Making the Most Of Every Minute

Resource Packet

- Print and laminate this packet “as is” for immediate classroom use

  OR

- Alter the editable version to tailor these activities to your specific needs

- Then, store them in envelopes for easy usage

  OR

- Hole punch them, clip them together on a metal ring, and hang them in your classroom where you (or your students) can grab them quickly!
Hand-Building Battles

Short Version
(use 2-3 cards)
- give each student a canister of playdough (or other clay-like material)
- randomly read each prompt aloud and give the students a predetermined amount of time to complete the task (for example, 1 minute)
- allow students to self score. If they feel that they successfully completed the prompt, they can give themselves one point.

Long Version
(use all the cards)
- Follow the same procedure as the short version, but utilize more cards and/or add a competitive element...

Possible Competitive Elements
- score competitively (not everybody gets a point)
- have kids work in groups and nominate the best example from each group for teacher scoring

Higher Level Adaptation:
- provide students with blank cards and ask them to write the prompts for the activity.
- require them to demonstrate/illustrate vocabulary words before a test/quiz
Hand-Building Battles

Roll the longest continuous snake

Create the tallest freestanding structure

Create a family of snails
Create a perfect cube

Make 2 virtually identical spheres

Create the smoothest slab possible, with your hands

Create a texture
Make a pinch pot

Use your nail to score two pieces of clay

Create the last thing you ate

Make your name
Create two things that rhyme

Create a place that you can see in the dark

Use your clay to show a feeling

Create a place
Artistic “Eye Spy”

**Short Version**
(play with a handful of cards)
- The teacher selects a card at random and chooses an object in the art room that relates to the card
- Students guess objects related to the card until they successfully identify the original object
- The class gets a point for each object guessed that correctly relates to the art term, and 5 points for guessing the actual object correctly.

**Long Version**
(play with the full deck)
- Pass out cards and have kids plan in small groups of 4-6, divided into teams.

**Higher Level Adaptation:**
- Edit the deck to only include terms from an upcoming assessment and use the activity to review.
- Have students create their own deck using typography to give visual hints (ie, cross hatching is made with cross hatching)
Analogous
---
Artistic "Eye Spy"

Animation
---
Artistic "Eye Spy"

Architecture
---
Artistic "Eye Spy"

Armature
---
Artistic "Eye Spy"
Calligraphy
Artistic "Eye Spy"

Caricature
Artistic "Eye Spy"

Ceramics
Artistic "Eye Spy"

Cityscape
Artistic "Eye Spy"
Embossing
Artistic "Eye Spy"

Etching
Artistic "Eye Spy"

Exhibit
Artistic "Eye Spy"

Expressionism
Artistic "Eye Spy"
Gesture Drawing
Artistic "Eye Spy"

Geometric
Artistic "Eye Spy"

Glaze
Artistic "Eye Spy"

Green Ware
Artistic “Eye Spy”
Hue

Artistic “Eye Spy”

Illusion

Artistic “Eye Spy”

Illustration

Artistic “Eye Spy”

In Progress

Artistic “Eye Spy”
Masks
Artistic “Eye Spy”

Media
Artistic “Eye Spy”

Medium
Artistic “Eye Spy”

Monochromatic
Artistic “Eye Spy”
Negative Space
Artistic “Eye Spy”

Neutral Colors
Artistic “Eye Spy”

Non-Objective
Artistic “Eye Spy”

Op Art
Artistic “Eye Spy”
Palette
Artistic “Eye Spy”

Paper mache
Artistic “Eye Spy”

Parallel
Artistic “Eye Spy”

Perspective
Artistic “Eye Spy”
Positive Space
Artistic “Eye Spy”

Pottery
Artistic “Eye Spy”

Primary Colors
Artistic “Eye Spy”

Printing Plate
Artistic “Eye Spy”
Profile

Proportion

Realism

Recede
Printing Registration
Artistic “Eye Spy”

Relief
Artistic “Eye Spy”

Score
Artistic “Eye Spy”

Sculpture
Artistic “Eye Spy”
Secondary Colors
Artistic “Eye Spy”

Shade
Artistic “Eye Spy”

