mrp foundation schools

creative arts program

# 7 art

**MRP Foundation Creative Arts Program**

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Some of the more complex lessons are broken up into sections. An art piece might take a couple of lessons to complete as each lesson adds another component to the artwork. This ensures that quality art pieces can be achieved with ease. All artworks can be adapted to suit your preferences e.g.: instead of painting you could choose to work in wax crayon.

Note to Teachers:

1. Get your pupils to constantly collect the following items for you to build up a good stock of supplies in your classroom. This helps keep costs down enormously.
- Newspaper
- Old Magazines and coloured Advertisement Pages from Newspapers
- Sweet wrappers and cleaned chip packets
- Cereal boxes, biscuit boxes etc.
- Plastic forks, spoons and knives from take-away foods.
- Bottle Caps
- Egg Boxes
- Foam pieces from tablet bottles, fabric scraps
- Yoghurt containers
- Polystyrene Trays
- Glass jars with lids
- Seed Pods from Trees e.g. Jacaranda Tree
2. You do not need to buy a whole range of paint colours. You need blue, red, yellow, black and white.
3. To get paint to last for a long time without going off, put a drop of Dettol in it.
4. It is useful to buy 3 bottles of food colouring and three thin paint brushes for the class to share. It can be used for many lessons and is not expensive.
5. A box of coloured chalk and a box of white chalk are very useful.
6. If you do not have sugar paper at your school, you can use the card from the inside of cereal boxes.
7. Work on smaller pieces of paper to save money. It also allows students to get art finished within an hour.
8. Always give students enough time to pack up so that you don't end up with the mess yourself.
9. Keeping two buckets in your classroom for painting lessons is useful. Put on an old towel. Fill one with water. Pupils can collect water from here. As water gets dirty they can empty into the empty bucket and collect fresh water. This alleviates disruptive behaviour and mess in the bathrooms.



Alternative Choices of Materials and Tools

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| Paint | Food Colouring, Wax Crayon, Pencil Crayon, Oil Pastels |
| Paint Brush | Fingers, Cut up sponge, Plastic Fork |
| Cardboard | Recycled card from Cereal Boxes |
| Sugar Paper | Recycled Card, Black Painted Card |
| Coloured Paper | Magazine Pages, Coloured side of Cereal boxes |
| Fabric Scraps | Sweet Wrappers, Magazine Pages |
| Black Koki | Black Pencil Crayon, Black Crayon |
| Mixing Trays | Egg Boxes or old pieces of Paper |
| Water Containers | Recycled Jars, Tins, Yoghurt Containers |
| Wax Crayons | Coloured Pencil Crayons |
| Food Colouring | Watered- down Paint |

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| **Term 1 Grade 7 Lesson 1a:** | **Flower Drawing** |
| **Resources** | **Lilies/Cannas/Strelitsia Flowers**<br>**White Paper**<br>**Pencil**<br>**Black Crayon** |
| **Time Frame** | **1 Hour** |
| **Sequence of Activities** | |
| 1. | Observe flowers. Draw the flowers as large as you can on your page in pencil. |
| 2. | Outline your pencil lines with black crayon. |

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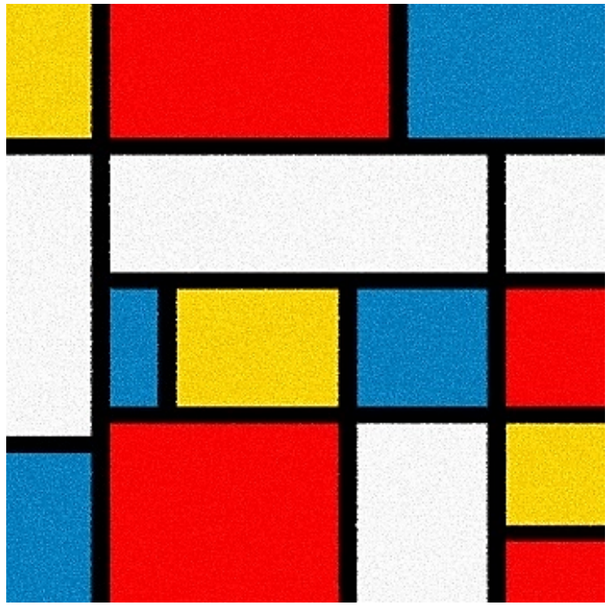
| **Term 1 Grade 7 Lesson 1b:** | **Primary Colours/Mondrian** |
| **Resources** | **Ruler & Pencil**<br>**Red, Blue, Yellow Paint**<br>**Brush & Water or Khokis**<br>**Black Outliner**<br>**Flower picture from Lesson 1a.**<br>**Mondrian Source Picture.** |
| **Time Frame** | **1 Hour** |
| **Sequence of Activities** | |
| **1.** | Show students the Mondrian Source Picture and Recap ‘what are Primary Colours?’ |
| **2.** | Divide background behind flowers into blocks inspired by the Mondrian source picture. Colour or paint some of the blocks in primary colours and outline the lines with black outliner. Wash Brushes. |



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| **Term 1 Grade 7** | |
| **Lesson 1c:** | **Primary Colours/Frame** |
| **Time Frame** | **1 Hour** |
| **Resources** | **Flower Picture**<br>**Red, Blue, Yellow Paint**<br>**Brush & Water**<br>**Strips of Red Card**<br>**Glue**<br>**Black Outliner/Khokis** |
| **Sequence of Activities** | |
| 1. | Paint different sections of the flowers in varying primary colours. Wash Brushes. |
| 2. | Decorate the red card strips with black geometric designs |
| 3. | Stick the card around the picture to frame it. |

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| **Term 1 Grade 7** | |
| **Lesson 2:** | **Drawing and Shading** |
| **Time Frame** | **1 Hour** |
| **Resources** | **1 long piece of Beige Sugar Paper (A3 divided in half longitudinally)**<br>**Black Crayon or piece of Charcoal**<br>**Another Crayon to observe.** |
| **Sequence of Activities** | |
| 1. | Observe wax crayon. Draw a giant crayon on your long piece of paper. |
| 2. | Shade the crayon picture with your black crayon/charcoal observing where shadows are. Cover the whole crayon with shading of various degrees of darkness. |
| 3. | Observe the slight shadow that the crayon casts on the surface. Add this shadow to your drawing. |
| 4. | Add all details of writing and patterns on the crayons label. |

