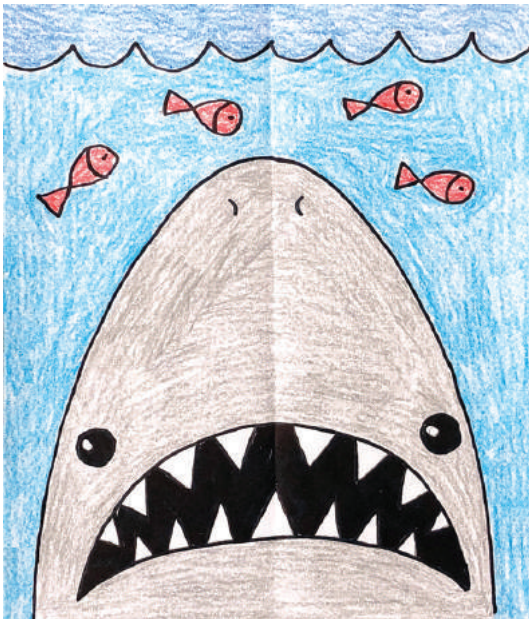


ART PROJECTS FOR KIDS  
**Common Core**



**ART PROJECTS**



# Table of Contents

1. Quarter Circle Paper Quilt .....	page 2
2. Cut and Tear Cityscape Buildings .....	page 3
3. Drawing Big Ben .....	pages 4-6
4. 3D Paper Tiger .....	pages 7-8
3D Paper Lion .....	pages 9-11
5. Blooming Tissue Paper Flowers .....	page 12
6. Right Angle Jewels .....	page 13
7. 3D City Buildings .....	page 14
8. Draw a Shark .....	pages 15-19
9. Mini Pizza Box .....	pages 20-21
10. Scratch Art Insects .....	pages 22-24

# Quarter Circle Paper Quilt

## SUMMARY

Students create a classroom quilt by each creating a quarter circle square.

## LEARNING OBJECTIVES

Students use a protractor to trace a quarter circle ring. They learn how to place and align their quarter ring with others to make a complete circles. They will see as the quilt is assembled that circles are made from four quarters.

## GRADE LEVEL

Grade One

## COMMON CORE STANDARD

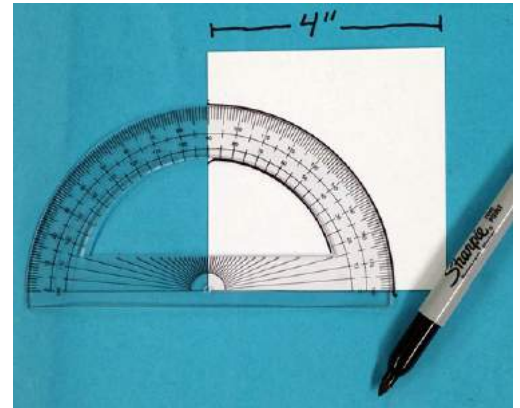
CCSS.Math.Content.1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

## MATERIALS USED

Decorol® Art Roll paper, Art1st® Marker Pad, protractors, markers, glue sticks

## INSTRUCTIONS

1. Students use a protractor to draw a quarter ring on a 4" sheet of paper. Note the final inch of the inside ring needs to be hand drawn.
2. The two ring lines are traced with a marker, and then the square is filled with whatever designs or patterns that the student chooses.
3. With the teacher's oversight, squares are aligned and glued to a large background sheet that is at least 28" wide to allow for a boarder. As students complete their square, they are allowed to place their work and rotate and to see how the circles are made. Teacher supervision is needed to check the placement before glue is applied.



# Cut and Tear Cityscape Buildings

## SUMMARY

Students make a cityscape collage by cutting and tearing construction paper.

## LEARNING OBJECTIVES

Students practice paper tearing skills and math skills by creating rows and columns of windows.

## GRADE LEVEL

Grade Two

## COMMON CORE STANDARD

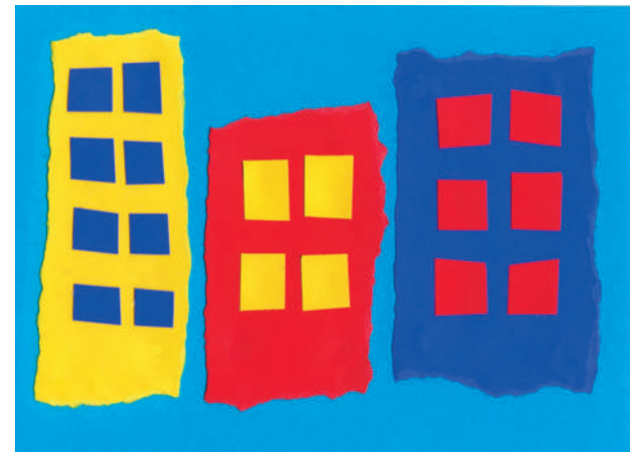
CCSS.Math.Content.2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

## MATERIALS USED

Tru-Ray® Construction Paper, scissors, glue, marker

## INSTRUCTIONS

1. Students tear three rectangles from construction paper and arrange on a background sheet of paper. The pieces are not to overlap. They are glued down with a glue stick.
2. Students cut square windows and follow this formula:
  - One building with two columns and two rows of windows
  - One building with two columns and three rows of windows
  - One building with two columns and four rows of windows
3. Details are drawn with a black marker, such as window panes, doors, cars and more.



# Drawing Big Ben

## SUMMARY

Students learn how to draw the famous clock, Big Ben.

## LEARNING OBJECTIVES

Students learn how to draw a landmark clock in England, and use the face for dividing a circle into quarters and then diagramming a chosen analog time.

## GRADE LEVEL

Grade Two

## COMMON CORE STANDARDS

CCSS.Math.Content.2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

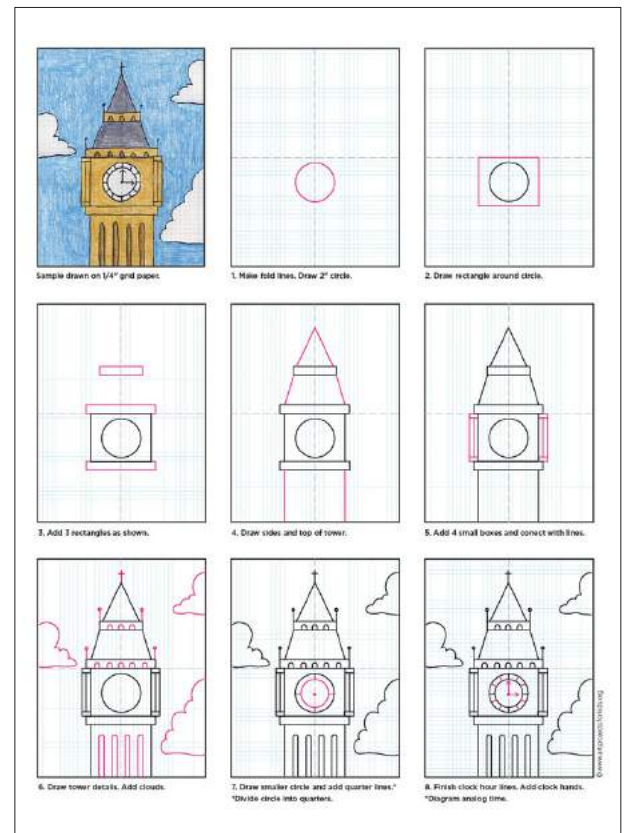
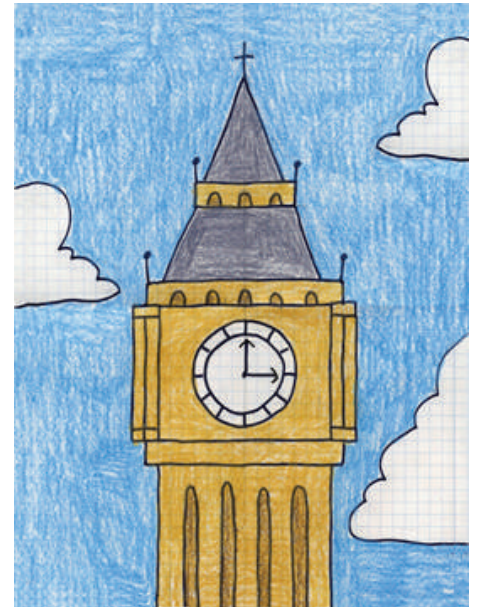
CCSS.Math.Content.2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths.

## MATERIALS USED

Pacon Ruled Cross Section Drawing, 1/4" Ruled, 9" x 12"; black fine tip marker, colored pencils.

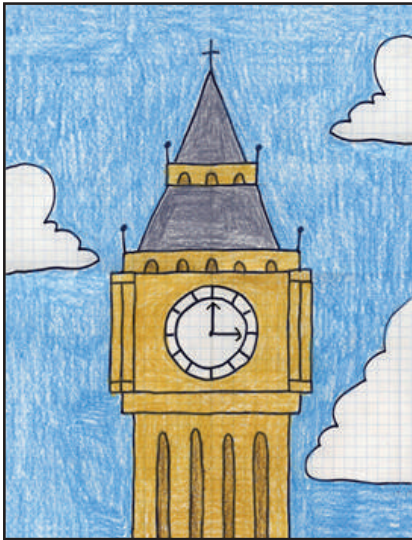
## INSTRUCTIONS

1. Students use the "How To Draw Big Ben" tutorial to make their drawing on the grid paper. While drawing the face of the clock, they will divide the rim into four quarters, a Common Core math standard. They also will choose and diagram the analog time for their clock, another Common Core math standard.
2. When the drawing is complete, the art is traced with a black marker.
3. The clock is colored with pencil crayons.

