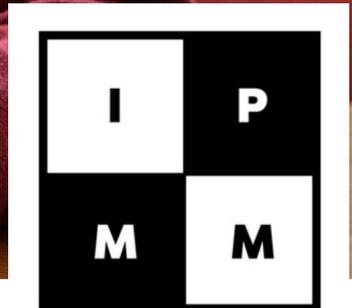


# FREE ART LESSON PLANS

**K-12 APPROPRIATE**



# FREE LESSON PLANS

As an art educator or parent homeschooling your children, it can be hard to find flexible and accessible lesson plans and arts activities that really engage your students. Art class and art education is too often relegated to the bottom of the barrel when it comes to funding, time, and resources. We know that it's tough to source high-quality art materials, locate great lesson planning resources, and to make time for really thorough class preparation.

These arts lesson plans are formulated with these constraints in mind. They require limited and widely available materials, and are great projects for kids to do anywhere they might be!

They're simple activities that allow students to experiment and have fun, taking their finished art piece in whatever direction they choose. We know [how important art education is](#) for young minds, and we're here to support you.

In addition to their intended accessibility, these lesson plans are built on a foundation of art history. At IPaintMyMind, we think it's so important to expose students to art, working artists, and representation in art history from a young age. It ensures that students feel included and centered in art class, and that they understand that art can always be relevant to their experiences.

Artists break boundaries, go beyond what's acceptable, and come from every walk of life. Art should be taught in a way that honors that, even in an elementary school context. We want to encourage the next generation of artists, activists, innovators, and mold-breakers!



# FREE LESSON PLANS

If you enjoy these lesson plans and are looking for more resources for educators, check out our [Arts Lesson Plan Book](#). The IPaintMyMind Annual Art Lesson Plans Book (K-12 | 2023 – 2024) is a comprehensive resource and support tool for art teachers that provides 15+ lesson plan structures, 30+ diverse artists to learn about, more than 540 lesson combinations and age-specific lesson plans for grades K-12 – all designed to meet National Core Arts Standards.

It also follows our [See, Think, Do](#) model of engagement. (Which is on full-display with these lesson plans!) We use existing art as a springboard to tackle big questions and concepts in arts education, kickstarting conversations and debates. See and Think eventually lead us to Do, as students take what they've learned and create new work built from the framework.



# FOUND OBJECT COLLAGES

Materials needed: Found objects, glue, cardboard or another kind of board, any other art materials that students have access to

1. TEACH STUDENTS ABOUT [THE HEIDELBERG PROJECT](#), AND [TYREE GUYTON](#), SPENDING TIME ON HIS FOUND OBJECT ASSEMBLAGES.

Artist Tyree Guyton returned back to his birthplace in Detroit's East Side Heidelberg neighborhood in 1986, after completing college. He found that his childhood neighborhood was full of abandoned lots, addiction, and systematic disinvestment. When he shared his anger and sadness at the state of his beloved childhood home, his grandfather encouraged him to pick up a paintbrush. Guyton roamed through the



# FOUND OBJECT COLLAGES

AGES: KINDERGARTEN+

streets, cleaning up vacant lots with his grandpa and a group of local children. They collected the debris and created art from the pieces, filling the previously empty lots with art and splashing joyful color on empty buildings. Nothing was off limits to Guyton's expansive imagination, and he tied roads, trees, and sidewalks into his artistic vision.

Guyton's distinctive style is characterized by bright saturated colors, polka dots, and found object assemblages. He also loves to incorporate snippets of poetic phrases, numbers, and words into his works. Many of Guyton's surfaces transcend into the three dimensional, with sculptural outcroppings and found objects jutting out from flat painted areas.

When he was done, the whole neighborhood of Heidelberg was one huge art installation.

## 2. TEACH STUDENTS ABOUT JOSEPH CORNELL AND HIS CORNELL BOXES.

Joseph Cornell was a New York City artist who was working in the early 20th century. Cornell's most notable artistic contribution was the Cornell box. He created boxed assemblages in the form of simple shadow boxes. He usually built the box with a hinged door and installed a pane of glass in the door so a viewer could peer in. He arranged strange and wonderful paper materials and objects in a manner somewhere between Surrealism and a cluttered



# FOUND OBJECT COLLAGES

AGES: KINDERGARTEN+

Victorian apartment. The compositions created nostalgia and nonsensical scenes of magic and dreaminess.

3. ASK YOUR STUDENT TO GO ON A WALK AND COLLECT 5 OBJECTS THAT THEY FIND (OR 5 OBJECTS FOUND AROUND THE HOUSE).

These objects can be anything (but tell students to be safe!), from leaves to interesting flyers or paper material, to 3D objects like beads, buttons, or whatever else they may find.

4. HAVE THEM CREATE A COLLAGE OR CORNELL BOX WITH THEIR OBJECTS.

Either by taking a sturdy board or cardboard box, have students create a multimedia collage or Cornell box with their objects and any other art supplies that they may choose. Ask them to create an intentional composition with their objects, mixing three-dimensional and two-dimensional aspects.



## LESSON PLAN #2

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# RUBBING ART PRINTS

Materials needed: Crayons or washable tempera paint, paper, paintbrushes.

### 1. TEACH YOUR STUDENTS ABOUT [RUSSELL MUI TS](#) AND HIS PROCESS OF CREATING DRAIN COVER PRINTS.

Artist Russell Muits, aka Storm Print City, is an avid traveller, but in an entirely new dimension. He traverses city streets, alleys, and intersections to make unique prints of storm covers, manholes, sewer lids, and other metal bits. He has termed this “street printing”, and it is a journey that has taken him across the country and the world. Russell wants to explore history, and community with his accessible and vibrant prints, and to show off a vastly under-appreciated aesthetic element of any city.



# RUBBING ART PRINTS

AGES: KINDERGARTEN+

Muits drives around, looking for the coolest potential print spots, and when he finds a great location, he mixes up his inks for site-specific color blends. Russell covers the different shapes and pattern groups with different colors. Then, he presses a precut canvas over the cover. When the print is unveiled, there's a total A-Ha! moment.

## 2. TASK YOUR STUDENTS TO FIND SOMETHING IN THEIR NEIGHBORHOOD, YARD, OR HOME THAT THEY COULD MAKE A "PRINT" OF.

This could be a grate, a detail in stone, a sign of some sort, or anything with great texture. Show some examples in class of good print opportunities, and be available to help students figure out a suitable option.

## 3. USING CRAYONS, OR WASHABLE TEMPERA PAINT, STUDENTS CAN MAKE RUBBINGS OR BRUSH THE PAINT OVER THE OBJECT AND THEN PRESS A PIECE OF PAPER ATOP (WASHING IT OFF AFTER).

If students are using crayons they can place the paper over the textured surface and rub the area with a crayon to pick up the patterns. If they are using tempera paint, they can use paint brushes to paint different areas with different colors, before pressing a piece of paper down on top to pick up the paint and pattern. Ask students to use multiple colors to create an intentional color scheme.