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| **Term 1 Grade 7** | |
| **Lesson 3a:** | **Shoe Drawing** |
| **Time Frame** | **1 Hour** |
| **Resources** | **White Paper**<br>**Pencil**<br>**School Shoe** |
| **Sequence of Activities** | |
| 1. | Remove school shoe and observe |
| 2. | Draw shoe as large as possible on your page with pencil. Make sure your background is smaller than the shoe. |

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| **Term 1 Grade 7** | |
| **Lesson 3 b:** | **Painting of Shoe** |
| **Time Frame** | **1 hour** |
| **Resources** | **Shoe drawing**<br>**White & Black Paint**<br>**Paint Brush & Water**<br>**Pencil**<br>**Mixing Tray & Water** |
| **Sequence of Activities** | |
| 1. | Using your pencil, make sure that the entire shoe is divided into clear sections (laces, heel, toe cap, buckle, straps etc. |
| 2. | Paint each section in as many varied monochromatic shades as possible. Recap that monochromatic tones and shades are made up of varying amounts of black and white mixed together. |
| 3. | Allow paint to dry. Wash brushes. |

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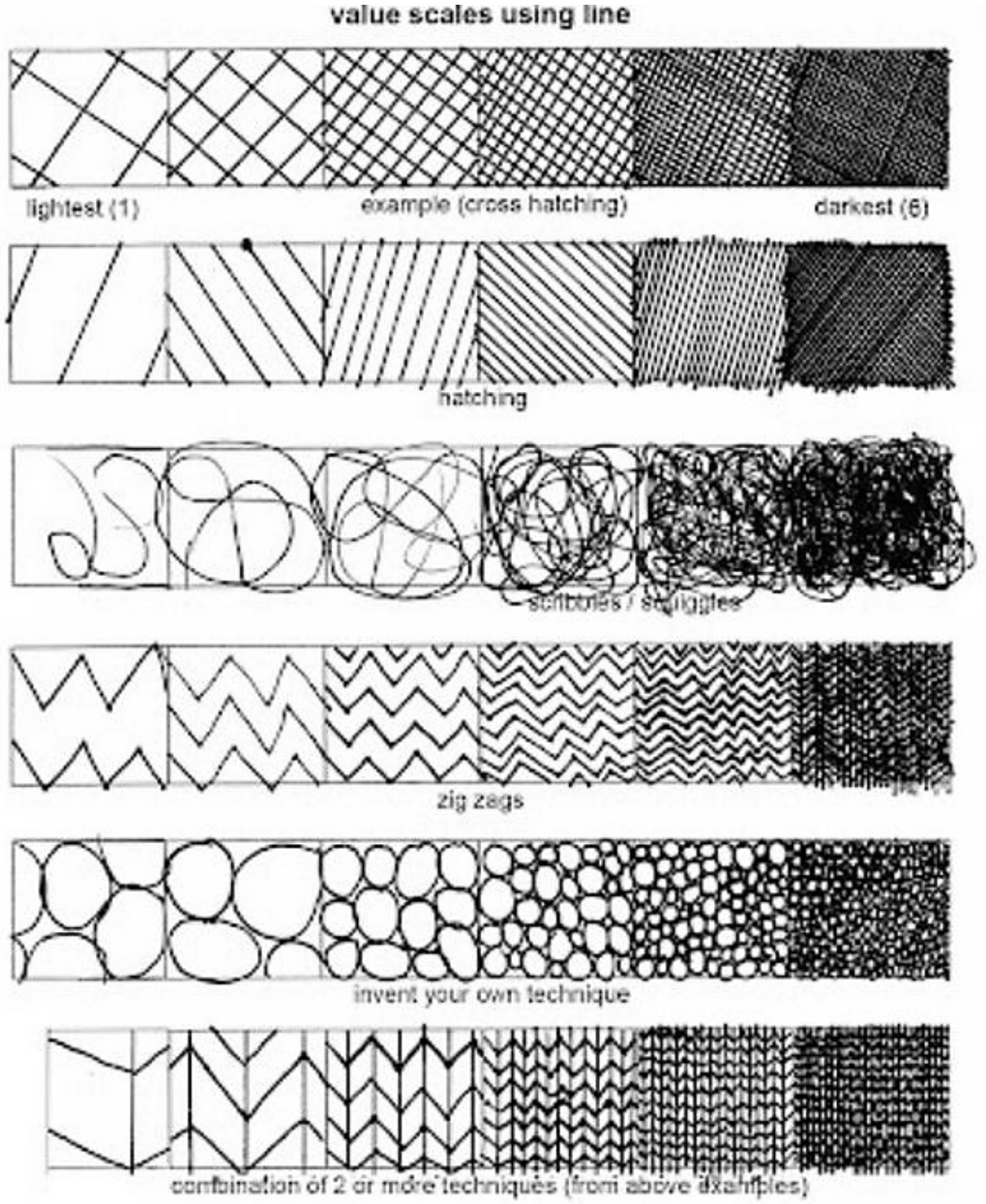
| **Term 1 Grade 7** | |
| **Lesson 3c:** | **Printed Background and Outlining** |
| **Time Frame** | **1 hour** |
| **Resources** | **Old shoes with tread on sole or Sponge cut into shapes or Bottle Caps**<br>**Black Paint & Brush**<br>**Black Outliner** |
| **Sequence of Activities** | |
| 1. | Outline sections of shoe with black outliner. |
| 2. | Carefully paint section of sole of old shoe/sponge/bottle cap with black paint and print design onto background.<br>OR<br>Draw abstract designs with black outliner in background behind shoe. |