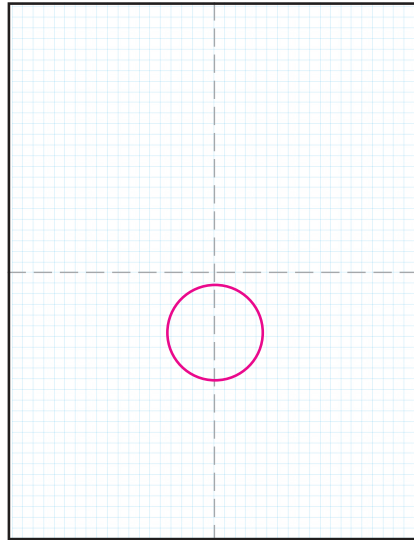


# How to Draw Big Ben

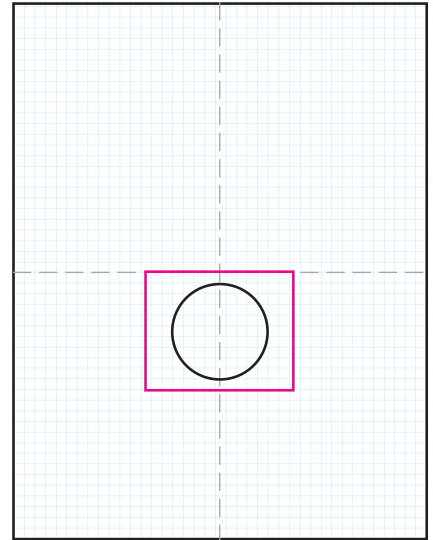
\*Denotes a Common Core Standard



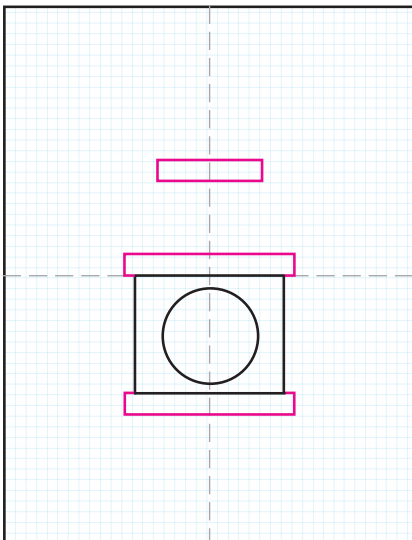
Sample drawn on 1/4" grid paper.



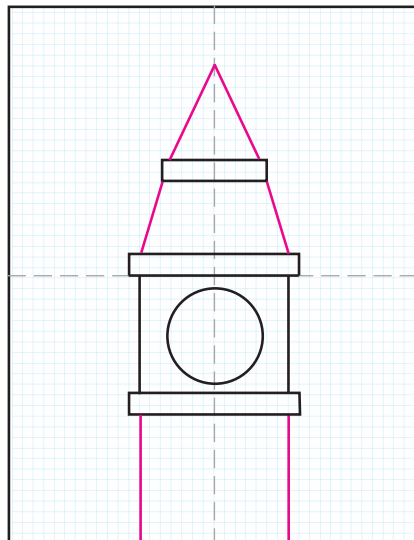
1. Make fold lines. Draw 2" circle.



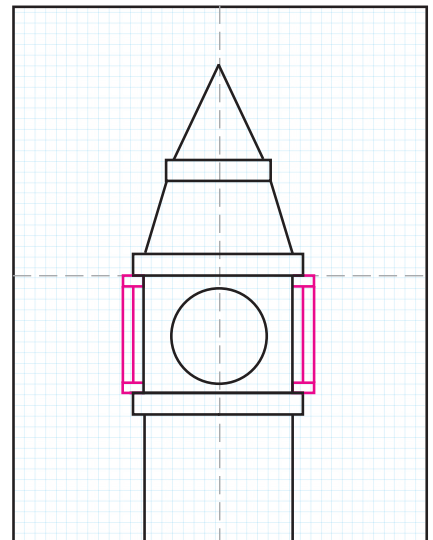
2. Draw rectangle around circle.



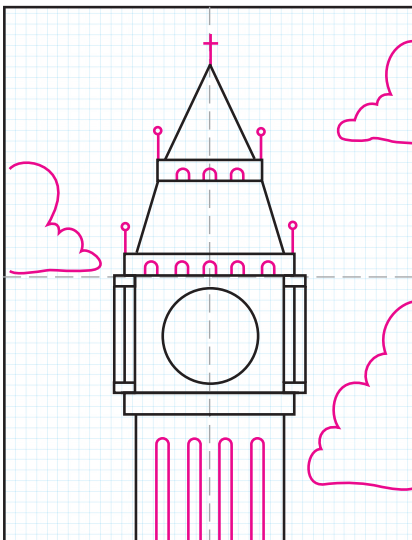
3. Add 3 rectangles as shown.



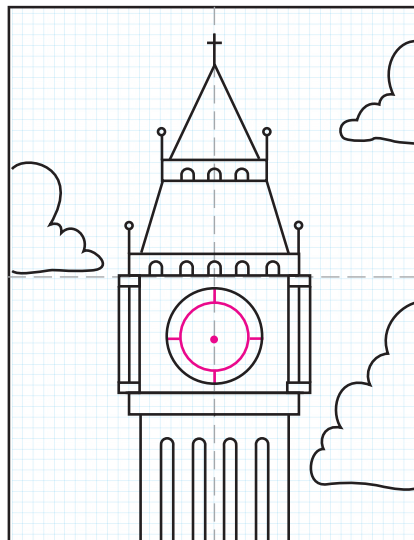
4. Draw sides and top of tower.



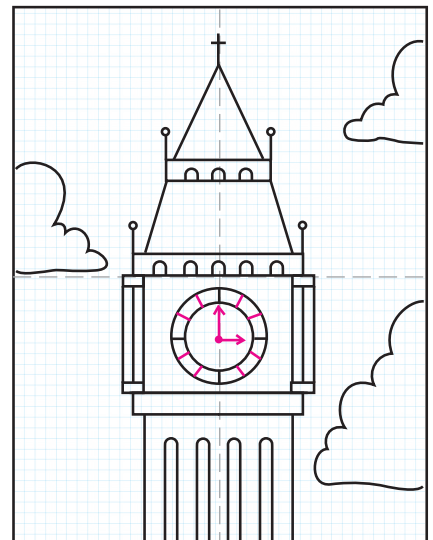
5. Add 4 small boxes and connect with lines.



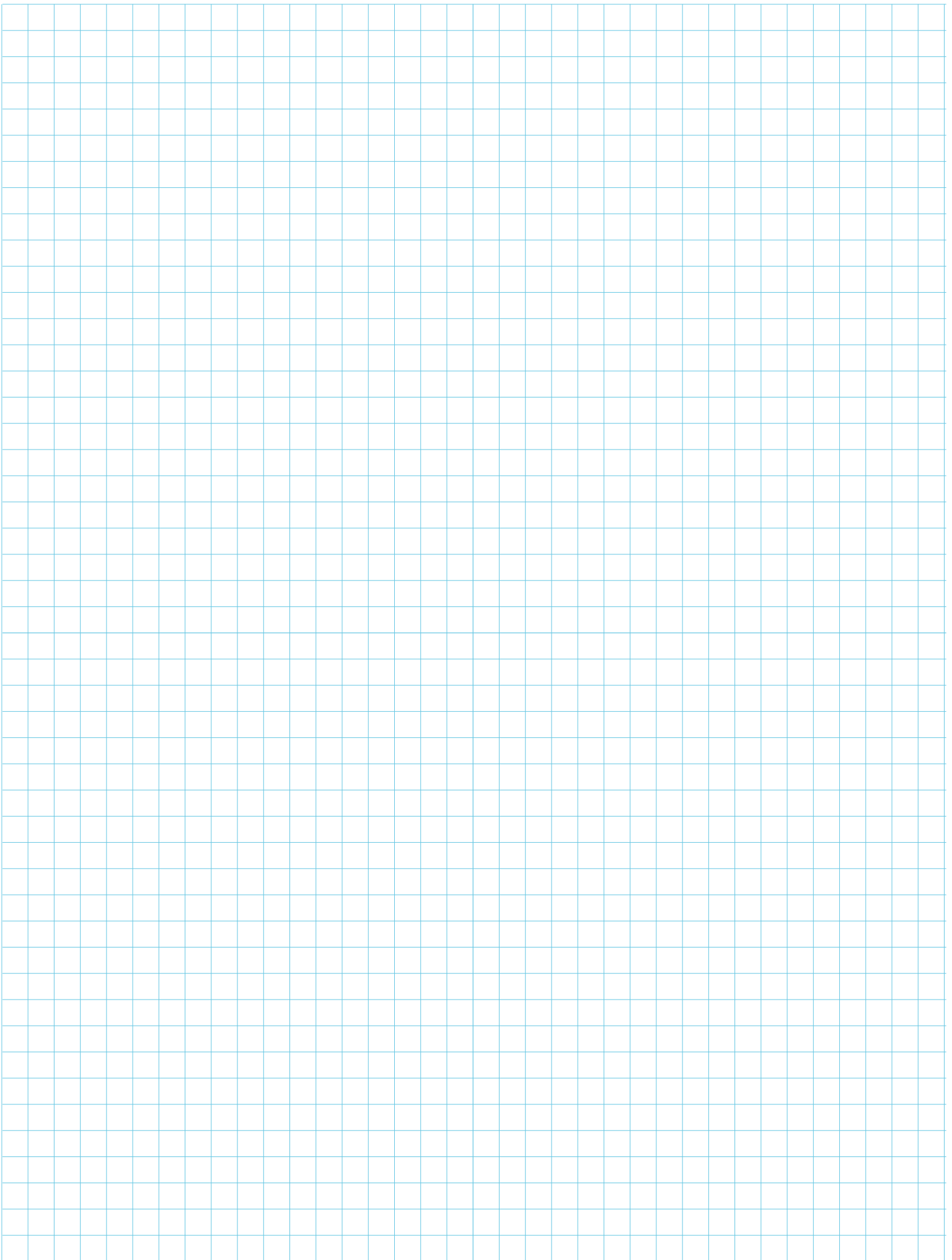
6. Draw tower details. Add clouds.



