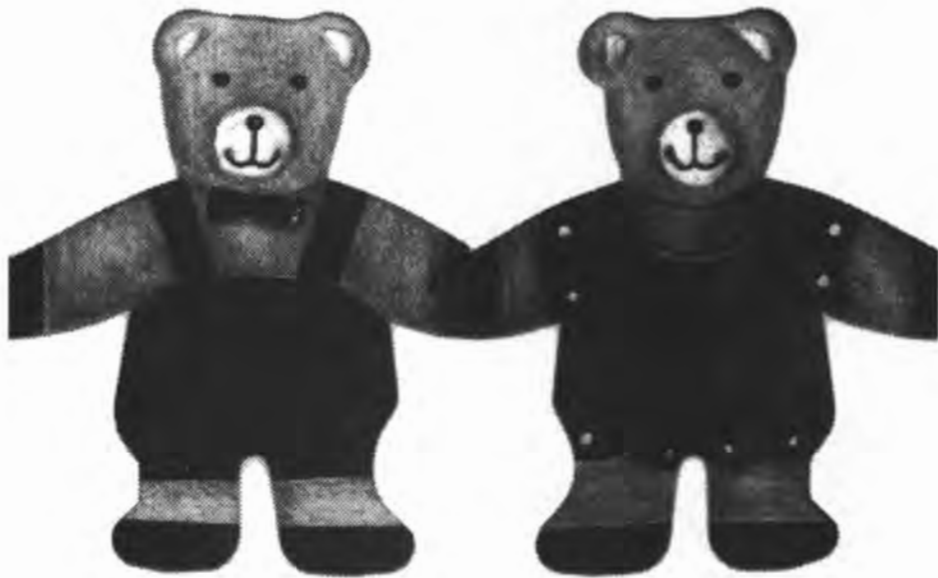


Celebrating Art



Debbie and Darrel Trulson

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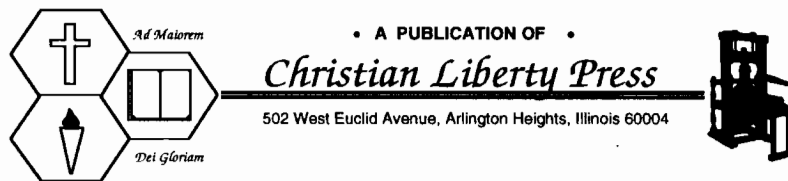


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Introduction

Art is a God-given vehicle whereby mankind can reflect the glory of the Creator by expressing some aspect of beauty, diversity or creativity. When people talk about “art”, they frequently have different ideas from the next person. One may think of art in terms of a statue or a fine painting, while another may think of a child’s crayon marks on the wall or their own arrangement of fresh flowers in a vase that catches the light just so. None of these images are any more deserving of artistic merit than another. Indeed, each idea of beauty and creativity is unique to the individual. Some may express their artistry through the mediums of paint or pen, while others may speak through wood or clay. The possible outlets for exhibiting our God-given talents are too numerous to detail here; yet, they are at your fingertips, available to be used as an extension of yourself.

Art is truly a creative, expressive and enriching part of our everyday lives. As you use the information contained within these pages, you must picture yourself as an observer rather than an instructor. Your child is giving you the opportunity to experience a bit of his world through his unleashing of creative skills. After initially providing the materials and location, exchange ideas together. Your main objective should be to create a time of sharing, fun and discovery rather than a “perfect” specimen of a craft.

Many young children and even some adults have had the joy of artistic endeavors forever robbed from them through the rigid, narrow-minded ideas of a teacher or other person who views themselves as holding the answers to “the right way to do things”. In your teaching, it is imperative that you leave behind old baggage you may carry about art and begin anew with a fresh outlook.

It is the authors’ desire that all who use this book will take time to reflect on that which is art around them. One does not need to own a Renoir or Degas to appreciate artistic beauty and presence. To make the teaching of creativity a whole life experience, one must go beyond

pre-designed curricula and begin to incorporate this philosophy into their daily life.