Shadow
Artistic “Eye Spy”

Sketch
Artistic “Eye Spy”
Symbolic

Artistic “Eye Spy”

Symmetrical

Artistic “Eye Spy”

Tempera

Artistic “Eye Spy”

Tint

Artistic “Eye Spy”
Tone
Artistic “Eye Spy”

Transparent
Artistic “Eye Spy”

Two Dimensional
Artistic “Eye Spy”

Three Dimensional
Artistic “Eye Spy”
Drawing Telephone

**Short Version**
- While students are standing in line, show a card to the first student.
- That student will silently “draw” the image on the next student’s back.
- This continues down the line until it gets to the final student and they guess the image.
*If this task is difficult for younger students, provide a hint or a clue to the image.

**Long Version**
- While students are at the tables, divide the class into 2 or 3 teams.
- Give each student a piece of scrap paper and a pencil.
- Show one person from each team the initial image.
- Those students return to their seats and draw the image privately, then share it with the next team member.
- Points could be given for the fastest team or the most accurate.

**Higher Level Adaptation:**
- Instead of using the cards, have the students create their own initial image with details. When the activity is done, hang the drawings in order to show the progression of thought/changes in style over time.
Drawing Telephone
Move to the Corners

**Short Version**
(Hang a sign in each corner of your classroom)

- Use 1 card
  - read a prompt card and give the students one minute to choose a corner to move into
  - Have the students from each absolute corner (the yes or no corners) take turns making an argument to move the students from the “maybe or sometimes” corner

**Long Version**
- Use multiple cards in succession
- encourage the debate by sticking with a card until all “middle ground” students are persuaded by the peers (at least temporarily) to choose an absolute side

**Higher Level Adaptation:**
- Use cards related to a central topic in order to develop a deeper discussion over the period (for example, all prompts related to censorship or to art vs. craft)
- Have older students write and discuss their own prompts
Yes

Sometimes
Move to the Corners

Should famous artworks be returned to their country of origin? (Should Egypt be given back all of its antiquities?)

Yes, No, or Sometimes

Is it fair for a private collector to own a very well known painting? (or is it the public’s right to see it?)

Yes, No, or Sometimes

If an artwork is blatantly offensive, should it still be hung in a publicly funded museum?

Yes, No, or Sometimes
Can a functional item ever truly be a piece of fine art?

Yes, No, or Sometimes

Can something ugly be considered “good art”?

Yes, No, or Sometimes

Do children and adults experience art in a similar way?

Yes, No, or Sometimes

Does art have to be made by a person? Can animals make real art?

Yes, No, or Sometimes
Can a piece be “your art” if someone else makes it?

Yes, No, or Sometimes

If an artist copies something directly off Pinterest, is it still their art?

Yes, No, or Sometimes

Is it better to create one masterpiece, or many “very good” pieces?

A. One  B. Many  C. Not Sure

Is there really a difference between fine art and commercial art?

Yes, No, or Sometimes
Is it more important for an artwork to be beautiful or meaningful?
A. Beautiful B. Meaningful C. Not Sure

Can an object in nature be art? (waterfall, beautiful sunset, etc.)
Yes, No, or Sometimes

Jackson Pollock: great idea or too much hype?
A. Great idea B. Too Much Hype C. Not Sure

If you appear in a photograph, and that photograph becomes famous, does the artist owe you a royalty?
Yes, No, or Sometimes
Is there ever a scenario where it is acceptable to purchase a known forgery?

Yes, No, or Sometimes

In your opinion, is a trained or untrained artist more creative?

A. Trained B Untrained C. Not Sure

What is more important, the artist’s intent or the viewer’s interpretation?

A. Intent B. Interpretation C. Not Sure

Does the material used to make an artwork make it more or less legitimate? (crayons or glitter vs. oil paint or clay)

A, Material Matters B. Material doesn’t matter. C. Not Sure
Do museums have a right to charge money to share our cultural heritage?

Yes, No, or Sometimes?

Jackson Pollock: great idea or too much hype?

A. Great idea B. Too Much Hype C. Not Sure

If you appear in a photograph, and that photograph becomes famous, does the artist owe you a royalty?