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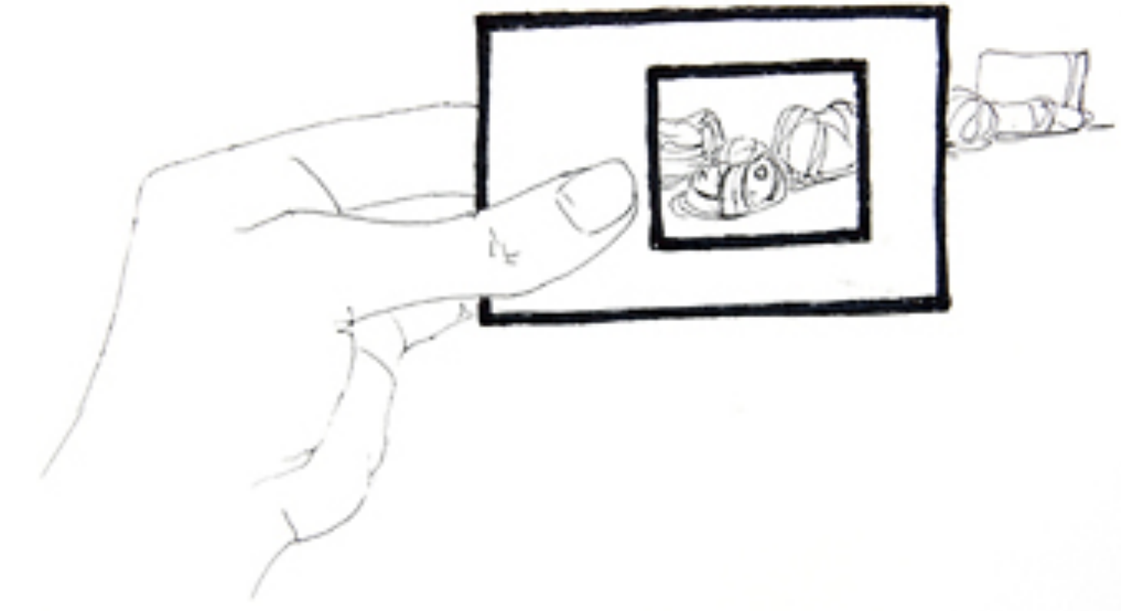
| **Term 1 Grade 7** | |
| **Lesson 3d:** | **Enlargement and View Finders** |
| **Time Frame** | **1 Hour** |
| **Resources** | **Shoe Picture**<br>**View Finder made from an oblong frame of card roughly 8 cm by 6 cm**<br>**(A viewfinder is a cut out frame that allows the student to identify the most interesting part of a picture)**<br>**Pencil**<br>**Brightly coloured paints**<br>**Brush & Water**<br>**Black outliner**<br>**Monochromatic Shoe Picture from Lesson 3c.** |
| **Sequence of Activities** | |
| 1. | Place viewfinder over most interesting section of the shoe. Observe the lines within the viewfinder. |
| 2. | Draw these lines onto your paper enlarging as you go to fit your paper. |
| 3. | You now have an abstract design of interesting shapes and lines on your page. |
| 4. | Paint each shape a different bright colour. When dry outline with black outliner. |





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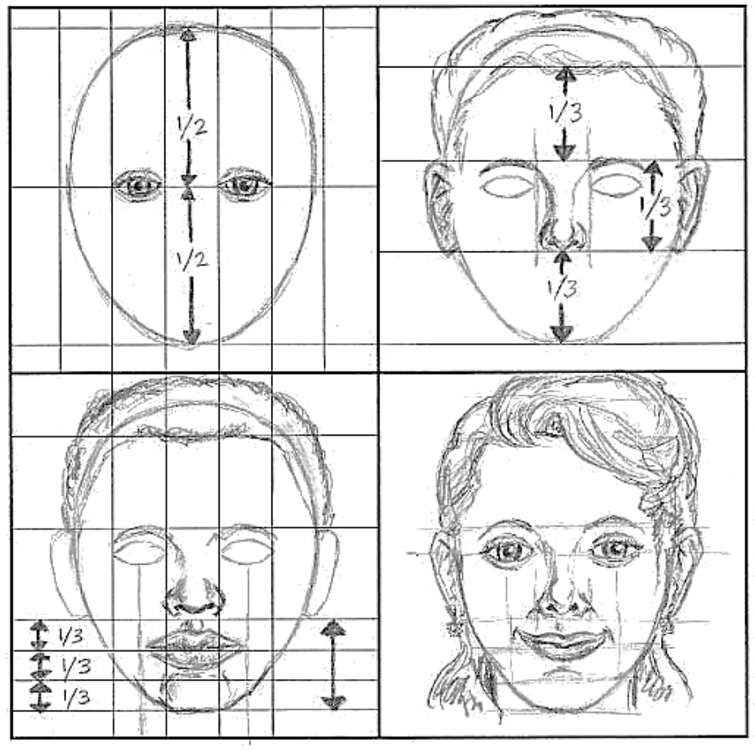
| **Term1 Grade 7** | |
| **Lesson 4a:** | **Portrait** |
| **Time Frame** | **1 Hour** |
| **Resources** | **Portrait Diagram**<br>**White paper**<br>**Pencil**<br>**Mirror (Optional)** |
| **Sequence of Activities** | |
| 1. | Talk to class about the face. Point out where eyes are positioned, (halfway between top of head and bottom of chin.) Point out that hair does not only sit on top of the head but comes onto the forehead. The bottom of the nose is midway between the bottom of the chin and the eyebrows. The neck is quite thick. Look at the position of the ears. Eyes are oval not round. |
| 2. | Look at the Portrait diagram and then at your face in the mirror. |
| 3. | Draw an oval shape on the page. Mark lightly the halfway line where the eyes should be positioned. |
| 4. | Using your face and the instructions above as reference, draw in all the features. |
| 5. | Add a chefs' hat to the head. Add in the neck and shoulders. Draw in an apron. |
| 6. | Paint the background black and put painting to dry. Wash brushes. |



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| **Term 1 Grade 7** | |
| **Lesson 4b:** | **Completing the portrait and writing the menu board** |
| **Time Frame** | **1 Hour** |
| **Resources** | **Chef Portrait from Lesson 4b**<br>**Scrap of Red Fabric**<br>**White Chalk**<br>**Paint**<br>**Brush & Water**<br>**Crayon to outline** |
| **Sequence of Activities** | |
| 1. | Paint skin on face and neck and allow to dry. |
| 2. | In Chalk write a menu of choice on black background. |
| 3. | Paint clothing, hair and hat |
| 4. | Stick red scarf on neck. Outline whatever is necessary with crayon. |