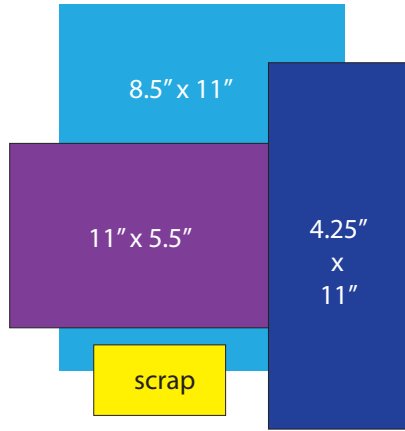
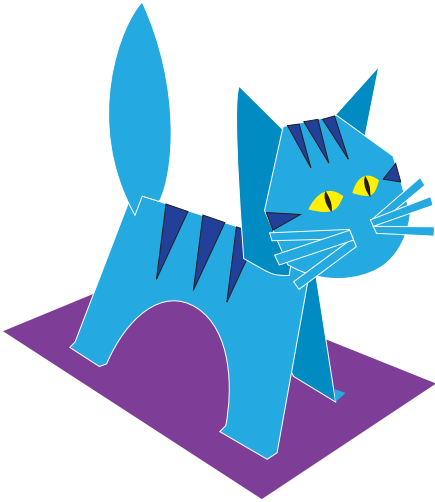
7. Draw smaller circle and add quarter lines.\*  
\*Divide circle into quarters.



8. Finish clock hour lines. Add clock hands.  
\*Diagram analog time.



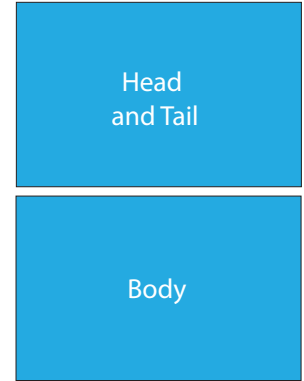
# 3D Paper Tiger



Supplies: Pacon Premium Tagboard

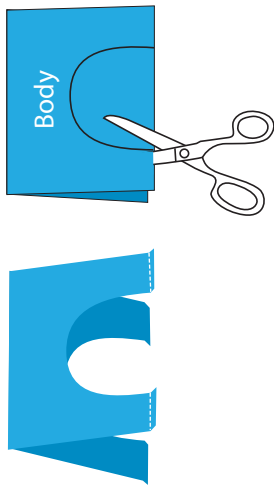
Common Core Standards applications:

- \*CCSS.Math.Content.2.G.A.1: Identify triangles...
- \*\*CCSS.Math.Content.2.MD.A.3: Estimate lengths...

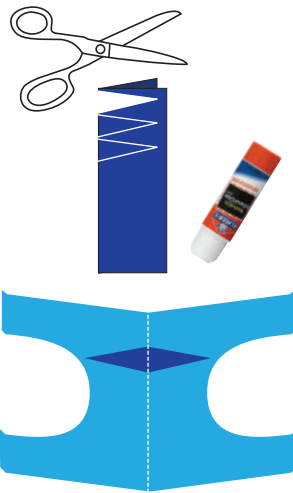


TEACHER PREP:

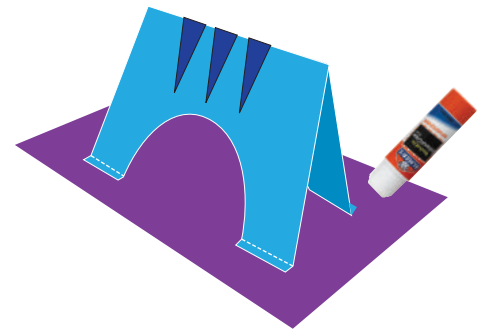
Use paper cutter to cut light blue paper in half.



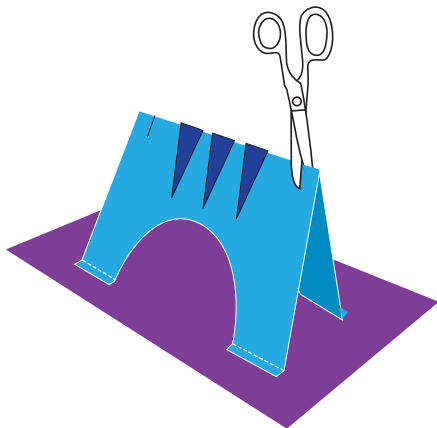
1. Fold one light blue side in half. Cut out U shape. Fold toes on all four legs.



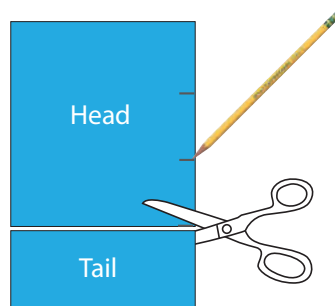
\*2. Fold dark blue paper and cut 3 triangles to make 3 diamonds. Glue down on center back.



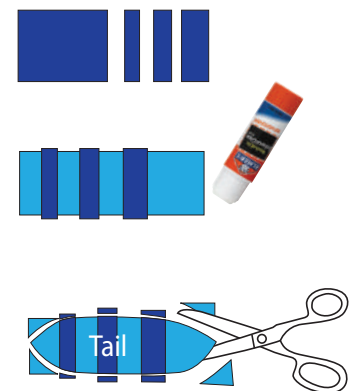
3. Glue toes to purple paper.



4. Cut two slits on back fold, approx. 1/2" long.

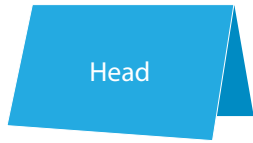


\*\*5. Estimate 1/2 and 1/4 segments on side of light blue paper. Mark and cut off 1/4 length for tail.

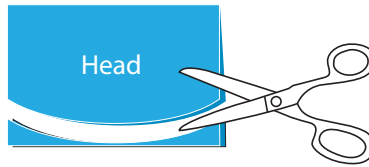


6. Cut stripes from dark blue paper. Glue to light blue paper. Cut out tail shape as shown.

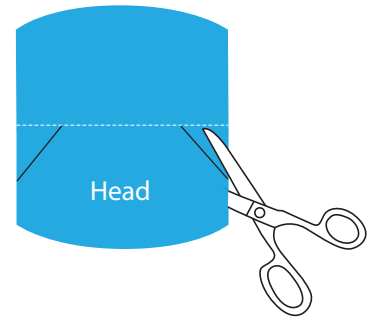




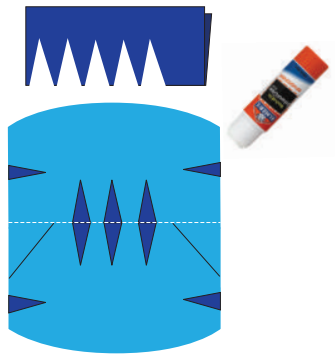
7. Fold head paper in half.



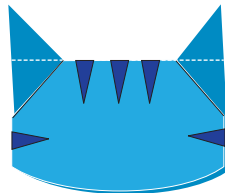
8. While folded, cut curve for chin.



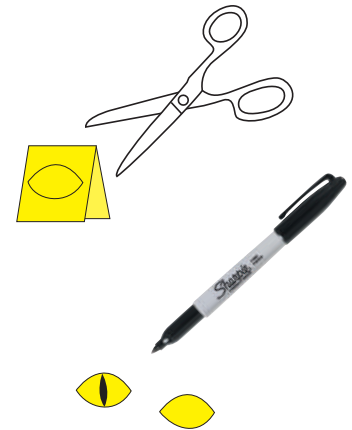
9. Open up and cut two slits.



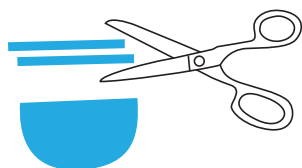
10. Cut diamonds from folded dark blue paper. Glue down with glue stick as shown.



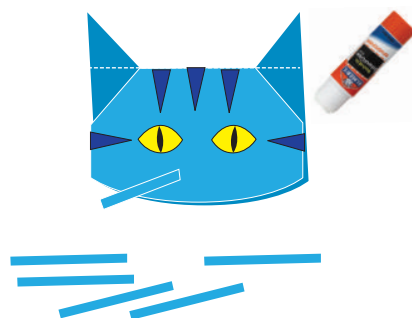
11. Fold and press ears up.