Yes, No, or Sometimes
Should a private gallery be allowed to show religiously offensive artwork?  
Yes, No, or Sometimes

Do functional crafts belong in an art museum or a natural history museum?  
A. Art B. Natural History C. Not Sure

What matters more, technique or message?  
A. Technique B. Message C. Not Sure

Are all photographs art?  
Yes, No, or Sometimes
Newer, Older

Short Version
- Hang a timeline that relates to your class
- Select a card and have student guess which period in art it is
- Answer “newer or older” (similar to hot or cold game) until they guess correctly.

Long Version
- play exactly as explained at the right, but have the students begin the activity by self constructing the timeline using a sorting activity OR by creating it through drawing/writing

Higher Level Adaptation:
- Have students research and select lesser known objects from art history to use for the prompt cards, in a effort to stump you or their peers
- limit the activity to time periods being studied
Prehistoric

30,000 BC - 2500 BC

Mesopotamian

3500 BC - 540 BC
Egyptian

3500 BC - 30 BC

Greek

850 BC - 30 BC
Roman
500 BC - 476 AD

Byzantine and Islamic
476 - 1453
Middle Ages
500’s-1400’s

Gothic
1140’s-1600’s
Rococo
1720’s-1760’s

Neoclassical
1750’s-1850’s
Impressionism
1870’s–1900’s

Post-Impressionism
1880’s–1920’s
Fauvism and Expressionism
1900-1930’s

Cubism
1905-1920’s
Dada and Surrealism
1905-1920’s

Abstract Expressionism
1905-1920’s
Abstract

Pop Art
1950’s - 1960’s

Minimalism
1960’s and 1970’s
Newer, Older!

Art Movement
approx. dates

Art Movement
approx. dates

Art Movement
approx. dates
Renaissance
1400’s-1600’s

Baroque
1600’s-1750’s

Rococo
1720’s-1760’s

Neoclassical
1750’s-1850’s
Fauvism and Expressionism
1900’s-1930’s

Cubism
1905-1920’s

Dada and Surrealism
1905-1920’s

Abstract Expressionism
1905-1920’s
1950’s-1960’s
Pop Art

1960’s-1070’s
Minimalism

contemporary
Photorealism

contemporary
Post Modernism
Last Artist Standing

**Short Version**
(Played with students standing in a line)
- read the prompt aloud
- each student has 3 seconds to give a related response that has not been previously said
- if they cannot provide a response, they sit down
- The activity continues until one artist is left standing

**Long Version**
(played sitting at a table with paper and pencil)
- read the prompt aloud and give the kids a set amount of time to draw as many responses as they can think of
- Share the responses, any duplicates (ideas appearing on multiple papers) are not counted
- each original idea gets a point

**Higher Level Adaptation:**
- Play this game at the start of a studio assignment to help your students move past their initial ideas!
Things to celebrate . . .

Supplies used to make art . . .

Evil villains . . .

Creatures in the ocean . . .
Reasons not to have homework done . . .

Unusual pets . . .

Things you take camping . . .

Items for a picnic . . .
Things that make you sad...

Phrases that teachers say a lot...

Children’s book characters...

Types of shoes...
Types of sports . . .

Good places to take a nap . . .

Things you can draw with . . .

Things that must be “plugged in” to work . . .
Things you don’t want to run into in the dark . . .

Foods a grizzly bear would eat . . .

Stuff in a school cafeteria . . .

Things that grow in a garden . . .
Things that are scary when you are young...

Items in a refrigerator...

Animals that eat meat...

Colors...
Types of lines . . .

Shapes . . .

Textures . . .

Colors . . .
Around The World

**Short Version**
(played just like the math version)
- two students stand, you flash them a card
- the student who correctly identifies the area of the world that the art is from advances to the next student
- continue, keeping track of the “high score” (# of correct answers in a row)

**Long Version**
- break the class in halves or quarters to have a higher level of student engagement over an extended amount of time

**Higher Level Adaptation:**
- Have students research a particular area of the world and create their own cards for the activity
Around the World

Image Source

UK

Image Source

Peru

Image Source

Nigeria