



Art Sphere Inc.  
Transforming Lives Through Art

STRENGTHENING OUR COMMUNITIES SINCE 1998



# CREATING JOURNEYS THROUGH THE ARTS

Exploring Fifty Years of Art and Music Book 1 with  
Instructor and Editor: Jordan Gerhardt



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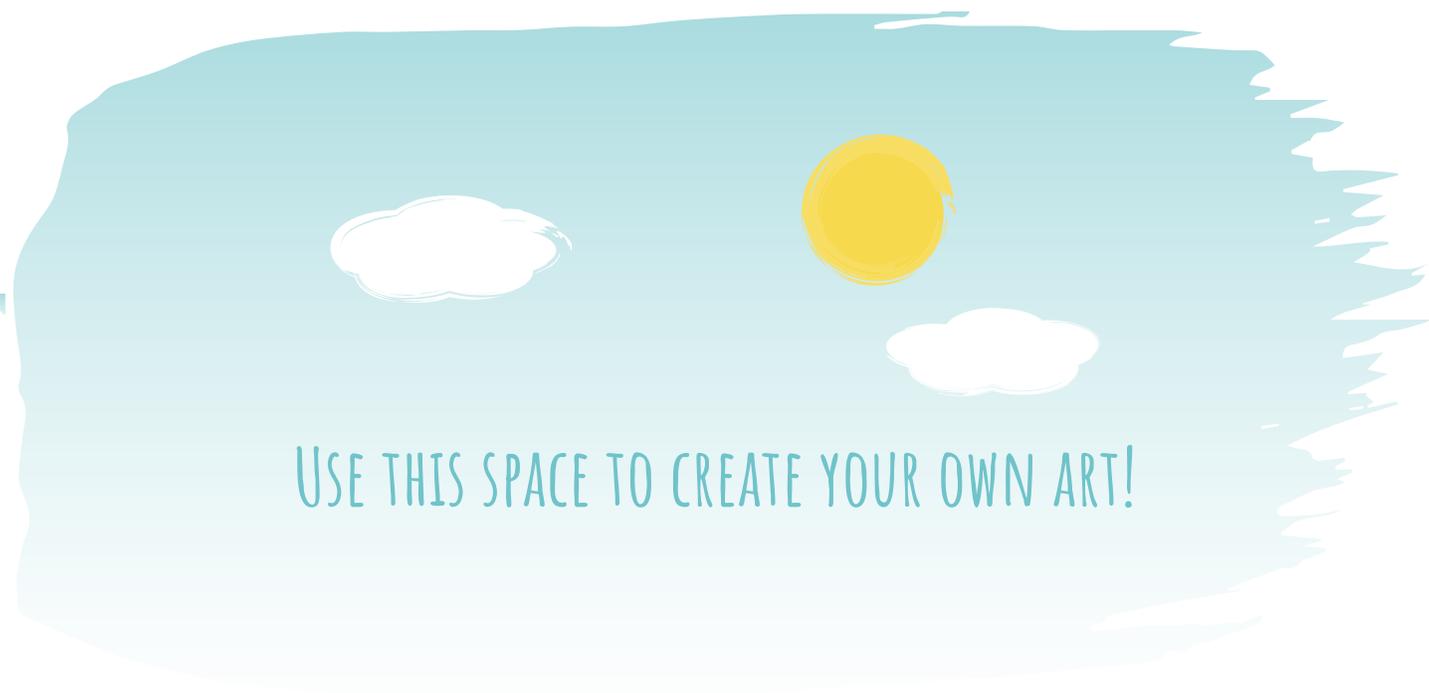
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USE THIS SPACE TO CREATE YOUR OWN ART!





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# CREATING JOURNEYS THROUGH THE ARTS

*Follow your creativity and go beyond where the path leads so you can leave a trail to inspire others to express themselves, too!*

## Preface

We are pleased to present *Creating Journeys Through the Arts* to take you on a path to transform everyday materials into art, to explore the intersections of art with nature, literacy, technology, theater, music, mindfulness and STEAM and to learn how to use the arts to express your core values. Throughout this journey, we invite you to reflect on the legacy that can be created through the arts.