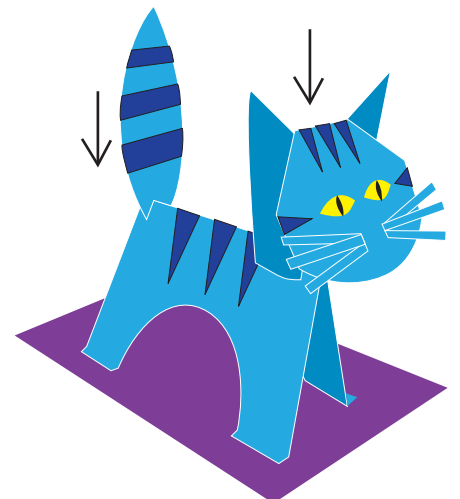
12. Fold yellow paper and cut two eyes. Use black marker to draw centers of eyes.



13. Cut about 6 whiskers from light blue scraps.

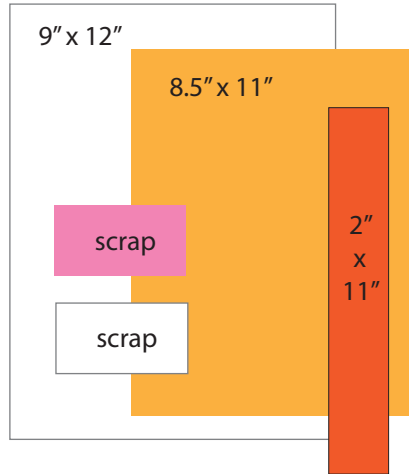
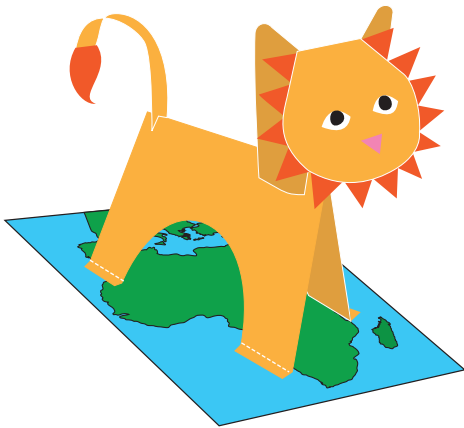


14. Glue eyes and whiskers to face.



15. Insert back of head and tail into slits.

# 3D Paper Lion

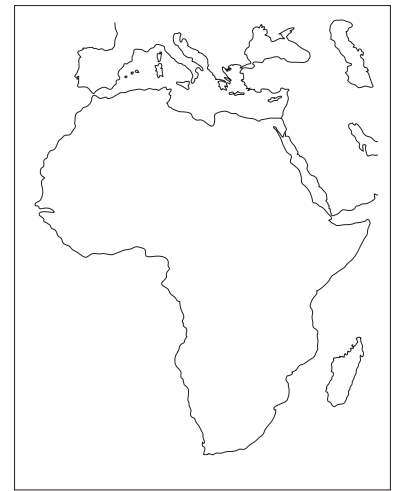


Supplies: Pacon Premium Tagboard

Common Core Standards applications:

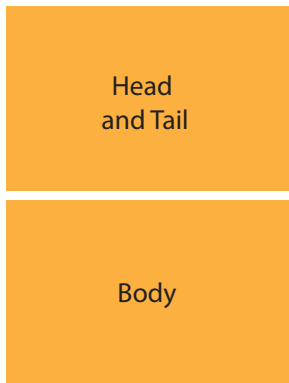
\* CCSS.Math.Content.2.MD.A.3: Estimate lengths...

\*\*CCSS.Math.Content.2.G.A.1: Identify triangles...



TEACHER PREP:

Print map on tag board for each student.

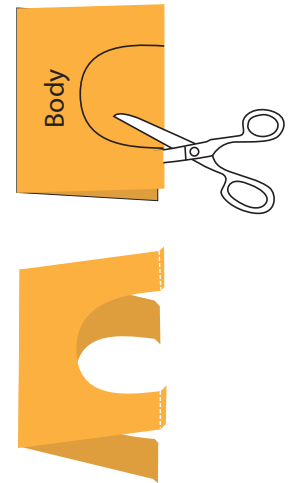


TEACHER PREP:

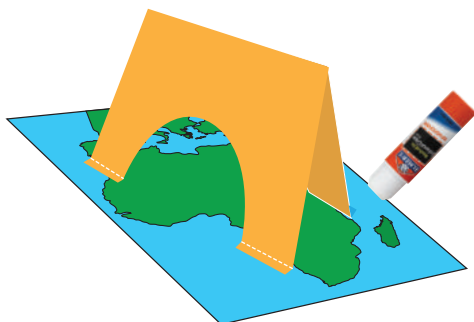
Use paper cutter to cut yellow paper in half.



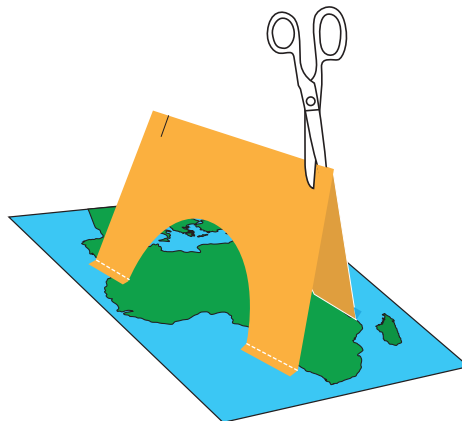
1. Students trace and color map of Africa (pg 5).



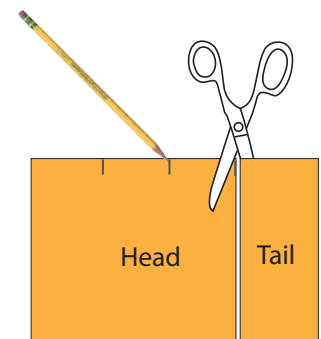
2. Fold one yellow side in half. Cut out U shape. Fold toes on all four legs.



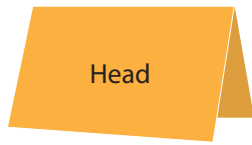
3. Glue toes to tagboard map drawing.



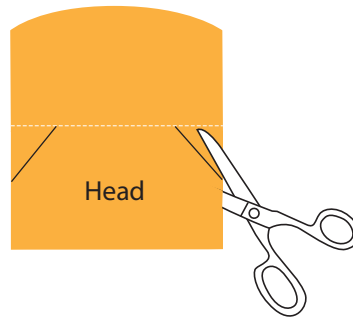
4. Cut two slits on back fold, approx. 1/2" deep.



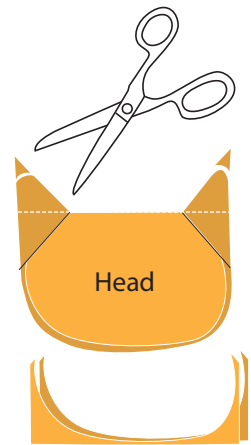
\*5. Estimate 1/2 and 1/4 segments on side of Head and Tail paper. Cut off 3/4 length for head.



6. Fold head paper in half.



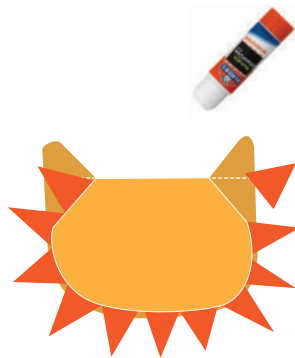
7. Open up and cut slits for ears.



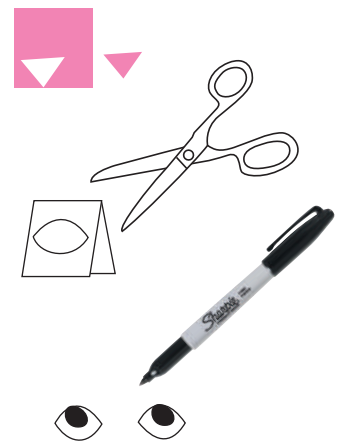
8. Fold head and trim ears and chin for round edge.



\*\*9. Cut about 12 triangles from orange paper.



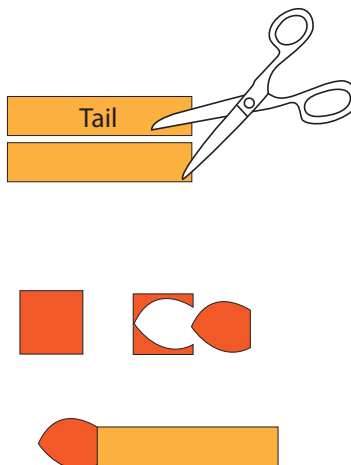
10. Glue triangles to the INSIDE of the face.



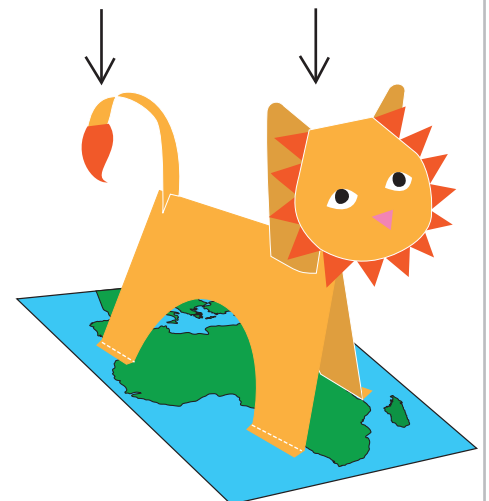
11. Cut nose, eyes. Color black circles with marker.