For instance, add a centerpiece to your dinner table tonight which you or your child have created. Appreciate the beauty of handmade baskets or quilts. Savor the kitchen artistry of home-baked bread or a fragrant marinara sauce. Contemplate the differences of expression in a Rembrandt, Chagall or Michelangelo. Once all of your senses have awakened to the beauty which surrounds you, it is then you will be able to share with your child an education that far exceeds any workbook, or cut and paste session. Stretching one's mind to see past the ordinary is an important part of any person's education. Art appreciation is only the beginning. The canvas awaits; now you must pick up the brush.

BEFORE YOU BEGIN

As you work, keep in mind that although the crafts are arranged under certain sections, they could very easily fit elsewhere. If it suits your purpose to rearrange them, then by all means do so.

We also recommend that you begin saving scraps of fabric, ribbon, broken strings of beads, etc., in a box set aside expressly for your child's artistic creations. Our intent is not to send you scurrying to every craft and art supply store looking for obscure items, but instead to encourage you and your child to be resourceful by using what is easily accessible.

You will note, that at the end of each lesson there is an intensity level rating. This star system is based on a 1-4 scale, with 1 being less difficult or time consuming, progressing to 4 which should have a greater time or material allotment. This should help you in planning your schedule and level of patience on a given day.

Section I Introduction

Using the "Gingerbread Boy" story as a kick-off to the first section, we will begin our "Crafts in the Kitchen" category. You will be the judge in this section concerning your child's aptitude with kitchen tools. Based upon their previous experience, or lack thereof, you will gauge your own level of involvement in the crafts.

You may wish to expand upon this section by purchasing some cooking magazines to look through, researching favorite family recipes, watching a cooking show or video, or touring ethnic or speciality food stores. The art of cooking is not only learned by eating various types of food, but by allowing yourself the freedom to experience food at many different levels.

Whether or not you consider yourself a "good cook" is not important. The kitchen is a place of discovery and some say the center of all that goes on in the home. Do not be afraid to experiment with your child and, if necessary, spill a little flour in an attempt to instill the love of food.

The purpose of these lessons is to provide a stepping off point for further enrichment of one's life. Some say the journey begins with one small step; but since we are gathering in the kitchen, perhaps we can begin with one small bite. Bon Appetit.

The Gingerbread Boy

There was once a good fable told about a little old man and a little old woman who lived in a little old house on the edge of a wood. They had no little boy of their own; so one day when the little old woman was baking gingerbread, she cut a cake in the shape of a little boy, and put it in the oven.

"Now," she said, "we shall have a little boy of our own, a little Gingerbread Boy."

Presently she went to the oven to see if the cake was baked. As soon as the oven door was opened, the Gingerbread Boy jumped out and began to run away as fast as he could.

"Stop! Stop!" cried the little old woman. But the Gingerbread boy ran on.

The little old woman called to her husband and they both ran after the Gingerbread Boy. But they could not catch him.

And soon the Gingerbread Boy came to two ditchdiggers who had picks in their hands. He called to them as he went by, saying:

*"I've run away from the little old woman and the little old man,
And I can run away from you, I can, I can."*

Then the two ditchdiggers threw down their picks, and ran after the Gingerbread Boy. But, though they ran fast, they could not catch him.

And he ran on until he came to a fat, pink pig. He called to the pig:

*"I've ran away from the little old woman and the little old man,
And two ditchdiggers,*

And I can run away from you, I can, I can."

But though the pig ran fast -- for a pig -- he could not catch him.

And the Gingerbread Boy ran on until he met a big, black bear. He called out to the bear:

*"I've ran away from the little old woman and the little old man,
And two ditchdiggers,*



And a fat, pink pig,

And I can run away from you, I can, I can."

Growling, the bear started after him, but he could not catch him.

And the Gingerbread Boy ran on until he met a fox.