## How this Book Came About

In 2020, Art Sphere Inc. (ASI) responded to Covid - 19 to move our curriculum offerings online to engage and enrich Philadelphia's communities remotely. ASI has always been concerned about the lack of access and cutbacks in funding for the cultural arts in the inner city. In response, we developed this book of free art lesson plans for children to stimulate and inspire creative thinking. Each art project is outlined with easy-to-follow instructions and can be completed with low-cost or "found" materials. The printed book is supplemented by a database on ASI's website ([www.artsphere.org](http://www.artsphere.org)) with additional art lessons, which can be downloaded by teachers and families. The projects in this book, which have been tested in Art Sphere workshops and in schools, at public events and with diverse audiences, are designed to be easy enough for a parent or a teacher with no formal arts training to teach to others. All the projects can be completed in an hour or less and are intended for children from preschool to 6th grade.

## How to Use Our Online Materials and This Book

Not everyone learns the same way. Some people are more visual, some more musical, some more mathematical<sup>1</sup>. Our "Trail Maps" include symbols depicted in a "road sign" at the top of each page and indicate the different learning styles to be found in each project. By pointing out the different ways that a project can be approached, parents and teachers can guide their children to their individual paths to artistic success and ways to express their unique creative voices. The different learning styles and the symbols used to represent them in this book include:



**Literacy and Verbal-Linguistic**  
(using words effectively)



**Recycling and Naturalistic**  
(responding to nature)



**Technology and Logical-Mathematical**  
(reasoning, calculating)



**Health and Intra-personal**  
(understanding one's own interests, goals)



**Theatre and Bodily-Kinesthetic**  
(using the body effectively and creatively)

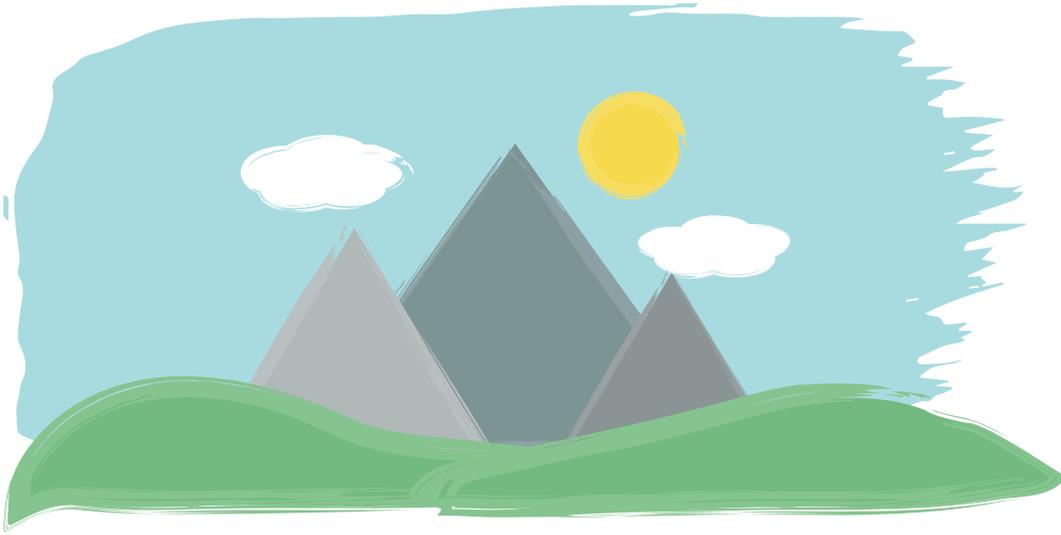


**Musical-Rhythmic**  
(sensitivity to rhythm and sound)



**Multicultural and Interpersonal**  
(understanding, interacting with others)

<sup>1</sup> These learning styles are based on Howard Gardner's discussion of types of intelligences. For more detail, see: Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences* (New York: Basic Books, 1983).



The lesson plans are more than just making art objects. They incorporate ideas such as compassion, mindfulness, respect for nature, healthy eating, cooperation, and other ideas for living in a way that contributes to a civil society. The pages are laid out as if you and the class are taking a journey:

- **Your Destination:** summarizes the outcome
- **Travel Kit:** list of materials you will need to make the object
- **On the Path:** ideas and directions for each child to make his/her own object and ideas for exploring the meaning of each object
- **Group Tour:** how to transform the individual process into an interactive and collaborative group experience
- **Extend your Journey:** vocabulary, helpful references, and links to explore additional ideas

*Find ways to express yourself - it's ok to think outside the box!*

Knowing that links sometimes become inactive or are changed is beyond our control and we apologize for the inconvenience. All the referenced links in this book have been checked for accuracy.