12. Glue eyes and nose to front of face.



13. Cut segment for tail. Cut tail end and glue.



14. Insert tail and BACK of head in body.



# Blooming Tissue Paper Flowers

## SUMMARY

Students make flowers in various stages of blooming from eighth, quarter and full circles of tissue paper.

## LEARNING OBJECTIVES

Students practice cutting folded paper to make circles. They learn how to make concentric circles for the full flowers and then fold them into quarters and eighths to make buds.

## GRADE LEVEL

Grade Three

## COMMON CORE STANDARD

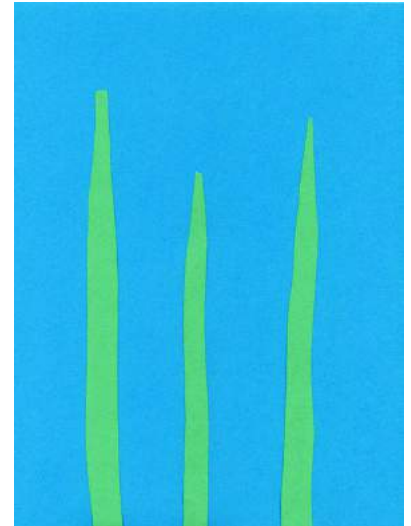
CCSS.Math.Content.3.G.A.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as  $\frac{1}{4}$  of the area of the shape.

## MATERIALS USED

Blue construction paper, green construction paper, tissue paper, scissors, glue sticks

## INSTRUCTIONS

1. Students cut three stems from green paper and glue them to a blue background.
2. Students are shown how to cut circles from folded pieces of tissue paper. They are to make flowers in three stages of growth: eighth and quarter circle buds and full blooms. The full flowers are made from at least three layered concentric circles, the quarter from folding one circle in half 2 times, and the eighth from folding a circle in half 4 times. Students make at least one of each type of flower and glue just the centers to the paper.
3. Small cup-like shapes are cut from the green paper and glued to cover the bottom of each bud. Small leaves are also cut out and glued to balance out the art.



# Right Angle Jewels

## SUMMARY

Students create right triangles.

## LEARNING OBJECTIVES

Students create right triangles of many shapes and sizes so they can identify them as a group.

## GRADE LEVEL

Grade Four

## COMMON CORE MATH STANDARD

CCSS.Math.Content.4.G.A.2

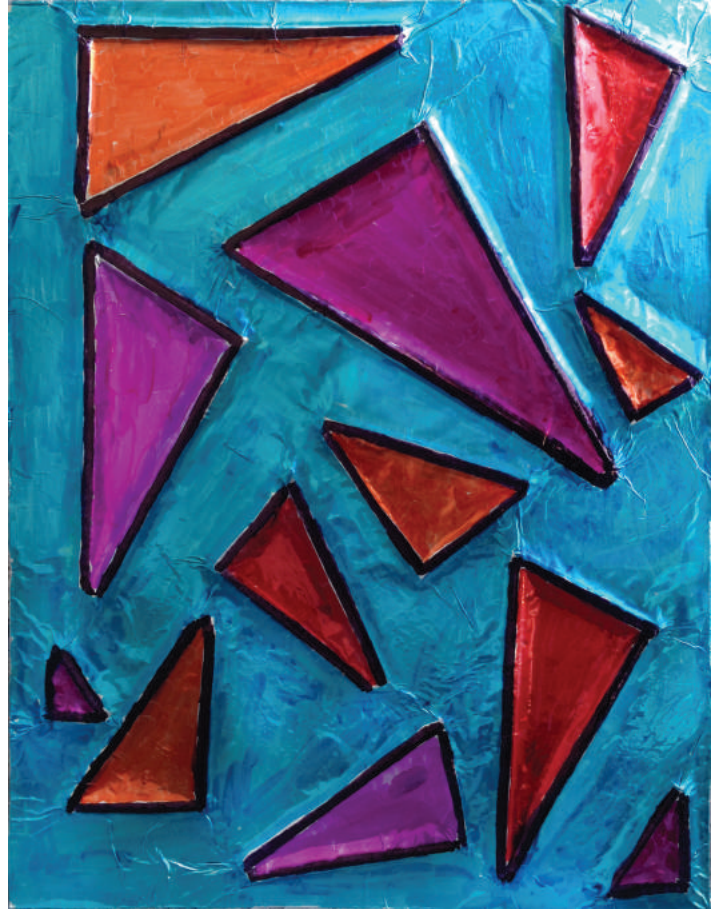
Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

## MATERIALS USED

- Pacon Tagboard, Heavyweight, 9" x 12"
- Fettuccine Pasta
- Craft Glue
- Permanenet Markers
- Aluminum Foil
- Glue Stick

## INSTRUCTIONS

1. Students use pasta to first make a right angle, and then connect the ends to form a triangle. This is repeated until the page is full, and a wide range of sizes are covered. All pasta is glued to tagboard with craft glue.
2. The pasta is allowed to dry for about 30 minutes, or until it does not move.
3. All of the board and pasta is rubbed generously with a glue stick. It is important not to miss any spots as this is what will make the triangles have good definition.
4. A sheet of aluminum foil is applied, shiny side up, and wrapped around the edges. All of the foil is rubbed well with fingers to make the triangles appear.
6. Permanent markers are used to color in the shapes. To ensure that the triangles have good contrast from the background, instruct students to either fill them with warm colors and the background with cool, or the other way around.



# 3D City Buildings

## SUMMARY

Students learn how to turn a rectangle into a three dimensional looking form.

## LEARNING OBJECTIVES

Students use parallel, horizontal and vertical lines to make a 2D shape look like a 3D form. Acute and obtuse angles may also be identified in the finished drawing.

## GRADE LEVEL

Grade Four

## COMMON CORE MATH STANDARD

CCSS.Math.Content.4.G.A.1

Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines.

Identify these in two-dimensional figures.

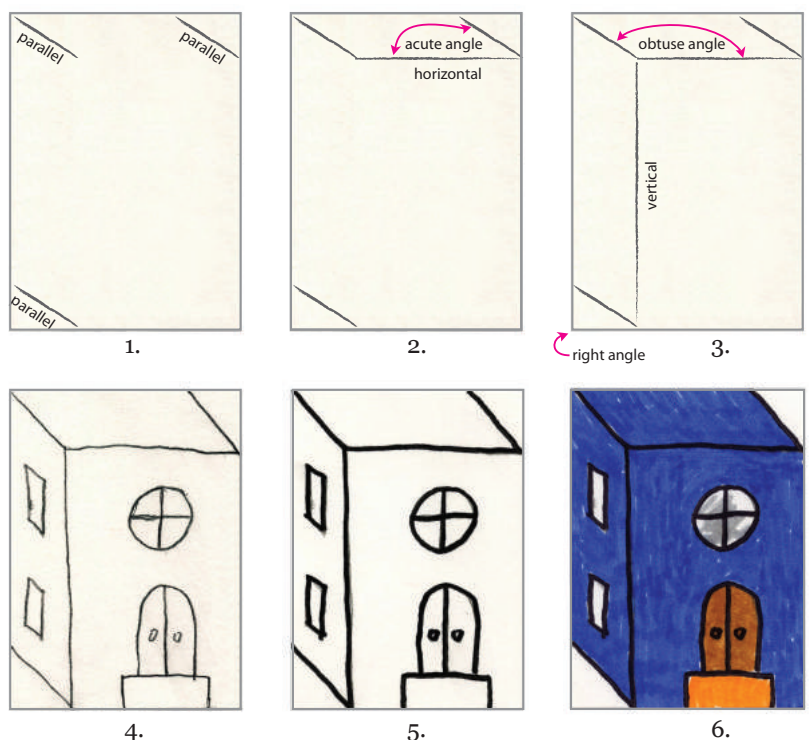
## MATERIALS

- Pacon Basic Black Drawing Paper, 9" x 12"
- Pacon Artist® Multi Media Art Paper, 9" x 12"
- Black Sharpie Marker, Fine Point
- Colored Markers
- Scissors
- Glue Sticks

## INSTRUCTIONS

PREP: Cut nine 2.5" x 3.5" cards from Multi Media Art Paper for each student.

1. Draw three matching parallel lines as shown.
2. Connect two top lines with a horizontal line.
3. Connect two side lines with a vertical line.
4. Draw door and windows as desired.
5. Trace all the lines with a black marker.
6. Color the building with markers. Trim corners off cards and use glue stick to attach to black paper.



# Draw a Shark

## OBJECTIVE

Students will learn that symmetrical shapes have a center fold line. They will practice symmetrical drawing and then complete a simple worksheet that includes a math problem and science questions.

## GRADE LEVEL

Kinder – 1st

## COMMON CORE VISUAL ARTS STANDARD

VA:Cr2.1.1a Explore uses of materials and tools to create works of art or design.

