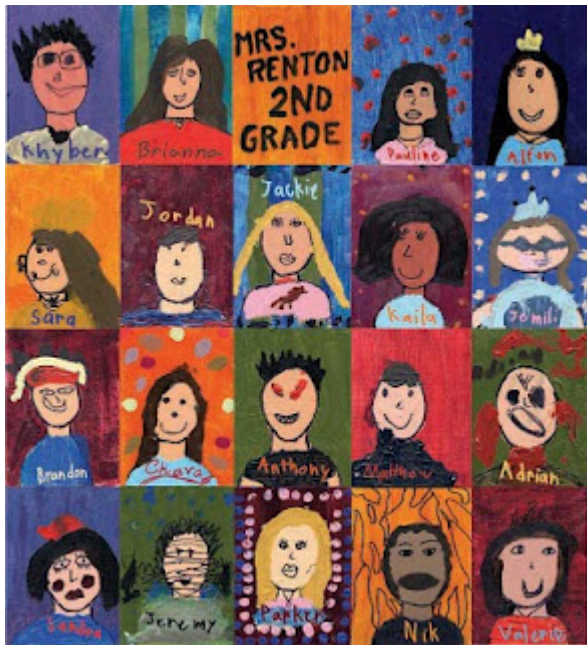


Treasures Second Grade Art Integrated Projects

Theme 1 – Friends and Family

Friends and Family Theme Art Project

Self-Portrait Painting



Years ago I taught my first self-portrait project in my son's 2nd grade classroom. They've since become a favorite of students and their parents and have served

as great fundraising tools. 1. I started with 5" x 7" canvas panels and an assortment of acrylic paint. It helps if you include lots of skin tones, as well as other bright colors when purchasing your paint. During the first class session, I had the students just choose one color and paint the entire background. Let dry for at least one day.

2. Distribute small brushes and paint. Ask the students to paint in an oval face and then a neck. A simple shirt is painted below and the hair is added around the face. Let canvases dry for at least another day.

3. Here's where I learned that it's too hard to paint lines on the face with a brush. You're better off passing out Sharpie markers for the features and signature on the chest when complete.

4. You can then attach all your 5" x 7" canvases to one surface, or as in my case, scan them to computer, make a collage and a nice glossy print for everyone in the class.



[1 comments](#)

David's New Friends

Leapin' Lizards!

One way or another, I try to fit in a lesson involving my *least* favorite species of all...lizards. Hate finding them in my backyard, but I admit, they're way too fun to draw.

For this lesson, I **demonstrate my strategy for drawing lizards on the white board**. This is the key to the success of the piece. You don't have to draw well, but it helps to draw things in order.

Step 1: With a black oil pastel, draw a circle for the eye.

Step 2: In front of the eye, draw a line curving up and over the eye and down along the neck and back. Don't stop there! Bring the all the way down curving around below the body to form a tail.

Step 3: Go back to the start of this line (up by the head) and draw a line down and around to form the belly. The belly should stop at the tail.

Step 4: Put in the legs. Go right over the belly line.

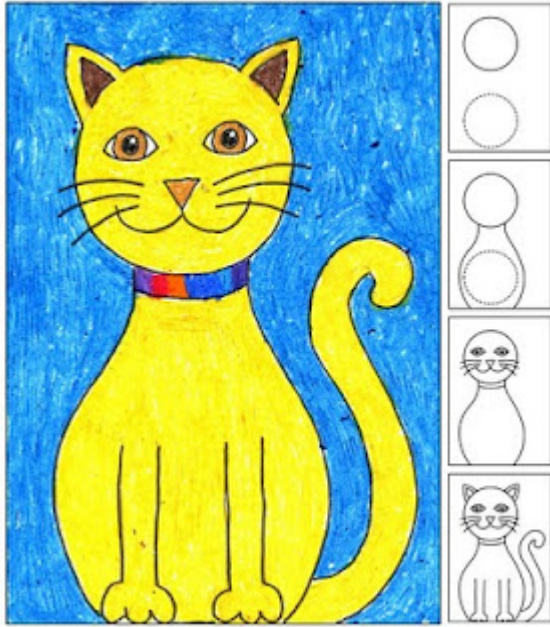
Step 5: Add branch, decorations and leaves.

Now, **bring out the chalk pastels** and let the kids go wild. The more colors the better. Of course, the final step is to take the **black oil pastel and go over all the original black lines again**. This is the key for really making the piece stand out.



Mr. Putter & Tabby Pour the Tea

How to Draw a Cat



I've never had a student say that they didn't want to draw a cat. They make a great subject matter for boys and girls of all ages.

1. I first made 3.5" cardboard circle templates. Each student was instructed to place their circle near the top left of an 8.5" x 11" paper. The circle is traced, and then slid down near the bottom of the paper, and traced again, very lightly.
2. The cat body is drawn by making curves that go from the neck down, adding space around the circle. The reason for this is that we want the bottom of the cat to be wider than the head. When complete, erase the bottom circle.
3. The eyes, nose, mouth, collar and whiskers are added.
4. The tail and leg shapes are added.
5. When the drawing is complete, all the lines are to be traced with a thin black marker. Lastly, the cat is colored in with oil pastels. Encourage a wide variety of color, and a lot of contrast between the cat and the background.