Please check our blog (<https://artsphere.org/free-resources/curriculum/>) and other social media channels for more suggestions on creative art projects.



# THANK YOU

This book would not have been possible without the participation of many talented and dedicated volunteers, interns and supporters. I would like to thank Penn Treaty Special Services District, Pennsylvania Council on the Arts, Philadelphia Cultural Fund, The Alfred and Mary Douty Foundation, The Christopher Ludwick Foundation, and The Stockton Rush Bartol Foundation for their years of support, encouragement and for believing in Art Sphere's work with youth living in low-income communities.

Everything we do is a team effort. Teachers this year that directly or indirectly contributed to the curriculum of ideas in this book include: Greta Heeb, Sophie Najjar, Kristen Rucker, Madison Drake, Jedidah Groseclose, Madeleine Smith, Julie Shaffer, Lisa Jungmin Lee, Ryan Tillman, Hailey Adams, Rise Skobeloff, Junyeon Sohn, Dayna Ensminger, Jim Burkhardt, Alice Zhao, Alexy Fitzmyer, Arielle Vallet, Laura Cho, Maritza Lohman, Theresa Oliver, and Alan Silverman.

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A special thank you to our Board of Directors: Erica Bettwy, P.J. Hakim, Subrata Mukherjee, John Groenveld, Tiffany Mercer-Robbins, Cliff Price and Ashley Fry. I am also blessed by many others for their support of our work these 22 years and especially my husband, Frank Cellucci, who encourages my creativity.

Enjoy this book and create your own journey!  
Best Wishes on Finding Your Path of Beauty,

Kristin Groenveld, Founder and Artistic Director  
Art Sphere Inc.

**Share the artwork you make and your thoughts about the lesson plans and let others know about our free online version of this book: [#takeanartjourney](#) [#creatinglegaciesthroughart](#) [#loveartsphereinc](#)**

# GLOSSARY

**Abstract art** Visual art that uses non-representational visual language; shapes, form, color and line to make a composition

**Abstracted** Something that does not try to represent reality, but instead tries to create a new one

**Analyze** To examine carefully to find the core or main message behind something

**Art form** The way art is made, usually referring to the style it takes

**Assembling** Putting together an item or project in numbered steps

**Big-band music** A musical ensemble that usually accompanies a lead singer of some kind, common in the early 1900's

**Blue collar** Relating to manual work or workers, especially in industry

**Brush strokes** A mark made by a paintbrush when moving across a surface

**Civil rights** Rights to personal liberty made possible by the 13th and 14th amendments to the Constitution

**Color Palette** A range of colors that work well together in a painting or environment

**Convey** To communicate or make known

**Expression** Showing one's emotions through methods other than speaking

**Emphasis** Bringing importance to something specific

**Feedback** A reaction or response to some kind of activity

**Genre** A kind of art or music that is styled different than others

**Icon** A person or thing that is idolized

**Industry** Any kind of business activity that is on the commercial level

**Intensity** Great energy or strength in a feeling

**Illogical** Not making sense to a reasonable person, unreasonable

**Mainstream culture** Popular subjects and genres for the present time

**Orchestra** A group of instrumentalists all performing one song in unison

**Parody** A humorous imitation of a serious subject or writing

**Performance art** A kind of art that fuses different traditional genres or mediums of art for some kind of dramatic effect

**Perspective** The knowledge that one person holds about a certain subject or the information that a person can see at one time

**Photorealism** A kind of art that is so meticulous that many can mistake it for an actual photograph

**Ragtime music** Characterized by a stuttered sounding melody and commonly partnered with other instrument players, evolved by black American musicians in the 1890's and often played on the piano

**Rhythm** A strong, consistent, repeated pattern of sounds

**Spontaneity** Something that is impulsive and sudden, spur of the moment

**Subject** The main focus of a painting or piece of art

**Swing** A subgenre of jazz that was best known for being off beat with a lot of solos

**Technology** The application of scientific information for practical uses in everyday life

**Unconventional** Free form, not belonging to any kind of normal rules or methods

**Unnerving** Creating a feeling of uncomfortableness, upsetting

**Vocalist** A singer that performs either by themselves or with a band of some kind



# 1. THE BIRTH OF JAZZ



This lesson is good for ages 12 -18

## Your Destination:

Coming from ragtime, jazz was a musical sensation that took over the mind of America through its infectious rhythm and, at the time, shocking, dance moves. People like John Philip Sousa and Chuck Berry have become Icons in America that have lasted all the way until today.

