## ARTS AND CRAF FROM ATOX ${ }^{\circ}$ Over 150 ifs for catechists and religion eachers



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ISBN: 978-1-58595-869-6
Library of Congress Control Number: 2012955176
Printed in the U.S.A.


## ACKNOWLEDGMENT

## I am grateful to all who helped me with the art projects in this bo

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## INTRODUCTION

When I was taking courses with the goal of beig arigh school English teacher, I was plucked out of college and sent to teach third grars. Toprepare for this unexpected venture, I spent a day with Sister Claudette Amrhein, Above all, I was grateful for the discip inetechniques Sister Claudette shared. But a close second were her many art activities. Supplied with th knwledge, I survived the school year and even enjoyed it.

This book is an attempt to do for other Wht Sister Claudette did for me. It is a collection of art ideas to use with students of all ages. Because th especially meant to be a handbook for religion teachers, each art idea is accompanied by a few suggese digion topics that can be used to reinforce the lesson through that activity. These suggestions are by 10 neans exhaustive. No matter what the subject of a lesson, teachers can flip through these pages and find a a tivity to support it.

Yes, art can be messy rec 11 the day my first-graders made the heads of saints for Halloween by draping papier mâché over ba no d read that white glue would be improved by adding grease to it. Unfortunately the balloons wereno thm. As the children worked, one by one their balloons burst and zoomed around the room, leavipron the ceiling, floor, and our new flashcard chart. After that fiasco my teacher aide, who was dress suit and high heels, never returned! Despite their messiness, there are strong arguments for art projects.

## Reasons for Art

Why take time in religion class to do art? Art brings faith to life. Recall how in the Middle Ages illiterate people learned the faith by gazing on the magnificent stained-glass windows and woven tapestries that graced their churches and cathedrals. Those works of art captured and expressed the essence of the faith for them.

When I reflect back on my student days, what I remember most about my religion classes are the art projects: the Ark of the Covenant I spray-painted gold at home, the mosaic of colored pieces from magazines that expressed Mary's title "Mystical Rose," and the passion picture made of purple, white, and pink positive and
negative patterns. Creating something based on a concept makes that concept more memor, 4. . 4 udent who strings together the decades of a homemade rosary is more apt to remember how to pray ara student who merely reads about the rosary.

Personally, bringing forth something that reflects one's self and thoughts is un satisfying. Once I heard a priest tell of his first experience of teaching religion to little children. He he dterm create a work of art. Then to teach the value of sharing, he directed the students to give their masten ie =s to another student. Bedlam broke out! The children were so attached to their creations that they ant to give them up.

Children of all ages like to dabble in paints, shape clay, and and parer picasso noted "All children are born artists. The problem is how to stay an artist when you go" Tapping into children's natural tendency for art as a means of passing on the faith is a good teaching trat gy.

Furthermore, producing a piece of art can be a springoard to prayer. During the creative process the students have the opportunity to reflect on the relig ous ruths they are conveying through art. A wise teacher will also incorporate the finished products into a ervice.

Finally, the Catechism of the Catholic Cherch calls art "a freely given superabundance of the human being's inner riches" that is able to "give morne truth of reality in a language accessible to sight." The Catechism points out that "art bears a certainkness of God's activity in what he has created." (2501) Clearly God was an artist in creating the universe .ams mber that Jesus spent most of his life as a carpenter, a craftsman. When students engage in art, the form less than imitate the Divine Artist!

## MORE ABOUT THE BOOK

## Opportunities for Religious Art

Art projects ought to supplement religion lessons not supplant them. The all-too-r rurs of class should be devoted mostly to developing the mysteries of our faith, and only occasionaly mang posters, puppets, and the like. But there are other ways to provide students with the opportunity eate religious art:

- In Catholic schools an art class can be devoted to a project related day's religion class.
- In all religious education programs art can be assigned as homy ork as a family project.
- Art can be incorporated into a school or grade level ree or Jesus Day.
- A family Advent or Lent night can include an artp vie that the family works on together.
- Students can be encouraged to enter poster consts related to religion or moral issues.

A Word of Caution
IMPORTANT: Steps in activities involve heat sources, pointed scissors, or knives need to be carried out by an adult or with adult supervis ending on the age of the student.
A Word of Advie?
Before you do anya rity with your class, make a sample yourself.
Display the © artwork not only in your classroom, but also in the school and parish buildings. Let it touch the heart orth re and teach them the faith too.

