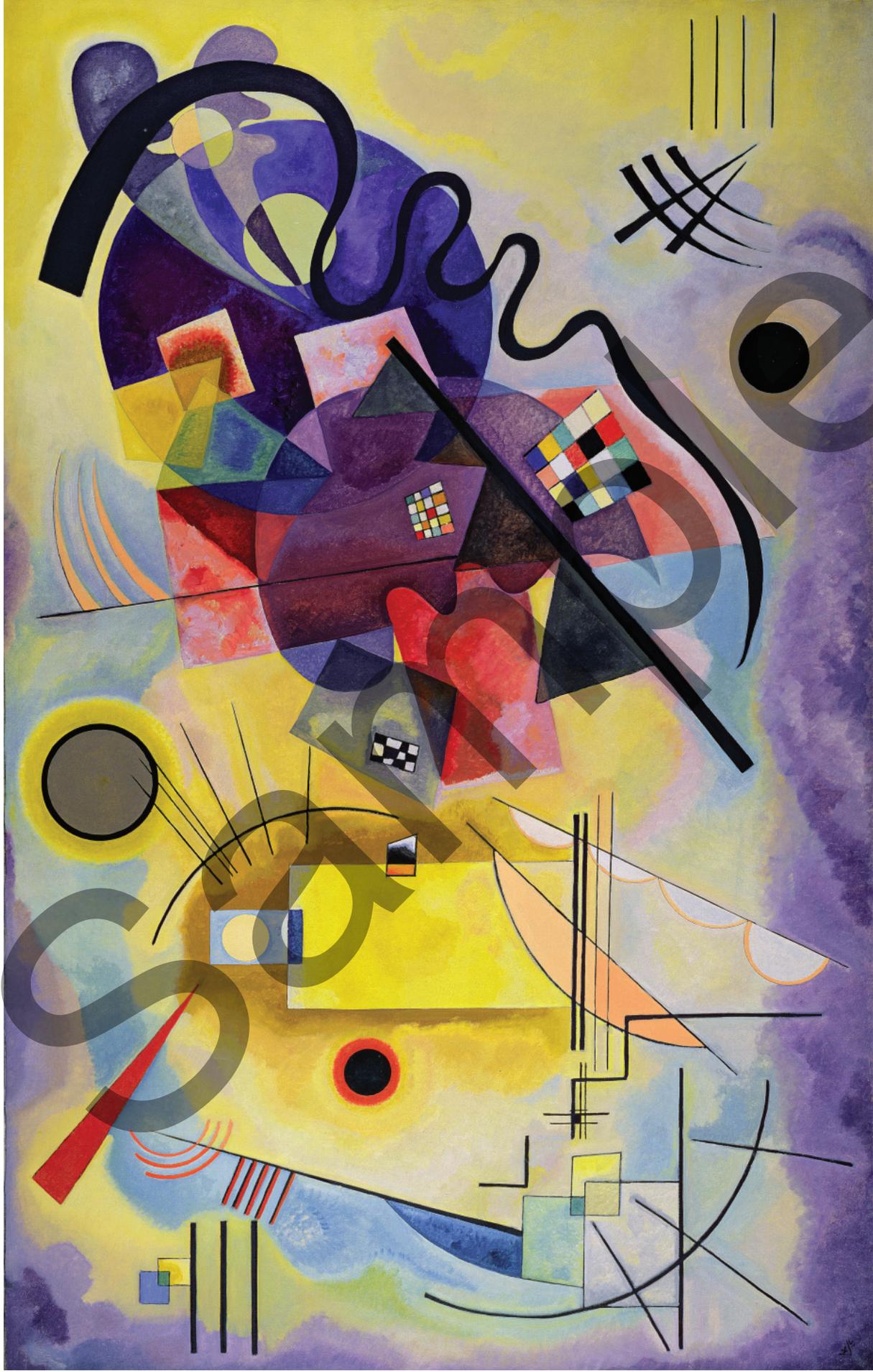
Lines can be seen in branches of trees.



Lines can be seen on the hides of animals.



Lines are seen in cave paintings.



Yellow, Red, Blue by Kandinsky (1925)

LINES

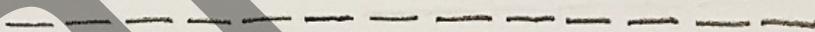
thick 

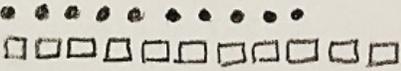
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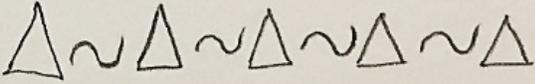
curved 

zigzag 

wavy 

broken 

repeated shape 

alternated shape 

original 