He called to the fox:



*"I've ran away from the little old woman and the little old man,
And two ditchdiggers,
And a fat, pink pig,
And a big, black bear,
And I can run away from you, I can, I can."*

But the fox said, "I can't quite hear you, Gingerbread Boy. Won't you please come closer and speak louder?"

Then the Gingerbread Boy stopped running. He walked toward the fox shouting:

*"I've ran away from the little old woman and the little old man,
And two ditchdiggers,
And a fat, pink pig,
And a big, black bear,
And I can run away from you, I can, I can."*

But the fox said, "I can't hear what you say, though it sounds very interesting. Step closer, please."

So the Gingerbread Boy stepped right up to the fox, leaned close to his ear and screamed out:

*"I'VE RAN AWAY FROM THE LITTLE OLD WOMAN AND THE LITTLE OLD
MAN,
AND TWO DITCHDIGGERS,
AND A FAT, PINK PIG,
AND A BIG, BLACK BEAR,
AND I CAN RUN AWAY FROM YOU, I CAN, I CAN."*

Quick as a wink, the fox's jaws went "Snap! Snap!" The fox swallowed the Gingerbread Boy in two bites! Then he brushed the crumbs from his whiskers, licked his chops, and said:

"And that's the end of the Gingerbread Boy!"

The sly fox knew very well how to trick a little Gingerbread Boy who would not listen to his parents. Little children, whether real or pretend, would do well to listen to their parents and not disobey!

Lesson 6

Edible Bread Sculpture

PURPOSE:

This lesson will be the creation of a bread masterpiece. It is entirely edible upon completion, thus giving the child the opportunity to experience raw materials turned into a useful object.

MATERIALS NEEDED FOR BASIC METHOD:

- * Frozen bread dough. Prepare according to package directions. Be sure to let it rise one time before making sculpture.
- * 1 egg beaten (for glaze)
- * Raisins, currants, etc. (for decoration)

MATERIALS NEEDED FOR INVOLVED METHOD:

(This is if you want to make the bread from scratch.)

- * 2 cups of milk
- * 1/4 cup unsalted butter
- * 1/4 oz. pkg. active dry yeast
- * 1/4 cup warm water (105 to 115 degrees F.)
- * 5 1/2 - 6 1/2 cups unbleached white flour
- * 2 tbsp. sugar
- * 2 tsp. salt
- * 1 egg beaten (for glaze)
- * Raisins, currants, etc. (for decoration)

INSTRUCTIONS FOR INVOLVED METHOD TO MAKE BREAD:

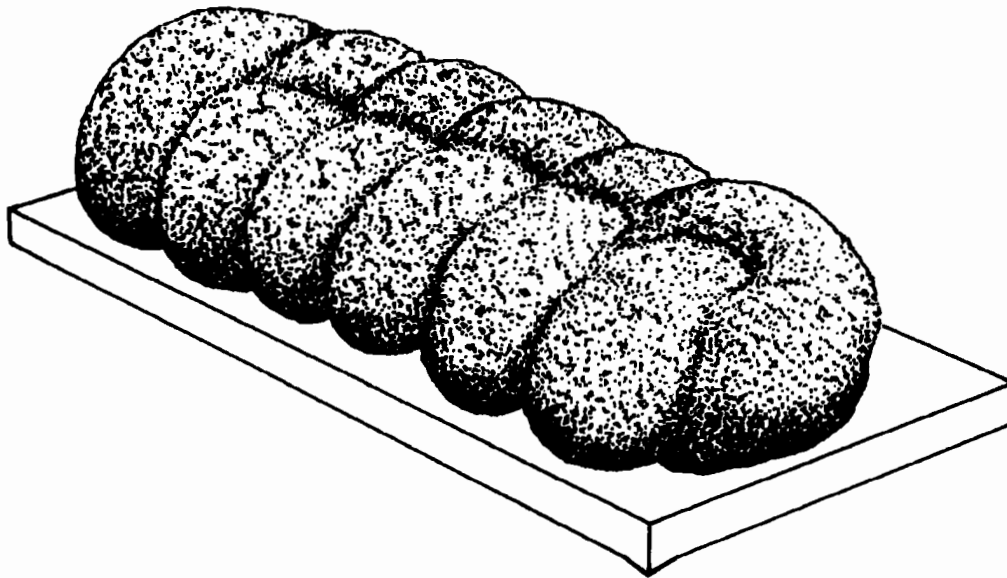
In a 1 quart saucepan scald milk; stir in butter until melted. Cool to lukewarm (105 to 115 degrees F.). In a large mixing bowl, dissolve yeast in warm water. Add milk mixture, 3 cups flour, sugar and salt to yeast. Beat at medium speed, scraping bowl often until smooth (1 to 2 minutes). Stir in enough remaining flour to make dough easy to handle. Turn dough onto lightly floured surface; knead until smooth and elastic (about 10 minutes). Place in buttered bowl, turn dough buttered side up. Cover, let rise in warm place until double in size (about 1 1/2 hours). Punch dough down and divide in half.