Labels: [1st grade](#), [2nd grade](#), [3rd grade](#), [drawing](#), [oil pastel](#)

[6 comments](#)

Abstract Cat Face



Let me just say, I adore this piece of art. It was made recently by a 2nd grader who was struggling with my suggestions of how to draw cat eyes. He said, and I quote, "But Mrs. Barbro, I like to draw my eyes THIS way." That's when I realized that sometimes you just have to step back and let children's art evolve on it's own terms.

If you would like the full instructions to this project, go to the ["Laurel Burch Cat Heads"](#) post.

Their Native Tongue

Give Our Class a Hand—Celebrate Diversity Banner



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Why

Connect with your classmates while displaying pride in your diversity!

Steps

1. Discuss these questions: What is a community? How is a classroom of students and teachers a small community? What makes each of us unique? What do we have in common that joins us together?

2. Work with partners to trace your handprints on paper with Crayola Multicultural Crayons. Select a matching skin color for each of your hands. Use Crayola Crayons to write your name on the palm of the hand in a favorite color.
3. Write something special about you on each paper finger and thumb in a different color. You might list your best-loved activity, preferred animal, yummiest food, something you're good at, or a word that describes your best quality.
4. Shade around the words with a Crayola Multicultural Crayon that matches your skin color. Cut out your paper hand.
5. Spread newspaper on your art area. Choose a Crayola Tempera Mixing Medium to brush over your hand to give it a pearl, glitter, or textured effect. Air-dry.
6. Explain to your classmates why you chose the words on your hand. Look for unique choices and common characteristics. Glue everyone's hands on a long ribbon. Air-dry.
7. Display in the classroom or hallway as a reminder of your uniquely diverse class!

Safety Guidelines

Adult supervision is required for any arts & crafts project. Observe children closely and intervene as necessary to prevent potential safety problems and ensure appropriate use of arts and crafts materials. Some craft items, particularly beads and buttons, are potential choking hazards for young children. Avoid use of such small parts with children younger than 3 years. Craft items such as scissors, push pins and chenille sticks may have sharp points or edges. Avoid use of materials with sharp points by children younger than 4 years. Read all manufacturers' safety warnings before using arts and craft supplies.

Scissors—ATTENTION: The cutting edges of scissors are sharp and care should be taken whenever cutting or handling. Blunt-tip scissors should be used only by children 4 years and older. Pointed-tip scissors should be used only by children 6 years and older.

String-Like Materials—Includes string, raffia, lacing, yarn, ribbon, and other similar material. Children 3 years and younger should not be given any string-like material that is longer than 12 inches. Close adult supervision is essential whenever children use string-like material. When crafts are to be worn around the necks of children 8 years and younger, attach the ends of the "string-like material" with clear adhesive tape, which allows easy release of the bond if the craft becomes entangled or caught on equipment. For children older than 8 years, the ends of the "string-like material" may be tied and knotted.

Windows—Be sure windows are securely closed and locked before decorating. An adult must closely supervise the activity.

Adaptations

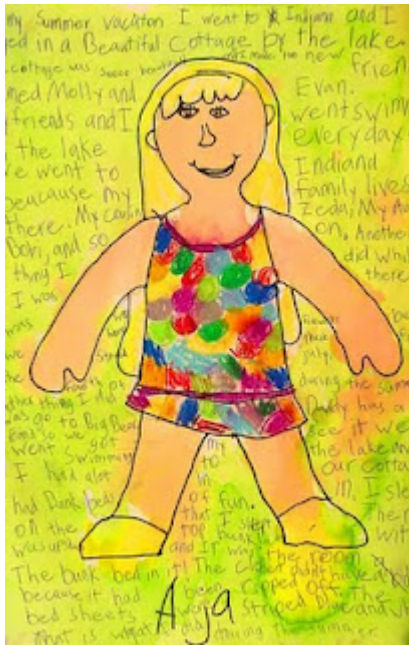
- Read the book *The Crayon Box That Talked* by Shane Derolf and Michael Letzig. Children create mini posters about themselves, including a portrait and words describing what makes them unique using just one crayon color. Talk about the challenge of using just one color. In pairs, children create mini posters about a classmate using many colors. Invite children to share their work and talk about what they learned.
- Create community quilts. Children cut paper squares in about eight different sizes. Children write their names on small squares. Glue the small square of paper on a slightly larger square. Label this square "family". Discuss how a family is a small community. Each child glues these squares onto a neighborhood square, then a town square, county square,

state square, nation square, and so on, using appropriate regional names. Discuss each community as you build the squares. Attach all of the squares to a large piece of chart paper to create a paper community quilt.

- Assessment: Ask children to write statements about the Give Our Class a Hand garland. Assess writing skills and observe insights about community and diversity.