## Practical Notes about This Book

1. Usually when crayon or markers are listed as needed, paint, crayon pastels, felt-tipped pens, or colored pencils can be used instead.
2. Sometimes when glue is called for, a glue stick will do.
3. File folders and cereal boxes can sometimes be used for tagboard.
4. Sculpey ${ }{ }^{\text {is }}$ is a good alternative for modeling clay.


## ACCORDION-STYLE STORIES

A Stand-up Story
SUPPLIES : a long strip of tagboard; crayons or markers

1. Fold the tagboard in half.
2. Place the tagboard down
3. Bring both ends to the fo a them to make fou panel draw symbol, scone rom a story, a Option: Increase he number of pages.

CATECHETICAL CONNECTIONS: Scripture; prophets; evangelists; virtues; marks of the Church


## A Story in a Box

SUPPLIES : a box about the size of a greeting card box; a strip of paper slightly smaller than the length of the box and four to six times wider than its width; crayons or markers; glue

1. Accordion-fold the paper to form four panels.
2. Draw pictures on each panel. See the suggested topics under "A Vertical Storybook."
3. Glue the first page into thetd he box and the last page into b
4. Fold up the paper and se box.

Option: Write a tila story on a piece of papornse size the lid. Add art and glue he paper to the lid.A Vertral Storybook PPLIES : three sheets of paper equal in ize; crayons or markers; tape

1. Fold the papers in half.
2. Tape them together end to end so that they can fold up accordion-style.
3. Draw a picture on each panel horizontally to tell a story as
 the booklet is dropped open.
CATECHETICAL CONNECTION : biblical
leaders; Jesus stories; lives of the saints; Mysteries of the Rosary

## ACCORDION-STYLE CRAFTS



A Dove
SUPPLIES : two $1 / 2$ sheets of 9 " $\times 12$ " white drawing paper; pointed scissors; pencil; black and yellow crayons or markers; stapler

1. Draw a dove without a tail or wings on a piece of the drawing paper and cut it out.
2. Make a 1"-wide horizontal slit in the side of the dove.
3. Place another sheet of paper horizontally and accordion-fold it with pleats about 1" wide. Insert it into the slit for wings.
4. Accordion-fold the half sheet of paper the same way. Then fold it in half and staple it to the end of the dove for the tail.
5. Color the beak and draw an eye on each side of the dove.

Option: Instead of stapling the tail, make a vertical slit on the end of the dove and insert the tail.

TOPIC SUGGESTIONS: the story of the Flood; Holy Spirit; baptism of Jesus; sacrament of confirmation; birds of the air

A Tissue Paper Rose
SUPPLIES: pink, yellow, or red tissue paper; scissors; green pipe cleaner

1. Cut six pieces of tissue paper about 5 "squ re.
2. Place the pieces on top of each o ${ }^{+}$ and accordion-fold them in $1 / 2^{\prime \prime}$
3. Wrap the end of a pipe cle around the middle.
4. Cut the two ends of the pleated paper in a
5. Spread out the fans and turn ae hends.

6. Pe up eac ayer.
7. Fluti the nds so the flower looks like a rose.

Option: Use one soft facial tissue. Accordionfold it long ways in $1 / 2$ " pleats. Fold it in half. Holding it closed, tie it in the middle with a twist tie, yarn, or ribbon. Cut through the folded end. Gently separate the layers.

## CATECHETICAL CONNECTIONS:

Mary; Mother's Day; St. Thérèse of
Lisieux; Our Lady of Guadalupe


## Accordion-Style Dowle Picture in 3-D

SUPPLIES: two shee.s $\forall / 2^{\prime \prime} \times 10^{\prime \prime}$ drawing paper sci sorspor paper cutter; crayons or man ren pencil; glue

1. On shet, draw a picture that corers no the paper. O. the back of the sheets, draw vertilines 2" apart with a pencil.
Cut apart the strips and number them lightly with pencil.
2. Tape two sheets of construction paper together to form a horizontal sheet.
3. Leaving about $1^{\prime \prime}$ of space on the left edge, glue the strips of paper to the construction paper, alternating pictures. (Strip 1 from picture one, strip 1 from picture two, strip 2 from picture one, and so on.)
4. When the strips are completely dry, trim the construction paper to make a frame.
5. Accordion-fold the strips.


Option: Glue the right and left edges of the construction paper onto sturdy paper.