At home, look at different jazz dances and songs and create your own jazz-styled dance to teach your friends and family!

## On the Path:

**Step 1** Look online for different jazz dances like the Twist and the Lindy Hop.

**Step 2** Think about the elements of those dances. How do they move their feet? Their arms? Traditional jazz dances were very active, so don't be afraid to get moving!

**Step 3** Write down your moves on some paper so you can teach your friends and family so they can join in the fun too.

## Group Tour:

Show off your swingin' moves to your family and friends. The more dancers the merrier!

## Extend Your Journey:

Dancing is everywhere around us. Feel free to look on YouTube for other dances and songs to keep moving to.

**Learn new vocabulary:** ragtime, rhythm, swing, icon

**Access our instructional video:** [https://www.youtube.com/watch?v=d87JUPJVQaw&list=PLN2FL32merRuQdVibts3AnWb5EFse6z\\_T](https://www.youtube.com/watch?v=d87JUPJVQaw&list=PLN2FL32merRuQdVibts3AnWb5EFse6z_T)



## Travel Kit:

Phone or computer  
Pencils  
Paper



## 2. EXPRESSIONISM



This lesson is good for ages 12 - 18

### Your Destination:

Coming from Germany in the early 1900's, Expressionism was best known for drawing or painting something with a single perspective or view. These paintings would be very distorted (not normal, strange) to show whatever emotion the artist wanted.

At home, you are going to pick a person, place, or thing that you feel either good or bad about. Then, you are going to color or paint the way you feel about it. If you like it, then use calming, light colors and smooth lines. If you don't like it, then use harsh, dark colors and jagged lines. This project is all about expression, so don't be afraid to let your artistic and emotional side out to shine.

### On the Path:

**Step 1** Look online for different Expressionist paintings and artists. (Several will be shown in the included video).

**Step 2** Think about how those artists show their emotions. What colors do they use? How do they draw or paint their art? Are the lines smooth and connected or jagged and harsh?

**Step 3** Pick a place or thing that you either like or don't like, and draw/paint it the way that you

feel. For those who want a more defined assignment, the Doctor's Visit Handout will be available.



### Travel Kit:

- Phone or computer
- Crayons, markers, or paint
- Paper
- Doctor's Visit handout

### Group Tour:

Show off your artwork to your friends and family. Try and inspire them to be artists of their own!

### Extend Your Journey:

Feel free to create more Expressionist art or any art that you please. Skill comes with practice.

**Learn new vocabulary:** expression, color palette, brush strokes

**Doctor's Visit handout:** <https://artsphere.org/blog/expressionsim-handout/>

**Access our instructional video:** <https://www.youtube.com/watch?v=n3uTfmupJqI>



## 3. CUBISM



This lesson is good for ages 12 -18

### Your Destination:

In Cubist artwork, objects are analyzed, broken up, and put back together in an abstracted (not normal) form—instead of showing objects from one view, the artist presents the subject from a bunch of different viewpoints to show the subject as a whole.

Using the handout, you at home can create a cubist piece just like Picasso!

### On the Path:

**Step 1** Look online for different Expressionist paintings and artists. (Several will be shown in the included video).

**Step 2** Think about how those artists show their emotions. What colors do they use? How do they draw or paint their art? Are the lines smooth and connected or jagged and harsh?

**Step 3** Pick a place or thing that you either like or don't like, and draw/paint it the way that you

feel. For those who want a more defined assignment, the Doctor's Visit Handout will be available.

### Group Tour:

Show off your artwork to your friends and family. What do they think of the strange new style? Can they see themselves in the image?

### Extend Your Journey:

Try and create more Cubist drawings and art from different angles. Maybe one from directly above and one from below? Feel free to experiment and try many different things!