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| **Term 2 Grade 7** | |
| **Lesson 1a:** | **Silhouette Face Profile** |
| **Time Frame** | **1 hour** |
| **Resources** | **White Paper**<br>**Black Crayon**<br>**Large picture of a persons' face profile from a Magazine**<br>**Pencil**<br>**Paint**<br>**Brush & Water**<br>**Scissors** |
| **Sequence of Activities** | |
| 1. | Draw the persons head from a profile view as large as you can on the page. Outline with black crayon. |
| 2. | Paint the background one colour. |
| 3. | If you still have time, start cutting out words and images that your character is thinking about. You will need a lot to fill the head. |

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| **Term 2 Grade 7**<br>**Lesson 1a:** | **Silhouette Face Profile** |
| **Time Frame** | **1 hour** |
| **Resources** | **White Paper**<br>**Black Crayon**<br>**Large picture of a persons' face profile from a Magazine**<br>**Pencil**<br>**Paint**<br>**Brush & Water**<br>**Scissors** |
| **Sequence of Activities** | |
| 1. | Draw the persons head from a profile view as large as you can on the page. Outline with black crayon. |
| 2. | Paint the background one colour. |
| 3. | If you still have time, start cutting out words and images that your character is thinking about. You will need a lot to fill the head. |

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| **Term 2 Grade 7** | |
| **Lesson 2a:** | **Figure Drawing**<br>**Keith Haring** |
| **Time Frame** | **1 hour** |
| **Resources** | **White Paper**<br>**Black Crayon**<br>**Pencil**<br>**Resource Picture of Keith Haring's Figures**<br>**Paint**<br>**Brush & Water** |
| **Sequence of Activities** | |
| 1. | Observe Keith Haring's figures. Draw stick-men in various positions all over page in pencil. Draw around each figure making fat little figures in a Keith Haring Style in pencil. Outline with black crayon. |
| 2. | Paint the background one colour. |

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| **Term 2 Grade 7** | |
| **Lesson3:** | **Jellyfish/Resist Water Colours** |
| **Time Frame** | **1 hour** |
| **Resources** | **White Paper**<br>**White Crayon**<br>**Blue, Green, Red and Yellow Food Colouring or Paint**<br>**Water & Brush** |
| **Sequence of Activities** | |
| 1. | Draw a number of floating jellyfish in white crayon on your page. Press quite hard. Also draw in seaweed and bubbles |
| 2. | Paint the background with water and then add streaks of blue and green food colouring over the whole surface to create a beautiful watery blend of colours. Paint green over the seaweed. |
| 3. | Paint water over the jellyfish and then add streaks of red and yellow to create a watery blend of autumn tones. Your jelly fish and seaweed will show through. |

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| **Term 2 Grade 7** | |
| **Lesson3:** | **Jellyfish/Resist Water Colours** |
| **Time Frame** | **1 hour** |
| **Resources** | **White Paper**<br>**White Crayon**<br>**Blue, Green, Red and Yellow Food Colouring or Paint**<br>**Water & Brush** |
| **Sequence of Activities** | |
| 1. | Draw a number of floating jellyfish in white crayon on your page. Press quite hard. Also draw in seaweed and bubbles |
| 2. | Paint the background with water and then add streaks of blue and green food colouring over the whole surface to create a beautiful watery blend of colours. Paint green over the seaweed. |
| 3. | Paint water over the jellyfish and then add streaks of red and yellow to create a watery blend of autumn tones. Your jelly fish and seaweed will show through. |

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| **Term 2 Grade 7** | |
| **Lesson 4:** | **Kandinsky Circles** |
| **Time Frame** | **1 hour** |
| **Resources** | **White Paper divided into 12 equal blocks**<br>**Resource picture of Kandinsky concentric circles**<br>**Wax Crayons** |
| **Sequence of Activities** | |
| 1. | Look at the Kandinsky circles. Use these to draw your own uneven concentric circles. |
| 2. | Choose a colour scheme (of 6 colours) and colour the circles with wax crayon. |

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| **Term 2 Grade 7 Lesson 5:** | **Kandinsky Trees** |
| **Time Frame** | **1 hour** |
| **Resources** | **Recycled Card**<br>**Scissors**<br>**Chip packets, Tinfoil, Magazines**<br>**Glue**<br>**Black Crayon**<br>**Resource picture of Kandinsky's' Trees**<br>**Paint and Bottle Caps** |
| **Sequence of Activities** | |
| 1. | Look at Kandinsky's Trees. |
| 2. | Cut a number of irregular concentric circles of varying sizes. Stick the circles together in four layers with the biggest circle at the bottom. You need six or seven layered circles in total. |
| 3. | Draw tree trunk and stick circles on as leaves. Use bottle caps dipped in paint to print circles on background. |