TO MAKE SCULPTURE:

At this point, either method is ready for sculpting. On a lightly floured surface, have the child sculpt his predetermined design. Keep in mind that his design may change as he works. I have seen children make chubby Teddy bears with currant eyes, snakes with knife marks down their bodies for scales, and even elaborate mermaids.



Make sure that your child makes a sculpture that is lying flat on the table. Designs which are standing up do not bake well. Use a little water to attach ears, noses, or other appendages. After your sculpture is shaped, it is ready to rise the second time. If you are using the prepackaged dough, follow the label instructions for rising and baking. If you are using the dough made from scratch, place the dough on a greased cookie sheet, cover and let rise about 1 hour. Before placing in oven, brush loaf with beaten egg to glaze. Bake in a preheated oven at 375 degrees for 25 or 30 minutes or until loaf sounds hollow when tapped. Place on cooling rack. If you used the prepackaged dough, brush the loaf with egg glaze before baking at recommended temperature.



FINAL THOUGHTS:

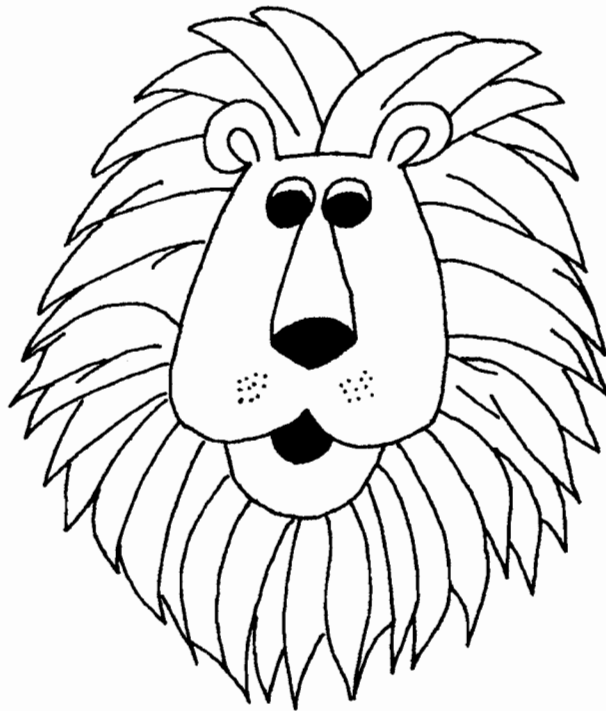
It is a fun conclusion to allow the sculptor to eat his or her bread with lunch or dinner, perhaps even making it the centerpiece of the meal. Remember, the goal mentioned earlier: We should look at all of life as a work of art. Do not stop at the bread making itself, but continue through to the time of eating the meal. Perhaps you could create a theme meal around the design or have a special bread breaking ceremony. Whatever you choose to do, be sure to honor the artistic effort of your child and the simple joy of being hungry and being filled by an object of beauty.

