

Educational Remote Learning Packet Art: 5 day resource K-5. Anytime, asynchronous.

The assumption is that students at least have a paper and pencil. Any other art supplies may be used. It is recommended to collate possible art supplies into a designated location so that children know what they can use for these explorations.

There are two different types of curriculum that students can access: one that is more formalized and provides students with art history instruction and activities based off the elements and principles of art. This curriculum shall be called **Curriculum 1**. The other curriculum is more exploratory and focuses on students developing one of the 20 creativity skills as identified through 60+ years of research in the field of creativity. This curriculum shall be called **Curriculum 2**. Each activity can take between 5 and 45 minutes to complete: it is up to the child artist about how far they want to take each activity and for how long they wish to engage with the activity. **Please do not feel the need to complete all activities in both curriculums.** Some students will, but many will not. These curriculums are designed to engage students in art making and creative thinking during their time of instruction at home and may be completed in one sitting or many sittings, linearly or nonlinearly, or with activities chosen as a cafeteria style menu. **Students should however plan to complete at least one activity from curriculum one and one activity from curriculum 2 during the course of a week, totaling 45 minutes.** Please reach out to Ms. Armusewicz at karmusewicz@phillipsbrooks.org if you have any questions.

Curriculum 1: Formalized Learning: Skill building

Unit 1: Line & Shape

Activity 1: abstract creation

Materials: paper, pencil, OR scissors, cardboard, paper, & glue, and any other materials the student wishes to use.

[Video lesson here.](#)

<https://tinyurl.com/sx97qdb>

Prompt: To create an abstract artwork out of materials of your choice. Consider using line, shape, and/or color & repetition to make your work.

Activity 2: observation: still life

Materials: paper, pencil, OR scissors, cardboard, paper, & glue, and any other materials the student wishes to use.

[Video lesson here.](#)

<https://tinyurl.com/w2hxeo5>

Prompt: To create an observational drawing using any materials you would like.

Activity 3: shape

Materials: paper, pencil, OR scissors, cardboard, paper, & glue, and any other materials the student wishes to use.

[Video lesson here.](#)

<https://tinyurl.com/trt8r9t>

[Reading of Henri's Scissors here.](#)

<https://tinyurl.com/yx7l6wz9>

Prompt: To create an artwork out of shapes.

Activity 4: Assemblage

Materials: paper, pencil, scissors, cardboard, paper, found objects, glue, and any other materials the student wishes to use.

[Video lesson here.](#)

<https://tinyurl.com/v9en2pm>

Prompt: To create an assemblage of your choice.

Curriculum 2: Creativity Skills

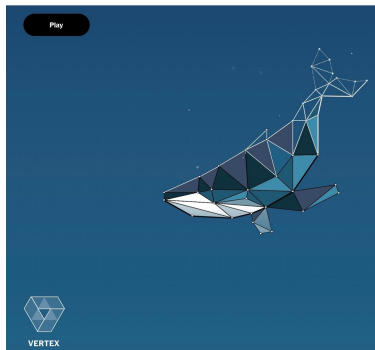
Unit 1: Embracing the Challenge

Activity 1: Seeing through Touch

Materials: paper, pencil, object, bag.

With a sibling or parent, ask them to put an interesting object in a bag (non make sure the bag is not see-through, and the object not sharp). Without knowing what that object is, reach into the bag. Feel the object from all angles. Without looking, attempt to draw the object. Use your sense of touch to really try to capture as much information as possible. When you are finished, take the object out of the bag. How does your drawing compare to the object itself? Reflect on what qualities you managed to capture and what perhaps was missed. Post both your drawing and the object side-by-side to SeeSaw.

Activity 2: Triangles



Materials: paper, pencil, colored pencils/markers (if available) OR scissors, cardboard, paper, & glue

How can an image be made only out of triangles? Draw a picture of your favorite fruit, animal, place, or whatever else you can dream. Can you give the impression or capture the essence of the image by recreating it ONLY out of triangles? Check out the NYTimes new puzzle Vertex or look at [Tangrams](#) (even though they use more shapes than just triangles) for inspiration. Got

cardboard? Great! Instead of drawing, cut up a bunch of triangles and see how you can recreate your favorite fruit, animal, place, or whatever else you can dream. Post your creations to SeeSaw.

Tangrams link: <https://tinyurl.com/qu9auh4>

Activity 3: Mirror game (after Dennis Oppenheim's transfer works)



Dennis Oppenheim, *Two Stage Transfer Drawing*, 1971, performance with son Erik.

Materials: a partner, 2 pieces of paper, tape, and pencil/marker
In the 1970's, Dennis Oppenheim was interested in transference. He used to have his son very very slowly draw on his back and without being able to see, attempted to recreate the drawings on the wall. This challenge will force you to slow down and connect with the feeling of touch. While Dennis Oppenheim and his son did this activity directly on skin and the wall, you should do this on *paper that is taped over your shirt and a piece of paper that is taped to the wall*.

How to do this: Partner 1 will tape a piece of paper to the wall. Partner 2 will tape a piece of paper to Partner 1's back. Partner 2 should start to slowly draw on the paper that is taped to Partner 1's back - press **HARD** so they can feel it. Partner 1 at the *same time* is trying to copy what they feel onto the paper in front of them that is taped to the wall. After 1-2 minutes, untape the paper from Partner 1's back. Compare the two drawings. How did they match up? Switch partners and repeat. Post photos to

SeeSaw. Need more guidance? [See a quick video of Ms. Armusewicz and Mrs. Brandt practicing in the art room.](https://tinyurl.com/wrstjcb) <https://tinyurl.com/wrstjcb>

Activity 4: All the things a foot can be

Materials: pencil, paper, coloring utensil of your choice.

Draw a picture of your foot! You can draw it from observation or trace it. Now ask yourself, other than a foot, what are all the things that a foot could be? Brainstorm a list of *at least 10 things* a foot could be. Your answers can be wild, wonky, silly, or serious. Pick your favorite idea and turn it into a picture with the drawing of your foot that you already started. Color as needed. Take a picture and put it on SeeSaw of your final creation.

Activity 5: Playing with Scale

Materials: paper, pencil, ruler (if available), eraser OR cardboard, tape/glue, scissors, and other found materials.

Imagine you are a _____ (insert favorite animal here). What would your city look like? How big would it be? Crowded? Tiny? What are all the things you would need to go about your life? To survive? To be happy? To be safe? Design a city, big or small, for your favorite animal. Reflect upon what your city and animal need. Take a picture and put your final creation on SeeSaw.