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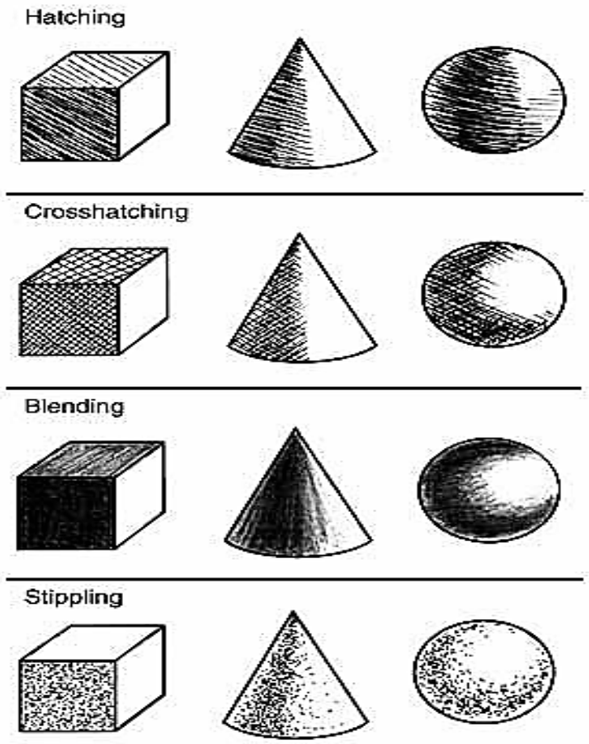
| **Term 2 Grade 7 Lesson 6:** | **Pop Art Hand Prints** |
| **Time Frame** | **1 hour** |
| **Resources** | **Recycled Card**<br>**Black Paint**<br>**Four colours of Coloured Paper (This could be from a magazine page that is predominantly one colour)**<br>**Scissors**<br>**Glue**<br>**Crayons** |
| **Sequence of Activities** | |
| 1. | Divide the card into four rectangles. Draw Thick crayon lines to divide into sections. |
| 2. | Draw around your hand on four different pieces of coloured paper and cut out the hand shape. |
| 3. | Stick a coloured hand shape in each rectangle. |
| 4. | Use crayons to decorate each rectangle's background with different patterns, such as small dots. |
| 5. | Paint your hand with black and make a handprint exactly on each of the cut-out hands. You have created a pop art hand design. |



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| **Term 2 Grade 7** | |
| **Lesson 7a:** | **Piranha** |
| **Time Frame** | **1 hour** |
| **Resources** | **White Paper**<br>**Pencil**<br>**Black Crayon**<br>**Blue Food Colouring** |
| **Sequence of Activities** | |
| 1. | Fold Paper in half so that the paper is almost a square. Face fold away from you and place on table. Fold the folded edge towards you so that you have a narrow strip (about 5 cm). Now pick up loose edge of paper closest to you and fold it away from you. The folded strip is under the top half of your paper. |
| 2. | Draw a large fish on the page with the fold being the centre line of the fish. The fish should have an open mouth with a top row of teeth along the top fold and a bottom row of teeth just under the fold. |
| 3. | Now open the fold. Your fish will have an exaggerated open mouth. Draw a line joining the top and bottom jaw and the two sections of the tail. |
| 4. | Add patterns on the Fish. Outline everything in Black. |
| 5. | Paint background with water and then blue food colouring. |

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| **Term 2 Grade 7** | |
| **Lesson 7b:** | **Piranha** |
| **Time Frame** | **1 hour** |
| **Resources** | **Paint**<br>**Brush & Watre**<br>**Picture from 6a**<br>**Tinfoil**<br>**Glue** |
| **Sequence of Activities** | |
| 1. | Paint in designs on fish with bright colours. |
| 2. | Paint white bubbles from the mouth. |
| 3. | Stick strips of tinfoil as seaweed onto background. |

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| **Term 3 Grade 7** | |
| **Lesson 1** | **Aged Portrait** |
| **Time Frame** | **1 hour** |
| **Resources** | **White Paper**<br>**Pencil**<br>**Newspaper**<br>**Glue**<br>**Recycled Card**<br>**Brightly coloured Pencil Crayon** |
| **Sequence of Activities** | |
| 1. | Glue newspaper onto the recycled card to cover the whole background. |
| 2. | Draw a portrait of a face with hairdo, neck and shoulders onto the white paper. |
| 3. | Add wrinkles, glasses and shading onto the face and hair in pencil. Add details onto the clothing in pencil. Cut out the portrait and glue onto the newspaper. |
| 4. | Colour the glasses frame in a bright colour. |



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| **Term 3 Grade 7** | |
| **Lesson 2** | **Pop Art Design** |
| **Time Frame** | **1 hour** |
| **Resources** | **A5 White Paper**<br>**Ruler**<br>**Pencil**<br>**Black Khoki**<br>**4 Coloured Pencils or Crayons** |
| **Sequence of Activities** | |
| 1. | Draw a straight line from right top corner to left bottom corner of the page. Draw another straight line from left top corner to right bottom corner. |
| 2. | Now draw a line through the centre from top to bottom, |
| 3. | Draw another line from left to right through the centre. |
| 4. | Look at the diagram and add in curved lines as per diagram. |
| 5. | Colour alternate colours (four) between bands, creating a pop art design |

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| **Term 3 Grade 7** | |
| **Lesson 3** | |
| **Time Frame** | **1 hour** |
| **Resources** | **A5 White Paper**<br>**Veined Leaf with Pointed Edges**<br>**Pencil and Black Khoki** |
| **Sequence of Activities** | |
| 1. | Draw leaf as large as you can on page in pencil, putting in veins. |
| 2. | Go over lines in black khoki. Extend all vein lines to the edges of leaf. |
| 3. | Draw designs in each section of leaf. Designs can be made up of swirls, dots, abstract designs, lines etc. Neighbouring sections of the leaf should have different patterns to easily differentiate sections. |



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| **Term 3 Grade 7** | |
| **Lesson 4** | **In the Deep** |
| **Time Frame** | **1 hour** |
| **Resources** | **White Paper**<br>**White & Blue Paint**<br>**Paintbrush & Water**<br>**Black Sugar Paper**<br>**Pencil**<br>**Scissors**<br>**Glue** |
| **Sequence of Activities** | |
| 1. | Paint white circle in middle of page |
| 2. | Add a touch of blue to white paint and paint around white centre circle. |
| 3. | Add a touch more blue paint to the pale blue mix and paint around the pale blue circle. Continue adding more blue paint to the mixture and painting darker and darker circles until the whole page is covered. |
| 4. | Draw three or four curved fish shapes of varying sizes on your black paper with pencil. These fish shapes should be aerial views (from above). Cut out your fish shapes. |
| 5. | Stick your smallest fish closest to the centre. Position your fish from smallest to largest in positions around the circle. Biggest fish are closest to the edges of the paper. Smallest fish are closer to the centre. Glue into position. |