**Learn new vocabulary:** analyze, perspective, abstracted, subject

**Paint Your Own Picasso handout:** <https://artsphere.org/blog/cubism-paint-your-own-picasso-handout/>

**Access our instructional video:** <https://www.youtube.com/watch?v=IXgft4OmGQs>



### Travel Kit:

Crayons or markers

Scissors

Glue

Paint Your Own Picasso handout



## 4. FUTURISM



This lesson is good for ages 12 -18

### Your Destination:

Beginning in Italy, Futurism emphasized speed, technology, youth, and objects like the car, the airplane, and the industrial city. Futurism is best known for creating feelings of being young and active while including the new technologies of their time.

Using the handout, you will create a piece of art that shows your vision of the future!

### On the Path:

**Step 1** Look online for different Futurist paintings and artists. (Several will be shown in the included video).

cars or flying dogs. After writing your answers, draw a picture where two or more of your inventions or ideas can be seen.

**Step 2** What is the main focus of the paintings? The harsh lines? The sharp edges? The noisy colors and contrast? What makes the piece interesting to look at?

**Step 3** Using the handout, write down what you think the future will have, whether that be flying

### Group Tour:

Show off your work to your friends and family. What do they think the future will be like?

### Extend Your Journey:

Futurist artists were obsessed with the inventions of their time. Do your own research into new and exciting technologies arriving shortly.

**Learn new vocabulary:** emphasis, industry, technology

**Futuristic Feelings handout:** <https://artsphere.org/blog/futurism/>

**Access our instructional video:** [https://www.youtube.com/watch?v=94\\_tNgmW\\_JM&t=9s](https://www.youtube.com/watch?v=94_tNgmW_JM&t=9s)



### Travel Kit:

Pencils or crayons

Futuristic Feelings handout



# 5. SURREALISM



This lesson is good for ages 5–14

## Your Destination:

Best known for its comparison of uncommon things, Surrealism consisted of uncomfortable, illogical scenes and creatures made from everyday objects, painted in photo-like detail, with the main idea being the merging of the awake and the dream world, creating something that exists in between both.

Using the handout, you can create your own trippy surreal art!

## On the Path:

**Step 1** Look online for different surreal paintings and Surrealist artists. (Several will be shown in the included video). Salvador Dali is the most famous example (and a personal favorite of mine).

**Step 2** What makes the paintings so surreal? What do Salvador Dali and other artists do to make the art so unsettling? How do they make everyday objects look like faces and people? Figure out

what makes these art pieces so different from the rest.

**Step 3** Using the handout, write down three different objects and three different animals that you can think of. After writing your answers, draw or color a picture where an animal is made from the objects you wrote.

## Group Tour:

Show off your artwork to your friends and family. Can they see the animal made out of your objects? What animals do they think would be cool to make out of objects?

## Extend Your Journey:

Use a journal to write down what happened in your dreams, and try to draw or paint your dream in the surrealistic style. Dreams can be hard to remember and are often strange, which will help your drawing look extra interesting.

**Learn new vocabulary:** Photorealism, illogical, unnerving

**Stretching Your Imagination handout:** <https://artsphere.org/blog/surrealism-stretching-your-imagination-handout/>

**Access our instructional video:** <https://www.youtube.com/watch?v=O-JrRNEST7Y&t=4s>



## Travel Kit:

Pencils or crayons

Stretching Your Imagination handout



## 6. DADA



This lesson is good for ages 12 -18

### Your Destination:

An art movement coming from the avant-garde European art scene in the early '20s, Dadaism was developed as a reaction to WWI, and during this time the gap between the wealthy and the poor in the world was becoming more and more obvious. The Dada movement was made up of artists who rejected the logic, reason, and looks of the modern capitalist society, instead expressing nonsense, irrationality, and anti-bourgeois (anti-wealthy and powerful) protest in their works.

At home, you are going to parody (reference in a funny way) something that you think is too stuffy or is taken too seriously. It could be a song, a dance, food, anything you can think of. The beauty of Dada is that it can be expressed in any way you can imagine.

### On the Path:

**Step 1** Look online for different examples of work from Dada Artists. Many of these artists also fall into the abstract field so feel free to search that area as well.

**Step 2** What medium (kind of object or performance) do they use to show their work? What is the intended message behind the artwork? What is the process they go through before they create their work? Find out how these artists come up with such imaginative works.