Meet Rosina

My Summer Self Portrait



I'd been exploring ideas for a back-to-school project combining art with story telling much like a popular art journal technique, in larger scale. This project which combines a self portrait with a composition about the students summer experience has become wildly popular with the kids and their teachers as a great kick-off to the school year.

1. Click [HERE](#) to download a blank letter-size body template. If you can Xerox on tabloid paper, copy the template at 125%.

The larger sized paper is always easier for students to work with.

2. Have the students add all of their personal details including facial features, hair and clothing and their names, in pencil. When complete they're to trace over all pencil lines in black Sharpie marker.

3. Next, have the students use ballpoint pens to write their compositions in the background. *In the interest of time, advise the students that neatness is not essential and to cross out or overwrite any errors.*

4. Lastly, give the students liquid watercolors to complete their pictures.



[3 comments](#)

My Name is Yoon

Complementary Color Names



Results

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Why

Are you an Andy Warhol fan? His designs include bright colors, repetition, and unique creativity. Make your own Pop Art name in complementary colors!

Steps

1. Study a color wheel. Notice that contrasting colors are directly opposite each other on this intriguing art tool. Then look at various works by Andy Warhol. Discuss his Pop Art technique of using bold complementary colors and repetition.
2. Divide your paper into at least nine equal sections using Crayola® Colored Pencils. Write your name or initials in each section using block letters.
3. Cover your work area with recycled newspaper. Look at the color wheel and choose two complementary colors of Crayola Washable Paint. With a Crayola Paint Brush, paint the first one, and then every other name or initial, in one color of paint. Dry.
4. Use the second complementary color to fill in the names or initials that are left. Dry.
5. Use complementary colors to fill in the backgrounds of each section. Dry. Compare the visual effects of your classmates' Pop Art.

Safety Guidelines

Adult supervision is required for any arts & crafts project. Observe children closely and intervene as necessary to prevent potential safety problems and ensure appropriate use of arts and crafts materials. Some craft items, particularly beads and buttons, are potential choking hazards for young children. Avoid use of such small parts with children younger than 3 years. Craft items such as scissors, push pins and chenille sticks may have sharp points or edges. Avoid use of materials with sharp points by children younger than 4 years. Read all manufacturers' safety warnings before using arts and craft supplies.

Crayola Washable Paints—Not for use as body/face paint.

Adaptations

- Students with special needs and younger students may find this works best to write one large block letter in each space.
- Draw a simple item using bold, complementary colors. Repeat in Warhol's style.
- Study a Warhol portrait such as Marilyn and discuss how to create a portrait. Make repetitive studies of a face using complementary colors.
- Collect several Andy Warhol reproductions for a display of his form of Pop Art. Debate whether or not his work is art. Why or why not? What is art?

Collage Name Card



Lately I've been inspired by scrapbook artists and the layered-looking collages they often create. I plan to start the school year with this Collage Name Card to let the students express their personalities, while making colorful artwork that can adorn their classrooms.

SESSION ONE

1. Cut enough 9" x 12" drawing paper into fourths measuring 4.5" x 6" to furnish each student with one page for each letter in their name. Also, pass out old magazines and have the students find pictures depicting things that they like such as favorite foods, colors, animals, etc. *Demonstrate how the magazine paper, when torn vertically, can produce fairly even strips.* They will then trim the lengths into pieces to form the letters of their names. Each strip is glued to the drawing paper with a glue stick being careful to leave no raised edges.

2. The students will use peeled crayons and a textured surface to make crayon rubbings around the letters, each with a different color. *I use plastic mesh onion bags that I secure to chipboard.*

SESSION TWO

3. *I'll be using [Crayola's Watercolor Mixing Set](#). They have a new bright palette that works well for a watercolor resist painting.* Each page is painted with a different color around each letter. *Students should*

avoid mixing to keep the colors sharp and true. These paintings dry pretty quickly but dabbing with a paper towel can speed things up.

4. Once dry, the students will use small peeled crayons to rub around the edges of each page using a different color for each.

5. The students will need pieces of drawing paper cut 24"x 6" on which to mount the name pages. Each is glued to the drawing paper using a glue stick, working from left to right. Add paper for longer names and trim off any excess. Press under a stack of books to flatten.

6. When complete, the names can be hung on a wall or made to stand with a "Z" fold as pictured.



Labels: [2nd grade](#), [3rd grade](#), [4th grade](#), [5th grade](#), [construction crayons](#), [recycle](#)

[1 comments](#)

Wayne Thiebaud Cupcakes



Wayne Thiebaud is famous for his paintings of cafeteria style food. He used lots of repetition, so having students create multiple cupcakes was a good way to imitate his style.

1. I gave each student a 3.5" square piece of paper and pencil and had them draw a simple cupcake.

Then I gave them a 3.5" square of carbon paper and showed them how to trace and make a copy. If they traced their first drawing onto the middle of a 9" x 12" paper, and then one on the left and one on the right, the drawing had a good chance of being balanced.

2. A table line was added, all the lines were traced with a black marker.

3. The cupcakes were colored in with any colors the students chose.



Labels: [2nd grade](#), [3rd grade](#), [4th grade](#), [artist Thiebaud](#)

[6 comments](#)