## NEXT GENERATION SCIENCE STANDARD

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

## COMMON CORE MATH STANDARD

CCSS.MATH.CONTENT.K.CC.C.6

Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

CCSS.MATH.CONTENT.K.CC.C.7

Compare two numbers between 1 and 10 presented as written numerals

## KEY VOCABULARY WORDS

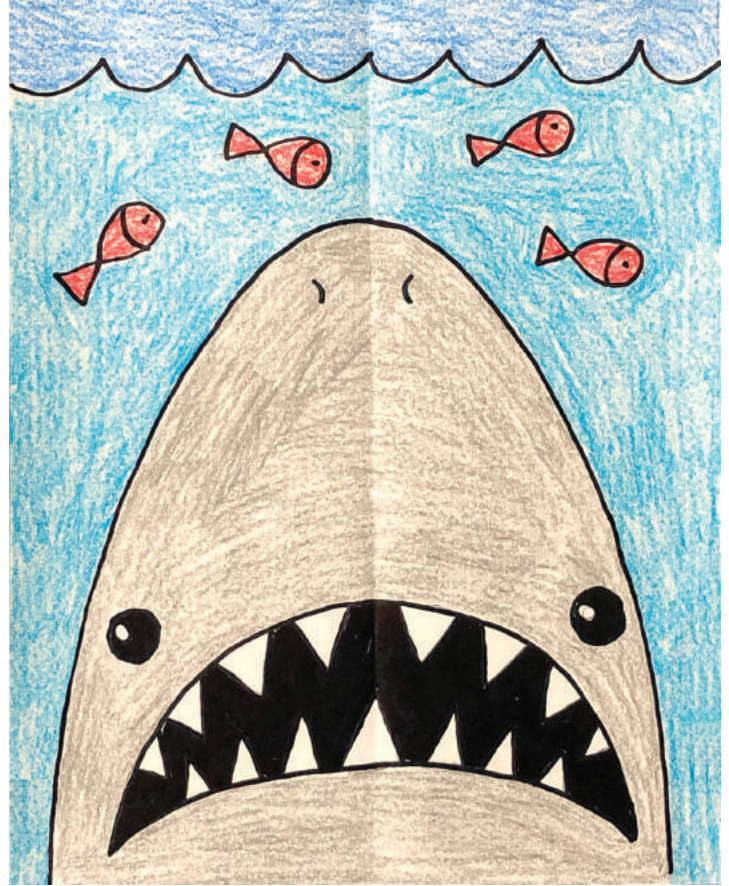
- Symmetry
- Fold line of symmetry
- “More than” and “less than” symbols

## MATERIALS

- Draw a Shark pages: Cover, Directions, Drawing template and Worksheet
- Scissors
- Black marker
- Crayons

## DIRECTIONS

See “Draw a Shark” Directions Sheet. Students follow the directions to draw their own shark. They complete the worksheet and color the cover. The final pages are stapled to make their Shark Book.





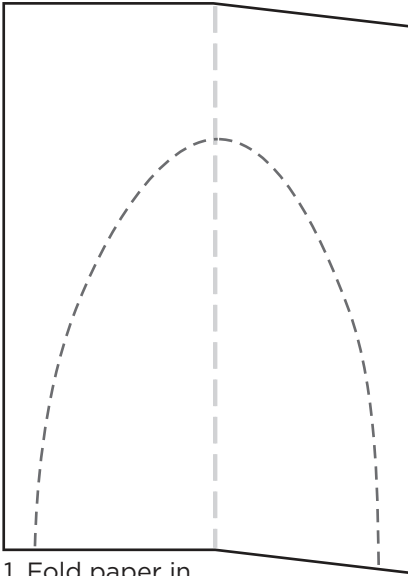
# SHARK!



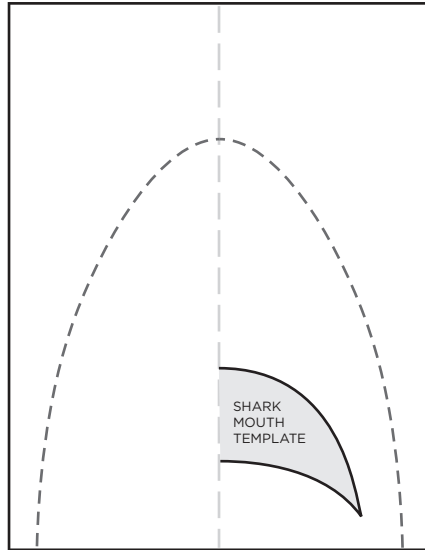
My Shark Book

by: \_\_\_\_\_

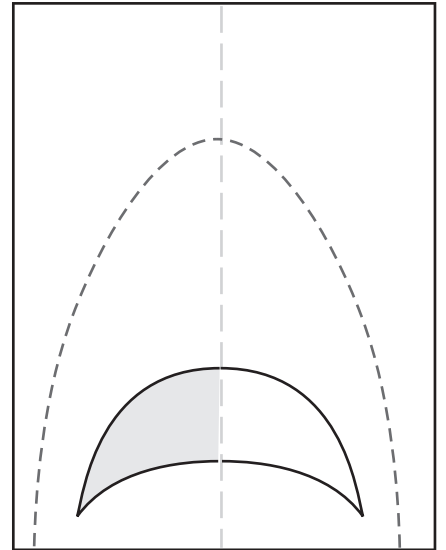
# Draw a Shark



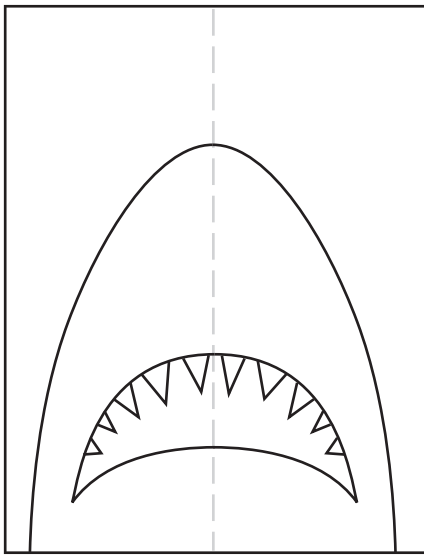
1. Fold paper in half to crease.



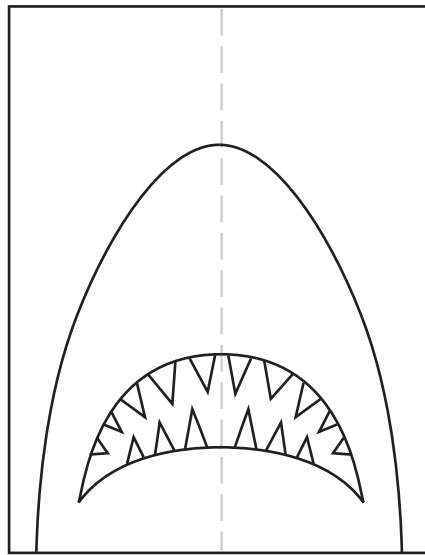
2. Trace half of shark mouth.



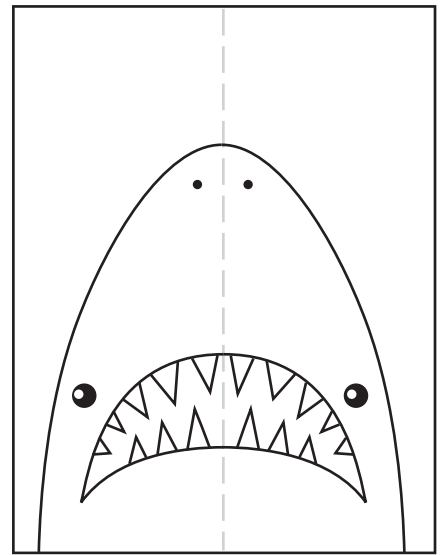
3. Flip and trace other half.



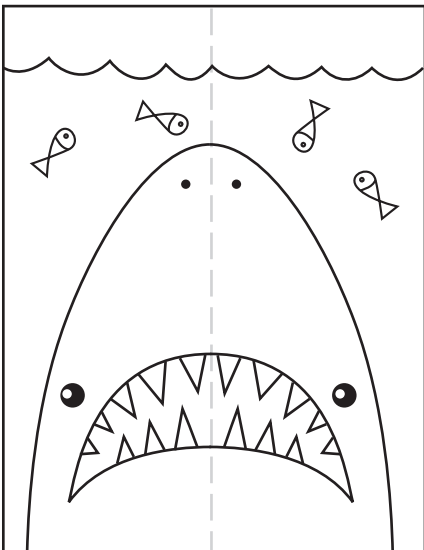
4. Draw top teeth.



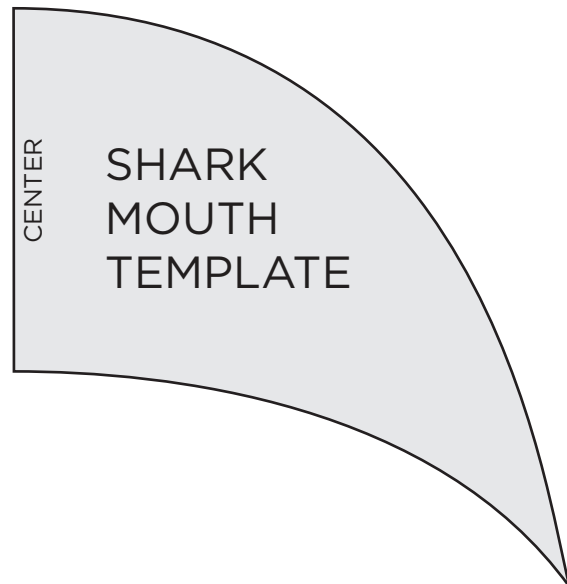
5. Draw bottom teeth.