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| **Term 3 Grade 7** | |
| **Lesson 5** | **Nutty Portraits** |
| **Time Frame** | **1 hour** |
| **Resources** | **White Paper**<br>**Black Khoki**<br>**Black & Red Paint (slightly watered down)**<br>**Drinking Straw**<br>**Plastic Teaspoon**<br>**Red Khoki** |
| **Sequence of Activities** | |
| 1. | Draw three cartoon faces with necks and shoulders on page in black khoki. Do not put in hair. Colour in designs on clothing with red or black khoki. Colour in lips with red khoki. |
| 2. | Place a blob of black paint with spoon onto hairline. With straw, blow black paint up away from face. Make as many lines of hair as you can with one blob. Repeat process with a blob of red paint next to where you put black paint. Blow red paint up away from face. Keep repeating process, alternating black and red paint. Do this to all the faces. |
| 3. | When paint is dry, add either red hearts, diamonds shapes or arrows at the ends of the hair strands. |

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| **Term 3 Grade 7** | |
| **Lesson 6** | **Diagonal Contrast Pictures** |
| **Time Frame** | **1 hour** |
| **Resources** | **A5 White Paper**<br>**Ruler**<br>**Pencil**<br>**Crayons**<br>**Blue & Yellow Food Colouring**<br>**Paintbrush & Water** |
| **Sequence of Activities** | |
| 1. | Draw a line with a ruler from the right top corner to the bottom left corner. The right-hand bottom side of the page will be the night picture and the top left hand side of the picture will be the day picture |
| 2. | In the day section: Draw a yellow circle as a sun and colour in. Add in rays in yellow, leave a slight gap and then outline the sun and rays in orange. Leave a slight gap of white and colour the background in red. |
| 3. | In the night section: Draw a blue circle and colour in. Leave a slight gap and then outline in white. Leave a slight gap and then colour the background in purple. |
| 4. | Paint day section with yellow food colouring. Paint night section with blue food colouring |

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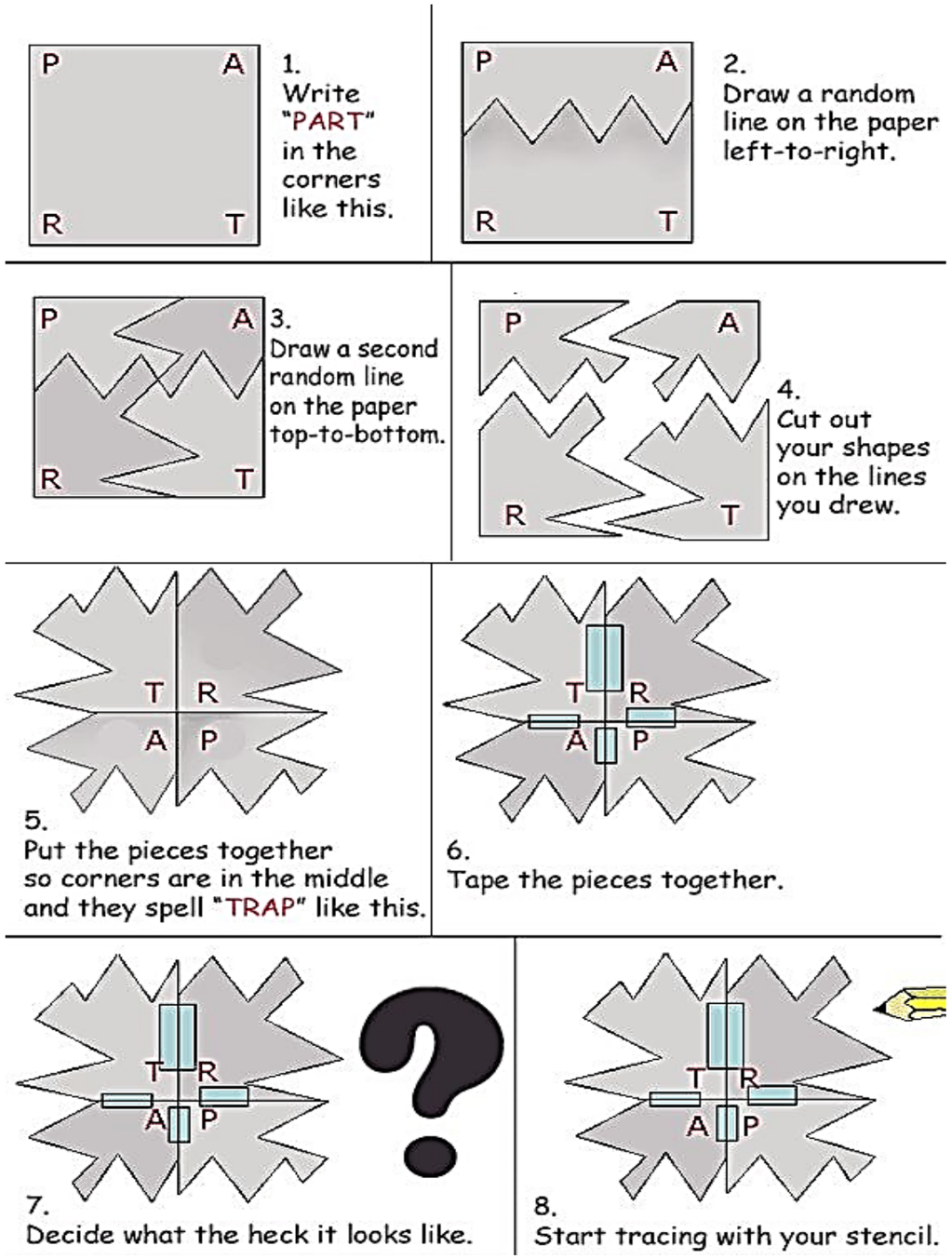
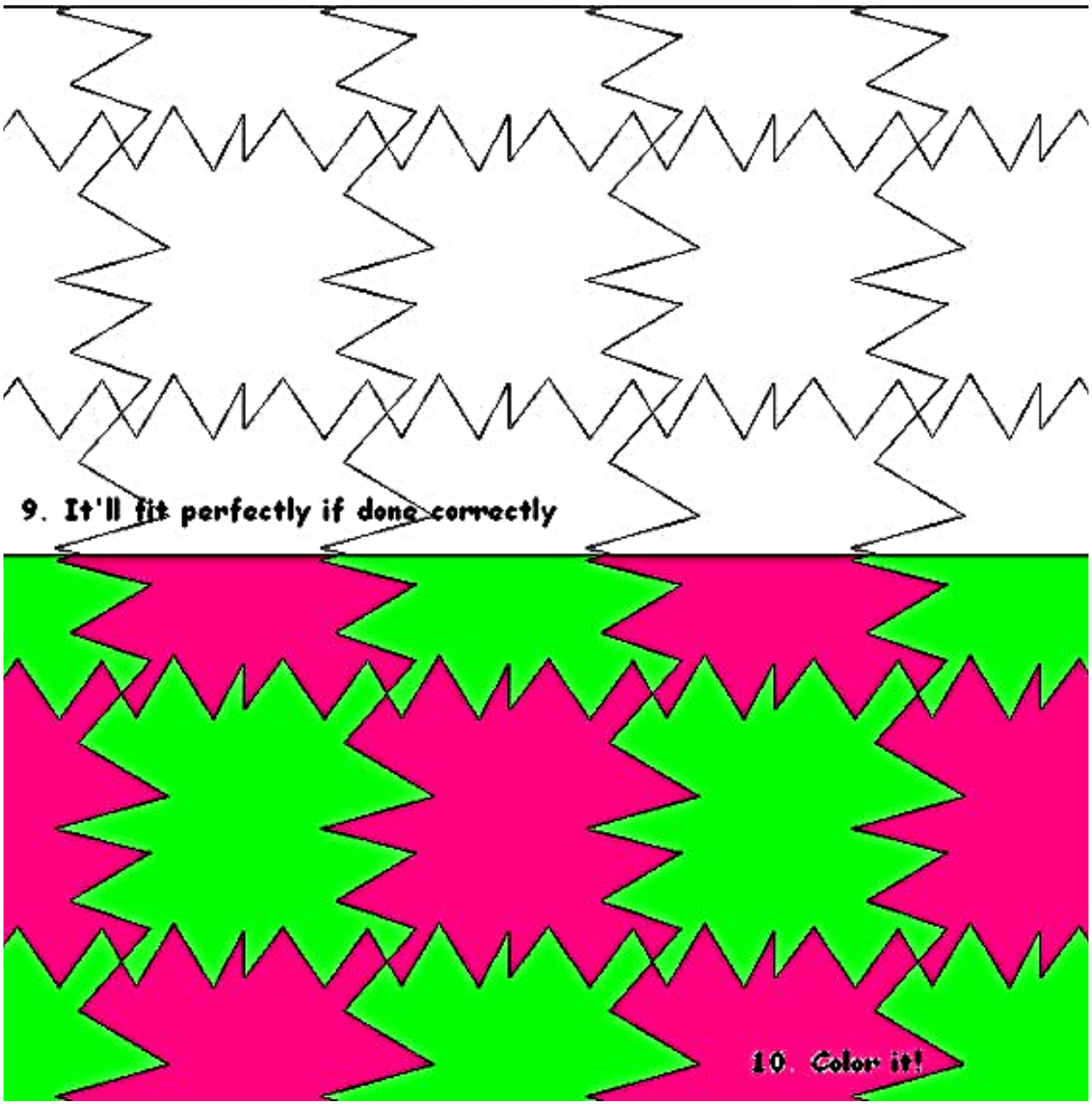
| **Term 3 Grade 7** | |
| **Lesson 7** | **Place Names Design** |
| **Time Frame** | **1 hour** |
| **Resources** | **A5 White Paper**<br>**Pencil**<br>**Ruler**<br>**Black Crayon**<br>**Paint or Food Colouring**<br>**Paintbrush & Water** |
| **Sequence of Activities** | |
| 1. | Draw a diagonal line from top left corner to right side of page (about a sixth of way down). Draw another line from the point that the diagonal line meets page (on right edge) back to the opposite side (forming a triangle). Keep drawing lines across the page in this fashion forming large triangles on the page until you run out of space. |
| 2. | Using the edge of the page as the top point for the letters and the first diagonal line being the bottom, write the name of one of your favourite South African places. Do this again between the top line and the second line. Keep adding in different place names until all the spaces have been covered. Cover all letters in thick black crayon lines. |
| 3. | Paint bright colours in each of the spaces between the black lettering. Use food colouring or paint |