INTENSITY LEVEL: * * Method #1 (Two Stars)
* * * * Method #2 (Four Stars)

Section II Introduction

Throughout this section we will be creating crafts for others. Using the story of *Androcles and the Lion* as an impetus for "doing unto others", these projects will stress the concept of giving. Perhaps you can sit down with your child and think of a person or persons who would benefit from a remembrance.

In our family, the children have widowed, great-grandmothers who love receiving pictures. For this purpose, our popsicle stick frame would be ideal. Perhaps your child has a younger brother or sister who would enjoy the paper doll chain. The possibilities are as endless as the different families and situations in which they exist. The important goal here is teaching the art of giving, and encouraging your child to use their talents for the benefit of others.



Lesson 13

Felt Board Storytelling

PURPOSE:

The felt board concept was introduced in Lesson 3; please refer to that lesson for additional information. In this exercise, after your child has made the felt pieces, he is to tell the story "Androcles and the Lion," to a friend or family member.

MATERIALS NEEDED:

- * Previously made felt board
- * Art Pattern #11 (page 81)
- * Various pieces of felt or flannel
- * Scissors
- * Glue
- * Crayons, markers, colored pencils or other coloring tools

INSTRUCTIONS:

Using Art Pattern #11, have your child cut out, color and decorate each figure. Next, cut a small piece of felt and glue it to the back of each figure. When the figures are completed, have your child retell the story of Androcles to a friend or family member using the felt board.

Another idea is to have your child invent new adventures with Androcles and his pet lion. They can be stories of what the two friends did after they left the Colosseum in Rome and started their new life together.

FINAL THOUGHTS:

After this exercise is finished, an interesting way to store your child's artwork is to hang a sheet of flannel on the wall and place the figures on it. This way, your child can play with the figures whenever he wants, and some place other than your refrigerator is decorated with the family treasures.

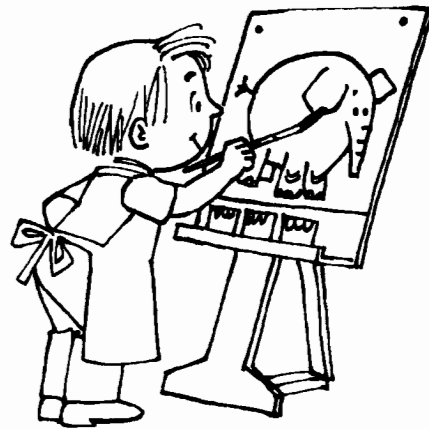
INTENSITY LEVEL: * * * (Three Stars)



Section III Introduction

Making things for oneself encourages a sense of achievement in everyone. It is this feeling of accomplishment which we want to promote in our children. In this section, your child will be creating things for himself to be played with, worn or used to decorate his own space. As we have stressed before, it is important to provide a spot for display of these and other handcrafted items. When your child senses your appreciation of their talents, they will often be spurred on in pursuit of further achievement.

Our nine year old showed a strong interest in drawing a couple of years ago and we encouraged him to pursue this interest. We initially provided him with lots of scrap paper and pencils. He then began checking stacks of drawing books out of our local library and really sharpened his skills. At this point, we bought art paper and high quality colored pencils. He is now spending so much time at drawing that we purchased a drafting table and stool for him. We use this as an illustration of how important good tools and encouragement are in the development of a skill.



Frank Schaeffer, the son of the late theologian Francis Schaeffer, recalls how even when his parents had limited resources, they made sure he had high quality art supplies. He later became a painter, filmmaker and writer. We are not saying your child will be a museum quality artist, but we are encouraging you to value artistic expression as an important part of your child's education.



Lesson 21

Juice Lid Sun Catchers



PURPOSE:

In lesson 21, you will be making a window decoration, (in the style of the old-fashioned tin punch), and have fun pounding and banging to create the design.