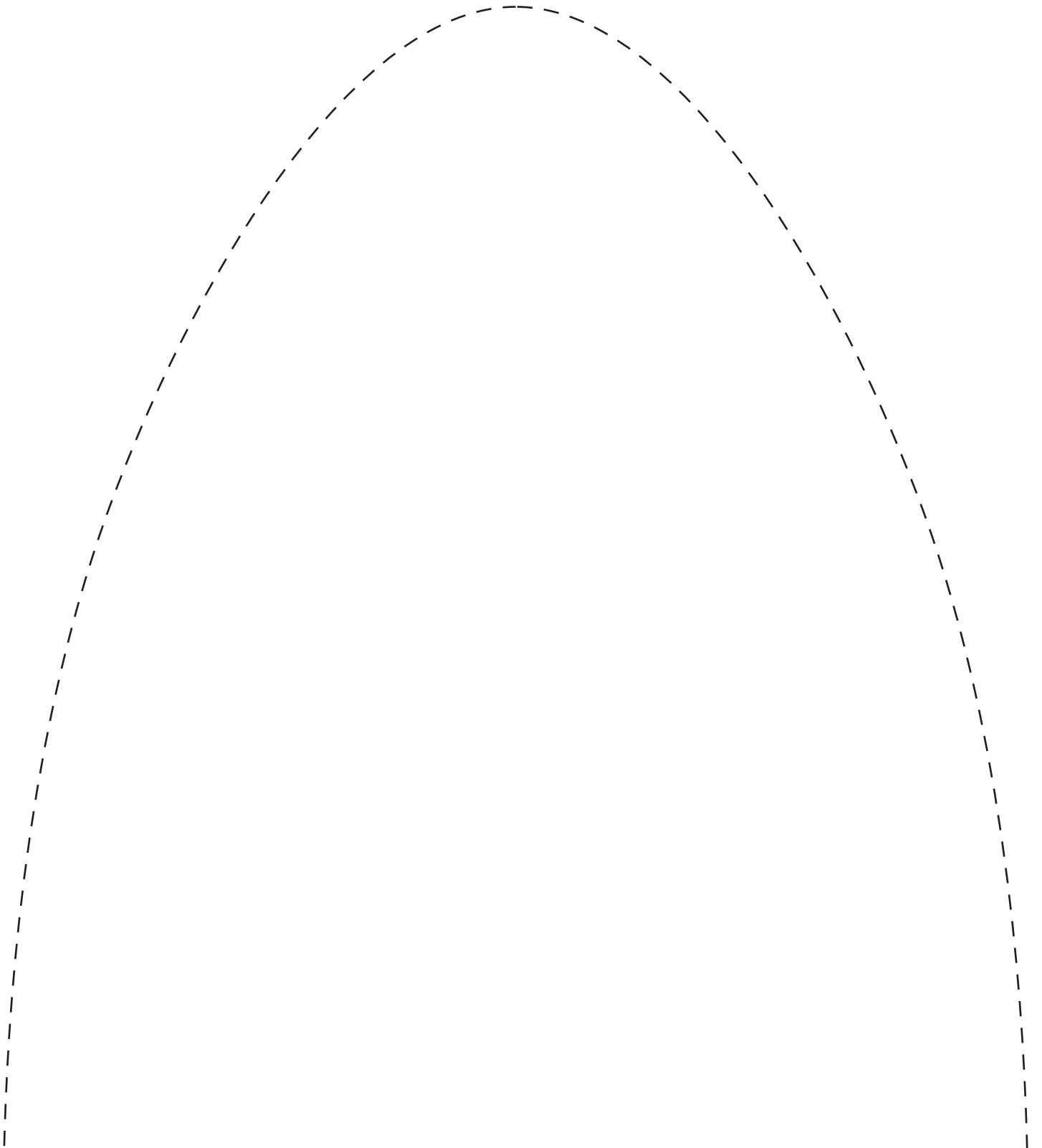


6. Add eyes and nose.



7. Draw water line and fish. Trace and color.





# SHARK WORKSHEET

My shark has   TOP teeth

+   BOTTOM teeth

---

A total of   teeth

CHECK  
ONE

- My shark has MORE teeth on the TOP.
- My shark has MORE teeth on the BOTTOM.

CIRCLE

CORRECT SYMBOL TOP Teeth > = < BOTTOM Teeth

I added   little FISH to my shark picture.

Sharks like to eat \_\_\_\_\_ .

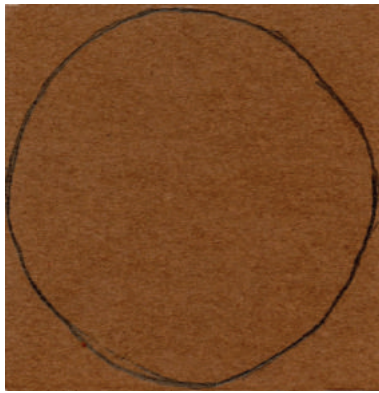
Sharks live in \_\_\_\_\_ .

They need \_\_\_\_\_ to survive.

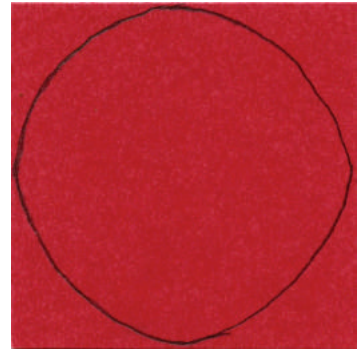
# Mini Pizza Box



Supplies: Riverside 3D Construction paper, box template, scissors, glue stick, black marker.



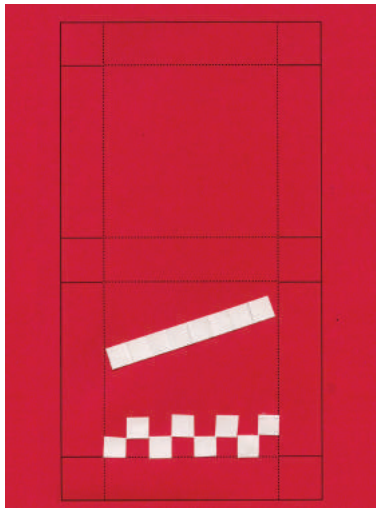
1. Draw a 3.75" circle on a 3.75" square of brown paper. Cut out.



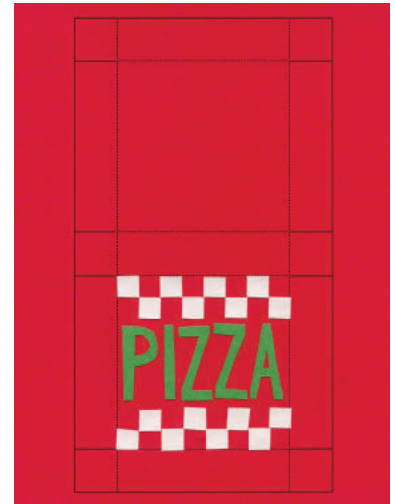
2. Draw a 3.25" circle on a 3.25" square of red paper. Cut out. Glue to center of brown square.