**Use lessons 8, 9 & 10 to create any props or scenery required for the Term 4 Concert**




9. It'll fit perfectly if done correctly
10. Color it!

Term 4

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"Now this is not the end. It is not even the beginning of the end. But it is, perhaps, the end of the beginning."
- Winston Churchill

**Use the first 3 lessons to create / complete any props or scenery required for the Term 4 Concert**

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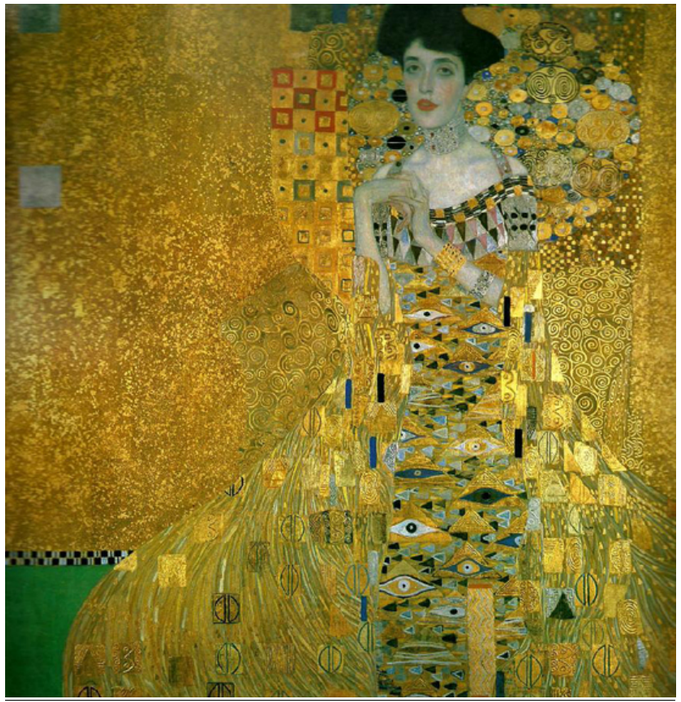
| **Term 4 Grade 7** | |
| **Lesson 4** | **Klimt Design** |
| **Time Frame** | **1 hour** |
| **Resources** | **Black Paper**<br>**Picture of woman from magazine**<br>**Scissors**<br>**Glue**<br>**White Crayon**<br>**Resource Klimt Picture** |
| **Sequence of Activities** | |
| 1. | Look at the Klimt Picture for inspiration |
| 2. | Cut out woman's face from magazine. Cut out arms if they are available. Glue face and arms into position on black paper. |
| 3. | Use white crayon to add intricate designs to create a fantasy dress to woman. Boys can do a manly version where a suit with crazy designs is drawn around the face. Crazy dreadlocks can be added to the head. |
| 5. | Paint over whole picture in water and then yellow streaked food colouring. |