MATERIALS NEEDED:

- * Art Pattern #16 (page 91)
- * Tin lid from a frozen juice concentrate can
- * Block of wood approximately 8 inches square
- * Scrap piece of wood suitable for pounding
- * 1 1/2 - 2 inch nail
- * String
- * Tape

INSTRUCTIONS:

Place the 8 inch block of wood on a solid surface and use the base for pounding your design. (Hint: If necessary, you may lay a folded towel under the wood to lessen the noise and impact.) Lay the juice lid on top of the wood and tape the design of choice from Art Pattern #16 onto it. You may also want to tape the lid to the wood to secure it from moving during the process. After a couple of practice hits on the nail, using the smaller piece of wood as a hammer, have your child pound the nail into each dot to create their design. The nail should only be pounded about 1/8 of an inch, or until the point of the nail punctures the lid. Upon completion, simply remove the tape and paper design, thread the string through the top hole, and hang the sun catcher in a bright window.

FINAL THOUGHTS:

These sun catchers also make great Christmas tree ornaments to keep or give away.

Windows are a favorite hanging place in our family. One child uses a favorite window as the place to hang paper snowflakes in the winter, leaves in the fall, and hearts around Valentine's day. The older boys have mobile sun catchers, and there is a collection of antique cookie cutters on the kitchen window ledge.

There seems to be something about the idea of a window that attracts people. We even refer to our eyes as the "windows of our souls." If you do not have available windows or you prefer other nooks and crannies for your collections, then by all means utilize those spaces.

INTENSITY LEVEL: * * * * (Four Stars)

Section IV Introduction

You and your child will enjoy the art of nature in this section. Some of the crafts will involve the use of naturally available materials; others will be things which you can make for use outdoors; and finally, we will have some “just for fun” crafts that imitate things found in nature.

There are so many ways to enjoy the outdoors and changing seasons. Sometimes, when our family cannot get outside to play and explore, because of inclement weather, we bring the outdoors, inside to us. On one such occasion, we filled a large granite-ware tub with fresh snow and placed it over a tarp on the kitchen table. The mitten-wearing children, then proceeded to build mini-snowmen and make snowballs. Everyone had fun, and the family was given the opportunity to experience an interesting aspect of nature.

The way you choose to experience the out-of-doors is entirely up to you. We recommend though, that you involve as many members of your family as possible. As the old saying goes, “The more -- the merrier.”



Lesson 32

Wax Paper Leaves

PURPOSE:

In this lesson, you and your child will have the opportunity to gather colorful fall leaves and preserve them for long-lasting enjoyment.

MATERIALS NEEDED:

- * Leaves in a variety of shapes and colors
- * Two sheets of wax paper large enough to accommodate your child's leaves (waxed sides must face each other, with the leaves sandwiched in-between.)
- * Iron, set on low

INSTRUCTIONS:

Allow your child to have time to choose the leaves they want to preserve and then to arrange them on the wax paper. At this point, your supervision is highly recommended since you must iron the wax paper to seal it. Gently press the iron on the paper and hold to seal. You will probably see the wax melt together as you do this. Once the wax paper is cool enough to touch, you may display it as you wish.

FINAL THOUGHTS:

You can cut the wax paper sheets into a different shape for each design: Hexagons, circles, hearts, or whatever your child considers attractive.

Once again our often used window comes in handy here. When you suspend the waxed leaf design in front of a sunny window, it takes on a stained glass appearance, especially if you use leaves brilliant in fall colors.

In our family, we make this a full day project. We head off to a nature preserve in our area and hike the trails while collecting fallen leaves, acorns and pine cones. We bring along a folder to press the leaves in for the trip home, and then once home, we preserve our memory of a beautiful fall day!

If you are unable to get out to find colored leaves, a nice substitute for this project is to use crayon shavings. Using a butter knife, scrape/shave a few colored crayons and sprinkle the shavings onto the waxed paper. Be careful not to use too much, because the crayons, when they melt, have the tendency to ooze out the sides of the paper. Depending upon which colors you choose, you are able to make some interesting designs and patterns to create a real "stained glass" effect.

INTENSITY LEVEL: * * * (Three Stars)

Art Pattern #11, to be used with Lesson #13,
page 22.



Art Pattern #16, to be used with Lesson #21,
page 36.