CATECHETICAL CONNECTIONS : two related topics such as the angel appearing to Mary and to Zechariah, the treasure in the field and the pearl of great value, two miracles of Jesus

## ADVENT WREATH IDEAS

An Advent wreath has four candles. Each week in Advent another candle is lit. The evergreen that forms the wreath symbolizes God's eternalness. So does its circular shape, which has no beginning or end. Purple, the predominant color, is the liturgical color for Advent. The pink candle is lit for the third week that begins with Gaudete (Rejoice) Sunday.

## Wreath with Greens

SUPPLIES : evergreen branches; wire; four candles (three purple, one pink); four white bows; candle holders or a styrofoam ring

1. Bind the evergreen branches together into a circle with wire. If you are using a styrofoam ring, shape the branches to it.
2. Press the four candles into the styrofoam equidistantly. If you use candleholders or vigil lights, just set the candles in place. Add a bow to the base of each candle.

## Options:

- Use all white candles with purple and pink bows.
- Add a white candle in the center of the wreath to represent Jesus.
- Simply draw and color an Ade. eath on paper. Color a flame a ardle as each week of Adve


## Paper Plate $y^{-a t h}$

 SUPPLIES per plate; green paint; purple and pirnstruction paper; yellow tissue paper; scissors; tape1. Cut out the center of the paper plate to make the wreath.
2. Paint the wreath green.
3. Cut the construction paper into rectangles to make four purple candles and one white one.
4. Roll up each rectangle and tape it together to make a candle.
5. Tape the candles to the wreath.
6. Each week of Advent shape a piece of yellow tissue paper into a flame and insert it in a candle.

Option: Use green tissue paper for the wreath. Cut 2" squares. Wrap each square around the end of an unsharpened pencil and dip it into glue. Place it on the wreath.

## Clay Wreath

 SUPPLIES: clay (see Recipes in th Appendix, page 107); birth ary notes(three purple and one pi nis in paint
 strands and brat them.
2. Shape a sin reath out of the braided clay.
3. Inser sin lay candles in the wreath.
4. Wh the clay is dry, paint the wreath green.

SUPPLIES : paper; pencil; crayons or markers

1. Divide drawing paper into four equal columns by drawing lines or by folding the paper twice.
2. Mark off rectangles so that every other column begins with half a rectangle.
3. Draw the same picture in each rectangle, making only half of it in the half rectangles.


## Options:

- Alternate pictures with abstract designs.
- Alternate two pictures or two symbols. For example: wheat and
 a host alternated with grapes and a cup; a heart alternated with a dove; a cross alternated with an empty tomb.


## CATECHETICAL CONNECTIONS : manger

with a star over it; a chi rho; a dove holding an olive branch; a cross on Calvary

## ALUMINUM FOIL WORKS OF ART

## Simple Figure

SUPPLIES : heavy-duty aluminum foil; tempera paint (optional); scissors (optional)

Mold, tear, or cut a piece of aluminum foil into the form of a person, animal, or object.

Option: Paint the foil figure and glue on other things, such as facial features or clothes.

## Etching

SUPPLIES: heavy-duty aluminum foil or an aluminum foil pan; newspapers; a paintbrush; a screwdriver or dull pencil; tempera paint or markers

1. Place a piece of aluminum foil o several layers of newspap
2. Draw a picture by caren $1 \mathrm{l}, \mathrm{s}$ ing down with the af ablunt tool to create shapes an rures.
3. Color the pic rre vith paint or markers.

Option Dlace hoil face down and etch on Dag $k$ so that when the foil is turnever, the picture stands out.

## Beautified Art

SUPPLIES : heavy-duty aluminum foil; drawing paper; glue; crayons or markers; scissors

1. Create a picture.
2. Decide which parts to highlight by covering them with foil. For example: in a picture of water dripping from a shell
over a baptismal font, make the drops and the water in the font out of foil.
3. Trace the special parts onto aluminum foil.
4. Cut out the aluminum foil pieces.
5. Glue the aluminum foil shapes onto the picture.

## Painted Foil

SUPPLIES: scrap paper; pencil: heavy-duty aluminum foil; tempera prin $O$ rirkers

1. Sketch a picture or Sg paper.
2. Paint the pictu eon sol.
3. Turn up ef the foil to make a frame.

Option: $a$ veraminum foil with paint. When dry, scratch a picture in it with a the pont sdry, scratch a puch as the end of a paintbrush.

## Embossed Art

SUPPLIES : aluminum foil; cardboard; tagboard; pencil; scissors; tape; permanent markers

1. Think of a picture with simple shapes, such as Noah's ark, a mountain, a dove, or an olive leaf.
2. Draw and cut out these shapes