3. Cut cheese triangles out of yellow paper, green pepper squares out of green. Draw black olives.



4. Fold 4" strips of paper in half two times to make 8 sections. Cut and glue for checkerboard. \*



5. Cut PIZZA letters out of green construction paper. Glue in place.



6. Cut out box on solid lines. Cut slits on solid lines. Fold on dotted lines.

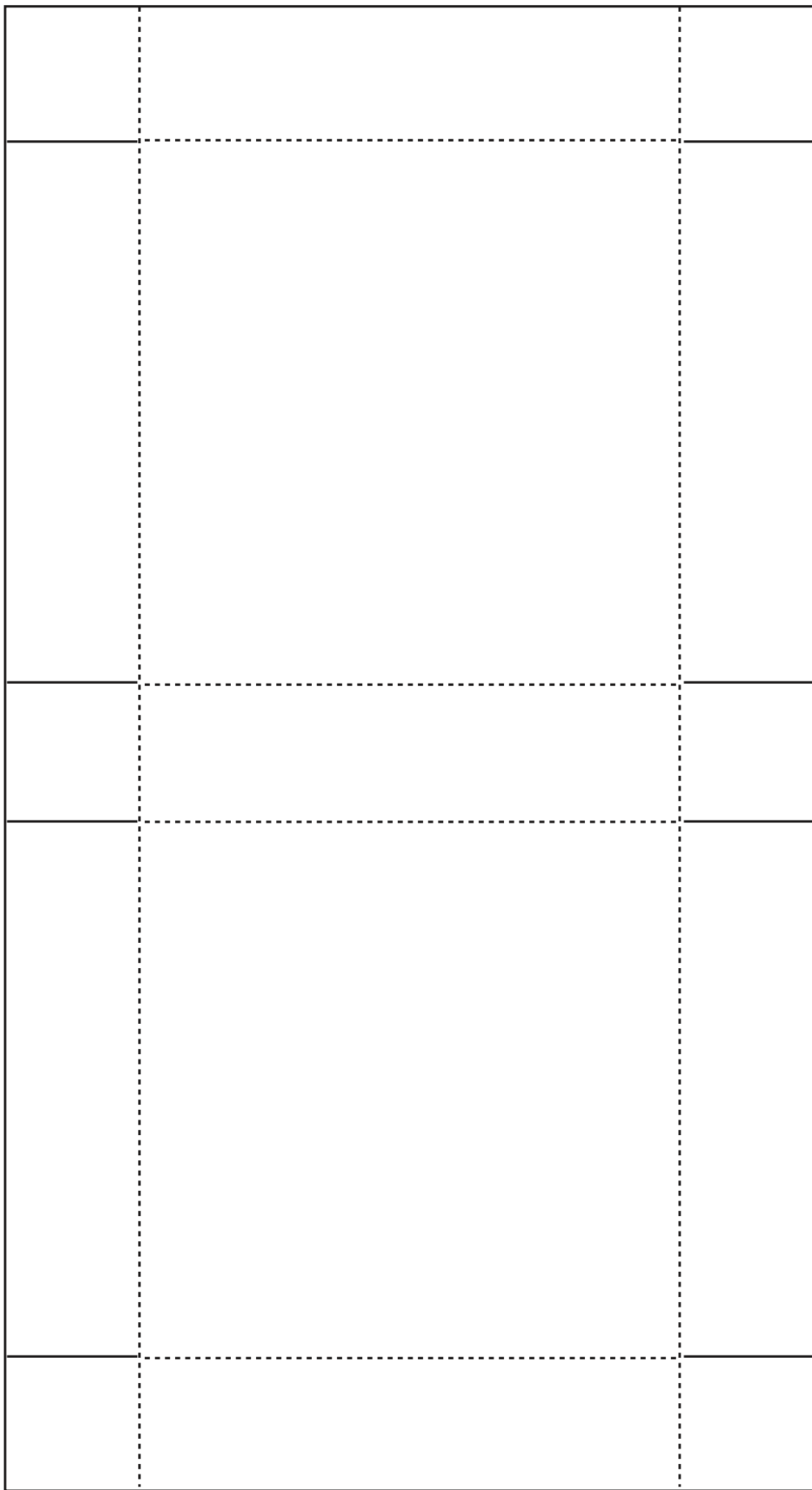


7. Glue tabs in place with glue stick. Press to stay in place. Divide pizza into pieces as desired. \*\*

## COMMON CORE STANDARDS

\*CCSS.MATH.CONTENT.2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

\*\*CCSS.MATH.CONTENT.2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths.





## Scratch Art Insects

### OBJECTIVE

Students will draw a symmetrical insect with symmetrical patterns. They will label the insect with its three main body parts.

### GRADE LEVEL

3rd – 5th Grade

### MATHEMATICS

4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts.

### VISUAL ARTS

VA:Cr3.1.4a Revise artwork in progress on basis of insights gained through peer discussion.

### SCIENCE

Insect bodies are divided into three segments — the head, thorax, and abdomen.

### ENGAGEMENT

Discuss how insects come in many shapes and sizes but are all symmetrical. They are made of three body segments, the head, thorax and abdomen.

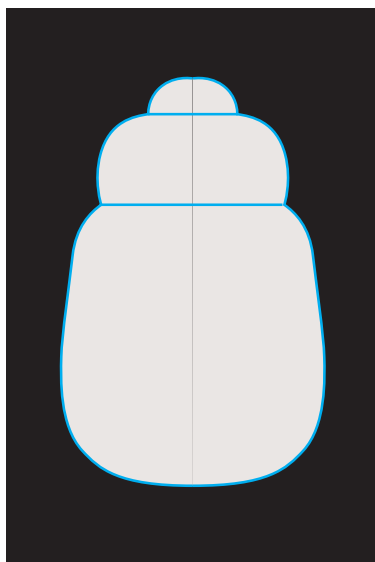
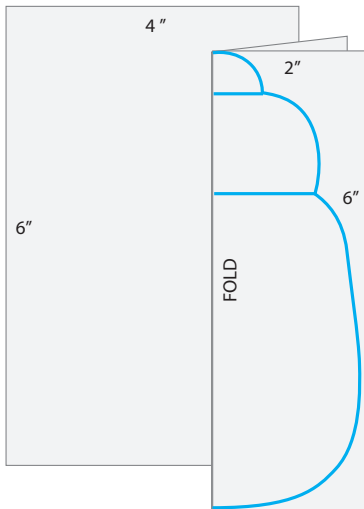
Demonstrate the making of a symmetrical template by drawing and cutting half a body on a folded piece of paper.

### KEY VOCABULARY WORDS

- Symmetry
- Fold line of symmetry
- Insect body parts: Head, Abdomen, Thorax

### MATERIALS

- Template or Scrap paper, 4" x 6"
- Scissors
- NOW YOU SEE IT® ART PAPER, cut to 6" x 9"
- Ruler
- Wooden Stylu

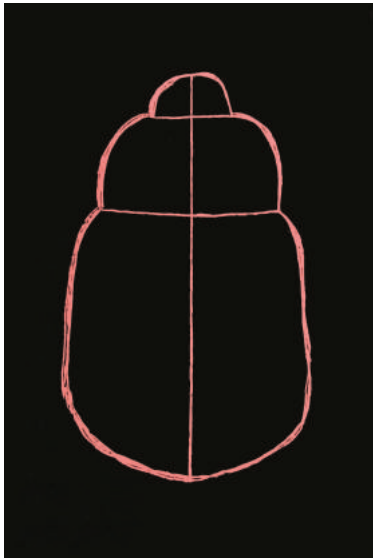


### DIRECTIONS

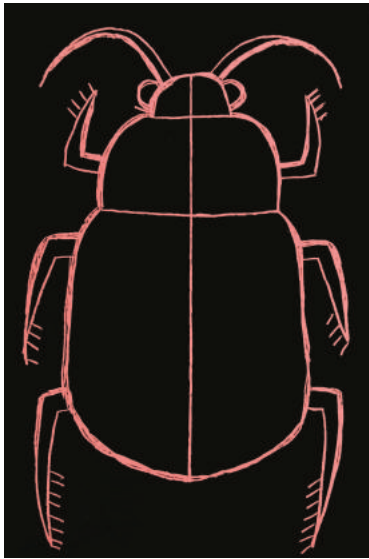
1. Students fold the scrap paper in half the long way and draw half a body with the three distinct shapes as shown. Younger students can use the templates on page 3.

Encourage students to FILL the paper so that the shape touches the top, side and bottom of the paper. Note: The center of the body MUST be on the fold line. While the paper is still folded, the body is cut out.

2. The body template is placed on the center of the 6" x 9" paper. Students gently trace the outline of the body with a pencil.



3. Students trace the pencil lines with a stylus. The center fold line is drawn too by using the folded template. Horizontal lines are added to separate the head, thorax and abdomen.



4. Matching body parts – legs, eyes and antennae – are drawn on the insect.



5. Fill the body with symmetrical patterns. Draw them with the stylus and the scratch them out.



6. Label all the parts of your insect. Start with the head, thorax and abdomen. Add leg, eye and antennae as space allows.



#### REVIEW

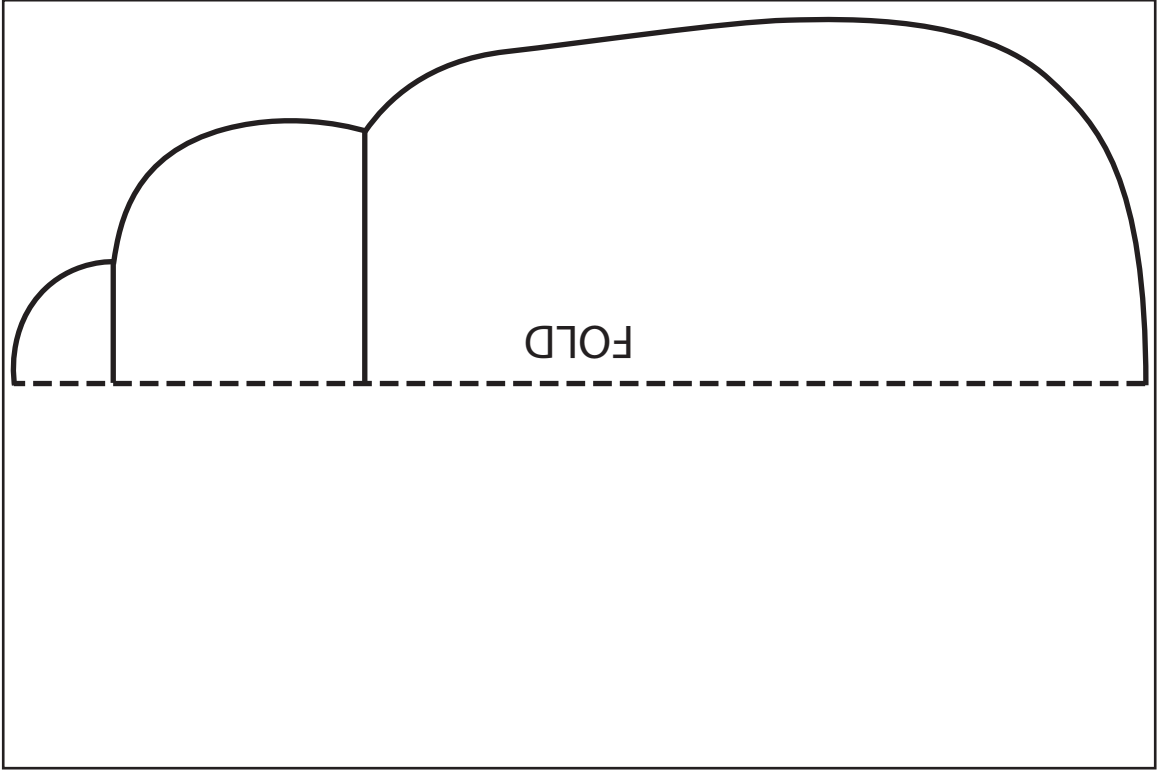
In order to make sure their scratched lines are “reading” well, students need to stand back from each other and give feedback as to how well they can see the drawing.

#### OPTIONS

For a project that is more focused on the arts, have students scratch the background out instead of labeling the body parts.



2"  
9"



2"  
9"