**Step 3** Using a sheet of lined paper, write out some things you think are too stuffy or taken too seriously. What makes the items or things like this? Is it the audience? The subject? After you figure this out, create your own Dada art that parodies the subject you find too boring. This could be through a joke, a video, food you make, whatever you can think of. The beauty of Dada is that it can be expressed in any way you can imagine.



### Travel Kit:

Notebook paper

Pencils or crayons

### Group Tour:

Show off your abstract work to your friends and family. What do they think of the different and strange ways of showing your message? What topics do they think would be a good fit for Dada?

### Extend Your Journey:

Consider other topics that might be a good fit for Dada. Do you think Dada as art takes itself too seriously? Parody that! The subject matter is yours to decide.

**Learn new vocabulary:** parody, unconventional, performance art

**Access our instructional video:** [https://www.youtube.com/watch?v=aT6EbcG\\_M-U](https://www.youtube.com/watch?v=aT6EbcG_M-U)



# 7. THE BIRTH OF FOLK



This lesson is good for ages 12 -18

## Your Destination:

From its origins, folk music has been the music of the working class. It is community-focused and has rarely enjoyed commercial success. By definition, it's something that can be enjoyed by everyone, something that everyone can understand. Folk subjects include war, work, and civil rights to nonsense, parody, and love.

Using the handout, you can write your own authentic folk song!

## On the Path:

**Step 1** Look online for different folk artists and songs. One popular folk artist during the time was Woody Guthrie.

using the spaces provided. Once you write them, come up with an exciting name for your new folk hit.

**Step 2** What makes the music they are singing different from what we hear today? What makes the songs similar? What topics do they cover? What instruments are mainly used? Makes notes on how they sing about the topics they cover.

**Step 3** Using the handout, write the lyrics to your own folk song

## Group Tour:

Sing your new song to your friends and family, or just show them the lyrics if you're stage shy. What do they think of your song? Can they relate to what you wrote? Can they think of any lyrics they would want to add?

## Extend Your Journey:

If you are musically inclined, you can try playing traditional folk music on an instrument of your choice, the guitar being the most common. If you are not as musical, try and find some more modern folk music that you might want to add to your own playlist. My personal favorites are The Lumineers and Mumford and Sons.

**Learn new vocabulary:** blue collar, civil rights, mainstream culture

**Blue Collar Ballads handout:** <https://artsphere.org/blog/the-birth-of-folk-music/>

**Access our instructional video:** <https://www.youtube.com/watch?v=RGpF1QKFTmc>



## Travel Kit:

Pencil

Blue Collar Ballads handout



# 8. THE BIRTH OF POP



This lesson is good for ages 12 -18

## Your Destination:

Predating Rock n Roll, traditional pop refers to post-big band music. Traditional pop drew from an assortment of songs written by professional songwriters and were often performed by a vocalist that was supported by either an orchestra or a small band. In traditional pop, the song is the key. Although the singer is the focal point, this style of singing doesn't rely on vocal improvisations as jazz singing does.

Using the handout, write down popular songs you enjoy and describe what makes them appealing to you.

## On the Path:

**Step 1** Look online for different Traditional pop artists and songs. Some popular traditional pop artists during the time were Bing Crosby and Frank Sinatra.

**Step 2** What makes the music they are singing different from what we hear today? What makes the songs similar? What do you notice about the style of songs that are being performed? What instruments are mainly used? Make notes on what songs you like and think still hold up today.

**Step 3** Using the handout, write down current pop songs you enjoy and describe what makes them appealing to listen to or "popular". Is it the lyrics? The bass? The instrumentation? What makes the song stand out to them?



## Travel Kit:

Pencil

What Makes Pop Popular handout

## Group Tour:

Ask your family and friends what popular songs they like. What in particular do they like about the song? What do they think of traditional pop songs?

## Extend Your Journey:

Pop music has taken on many forms since it was first created. Look through the history of popular music and try to find your favorite style or musician.

**Learn new vocabulary:** vocalist, orchestra, big-band music

**What Makes Pop Popular handout:** <https://artsphere.org/blog/the-birth-of-pop-whatmakes-pop-popular-handout/>

**Access our instructional video:** <https://www.youtube.com/watch?v=458j8gKctP8>



# 9. ABSTRACT EXPRESSIONISM

This lesson is good for ages 12 -18



## Your Destination:

Growing from Surrealism, Abstract Expressionism combines the emotional intensity of Expressionism with the abstract European forms of art like Cubism, Futurism and Bauhaus. The term applied to new forms of abstract art developed by American painters such as Jackson Pollock, Mark Rothko and Willem de Kooning in the 1940's and 1950's. It is often recognized by emotional brush-strokes or mark-making, and the idea of sudden change and action.