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| **Term 4 Grade 7**<br>**Lesson 5** | **Reflections of the City** |
| **Time Frame** | **1 hour** |
| **Resources** | **A5 White Paper**<br>**Wax Crayons**<br>**Pencil** |
| **Sequence of Activities** | |
| 1. | Fold the paper on a horizontal horizon line. Open the page. |
| 2. | Draw a cityscape above the horizon line. Add details on to buildings in the form of bricks, drain pipes, windows, railings, abstract designs. |
| 3. | Close the page again and against a window trace over the skyline as hard as you can. Open the paper again and a reflection mirror imaged skyline would have appeared below the horizon line (having transferred some of the crayon wax due to pressure applied) |
| 4. | Outline all lines in black (not the reflection). Colour buildings above the horizon in warm colours. Colour the buildings below the line, lightly in cool colours. Pencil Crayons can be used instead of crayons. |



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| **Term 4 Grade 7**<br>**Lesson 6** | **Half Portrait** |
| **Time Frame** | **1 hour** |
| **Resources** | **A4 White Paper**<br>**Large Picture of Face from Magazine**<br>**Glue**<br>**Pencil and or Coloured Pencil** |
| **Sequence of Activities** | |
| 1. | Fold paper vertically in half and open out again. Cut the picture from magazine in half vertically. Stick the one half of the portrait onto the white page so that the cut edge of the face from magazine is stuck along the folded line. |
| 2. | Use the loose piece of magazine face as a reference for you to complete the drawing of the face on the white paper. The half face can be shaded with pencil for contrast or coloured with pencil crayon |

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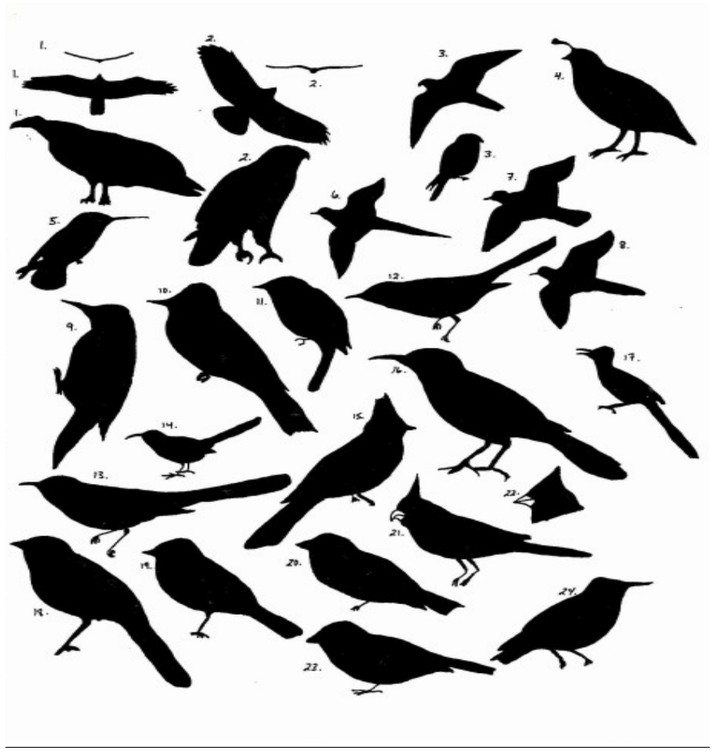
| **Term 4 Grade 7** | |
| **Lesson 7** | **Birds on wires** |
| **Time Frame** | **1 hour** |
| **Resources** | **A5 White Paper**<br>**Black Crayon**<br>**Magazine Pages/Black Paper**<br>**Bird outlines as reference**<br>**Scissors**<br>**Glue**<br>**Pencil** |
| **Sequence of Activities** | |
| 1. | Draw four or five unevenly space lines across the page. Lines Should start closer together on right and should become spaced out on the left. |
| 2. | Look at bird outlines and draw on the back of magazine pages/ black paper. You need about ten birds of varying sizes. Cut out carefully |
| 3. | Stick bird shapes onto lines with the biggest birds on the left and the smallest birds towards the right. |





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| **Term 4 Grade 7** | |
| **Lesson 8** | **Ice Cream Cones** |
| **Time Frame** | **1 hour** |
| **Resources** | **White A5 paper**<br>**Wax Crayons**<br>**Paint**<br>**Paintbrush & water** |
| **Sequence of Activities** | |
| 1. | Fold A5 in half vertically and cut in half. Position page vertically. You have a narrow strip of paper. Draw an ice-cream cone at bottom of page. |
| 2. | Draw as many blobs of ice-cream that will fit on page. Top with a cherry. Outline in Crayon. |
| 3. | Paint background and picture in bright paints. Re-outline with Crayon if necessary. |

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| **Term 4 Grade 7** | |
| **Lesson 9 & 10** | **Calligraphy** |
| **Time Frame** | **1 hour** |
| **Resources** | **White A4 paper**<br>**Pencil**<br>**Wax Crayons**<br>**Paint**<br>**Paintbrush & water**<br>**Khoki pens** |
| **Sequence of Activities** | |
| 1. | Fold A4 in half vertically. Copy the lettering in one half in pencil. |
| 2. | In the other half, try writing your name using Wax Crayon. |
| 3. | Paint background in bright paints. Re-outline with Crayon or Khoki if necessary. |

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