At home, you can create an action painting just like Jackson Pollock!

## On the Path:

**Step 1** Look online for different Abstract Expressionist art and artists online. I know the term is a handful so try and look for certain artists, the most famous and easy to find being Jackson Pollock. Here is a video explaining Pollock's work.

**Step 2** How do these artists show their emotion through such strange methods? What colors do they use to show how they are feeling? What tools do they use to splatter the paint on the canvas?

**Step 3** Take your canvas or paper and place it somewhere it's okay to be messy. Choose two or more objects to paint with that you think would have a cool effect, and start painting. If you want it to be bright and happy, try moving your painting object quickly and using brighter colors. If you want it to be slow and sad, try moving your objects slowly over the canvas and use darker colors. Be sure to experiment with how you fling the paint onto the canvas to find new and exciting patterns!

## Group Tour:

Show off your action painting to your friends and family. Do they see the emotions or ideas you were trying to show? If not, try and teach them about it! They might find the action painting very interesting.

## Extend Your Journey:

Try and create different kinds of Abstract Expressionist art. There's the well-known action painting, but there is also the color field painting, where artists cover the canvas in huge chunks of color to show emotion. Which do you end up liking more?

**Learn new vocabulary:** convey, intensity, spontaneity

**Access our instructional video:** <https://www.youtube.com/watch?v=xozhUnrRf8>



## Travel Kit:

Canvas or thick piece of paper

Paint of several different colors



# 10. LESSON REVIEW



This lesson is good for ages 12 -18

## Your Destination:

It's been a long road full of a lot of new concepts and often complicated ideas. This final lesson is all about hearing from you. I want to see what you took away from all of this and if any of it has left an impact on you.

At home, choose a music genre or art form that was your favorite from the lesson plan book and create some kind of content that shows what you enjoy or find interesting about it.

## On the Path:

**Step 1** Look back through the lesson plans and find which art form or music genre you found the most interesting.

**Step 2** What music genres and art forms did you like learning about? Which ones did you want to learn more about? Which ones didn't you like? Why did you not like them? I want to hear all of your opinions and comments in these presentations.

**Step 3** Choose a music genre or art form that was your favorite from your book and create some kind of content that shows what you enjoy or find interesting about it. This could be a PowerPoint, a poster, a video of yourself talking about it, the choice is yours. What I really want to see is your interest in this art or music and why you were drawn to it. Feel free to show it in any way you think of.

## Group Tour:

Show your friends and family your presentation or poster of your art form or music genre? Do they know much about it? What do they think of the art? Do they agree with your opinions?

## Extend Your Journey:

Feel free to explore other forms of art and music. This lesson may have been long and full, but there is still a whole world of art and music out there to discover. Try and find some other genres and art forms that you think are cool and unique.

**Learn new vocabulary:** art form, genre, feedback

**Access our instructional video:** <https://www.youtube.com/watch?v=uGwbplhOnF8&t=2s>



## Travel Kit:

Phone or computer





## ABOUT US

Art Sphere Inc. (ASI), founded in 1998, provides meaningful free arts programs in an effort to engage the creativity in communities, empower neighborhoods, explore the positives in peoples' lives, and heal the mind, body, and spirit through the arts.

Working with hundreds of volunteers every year and partnering with numerous civic, academic and governmental organizations, our grassroots events help support inner-city neighborhoods. ASI's in-school and after-school workshops lay the framework for the arts to nourish the character and development of youth, open up a new world of social engagement and reinforce the school curriculum.

We appreciate the generous support of Penn Treaty Special Services District and other foundations and institutions, who, among our other supporters, have paved the way for Art Sphere Inc. to continue to serve the public through on-site and online education programs.



Art Sphere Inc. receives state arts funding support through a grant from the Pennsylvania Council on the Arts, a state agency funded by the Commonwealth of Pennsylvania and the National Endowment for the Arts, a federal agency.

For more information, visit [artsphere.org](http://artsphere.org). <https://artsphere.org/who-we-are/copyright-and-disclaimer/>

