

# God's Little Storybook About Art/Creation

- This is a one month curriculum plan for art/vocabulary and scripture inspired by God's Creation.

# God's little story book about

**ART**  
**Creation**

# God's little story book about Art/Creation

- **creation definition:**
- noun: The action or process of bringing something into existence: "the creation of a coalition government" synonyms: establishment, formation, foundation, initiation, institution.
- A thing that has been made or invented, especially something showing artistic talent: "she treats fictional creations as if they were real people" synonyms: work, work of art, production.
- The bringing into of existence of the universe, especially when regarded as an act of God.
- Everything so created; the universe: "our alienation from the rest of Creation" synonyms: the world, the universe, the cosmos, the living world, the natural world nature, life, living things.
- **Art definition:**
- Noun: The expression or application of human creative skill and imagination, typically in a visual form such as painting or sculpture, producing works to be appreciated primarily for their beauty or emotional power: "the art of the Renaissance" synonyms: fine art, artwork
- The various branches of creative activity, such as painting, music, literature, and dance: "the visual arts"

# Lesson Plan for Cover

- Questions: What form of art is on the cover? Possible answers: A photograph, a picture... The photograph is a digital color photo taken in fog and low light to give the impression of a black and white photo. Through the use of a computer, text and digital art was added.
- Review vocabulary and definitions, discuss concepts.
- Optional discussion on image meaning. “Why did the author create this image?” “What does it mean?” “What is unique about this artwork?”
- Free Draw, discuss drawing meaning
- Write in online journal about what you have learned

**God's little story  
book about ART by  
Salie Davis**

**God so loved the  
world that he gave  
his only Son, so that  
everyone who has  
faith in him will  
have eternal life.  
John 3:16**



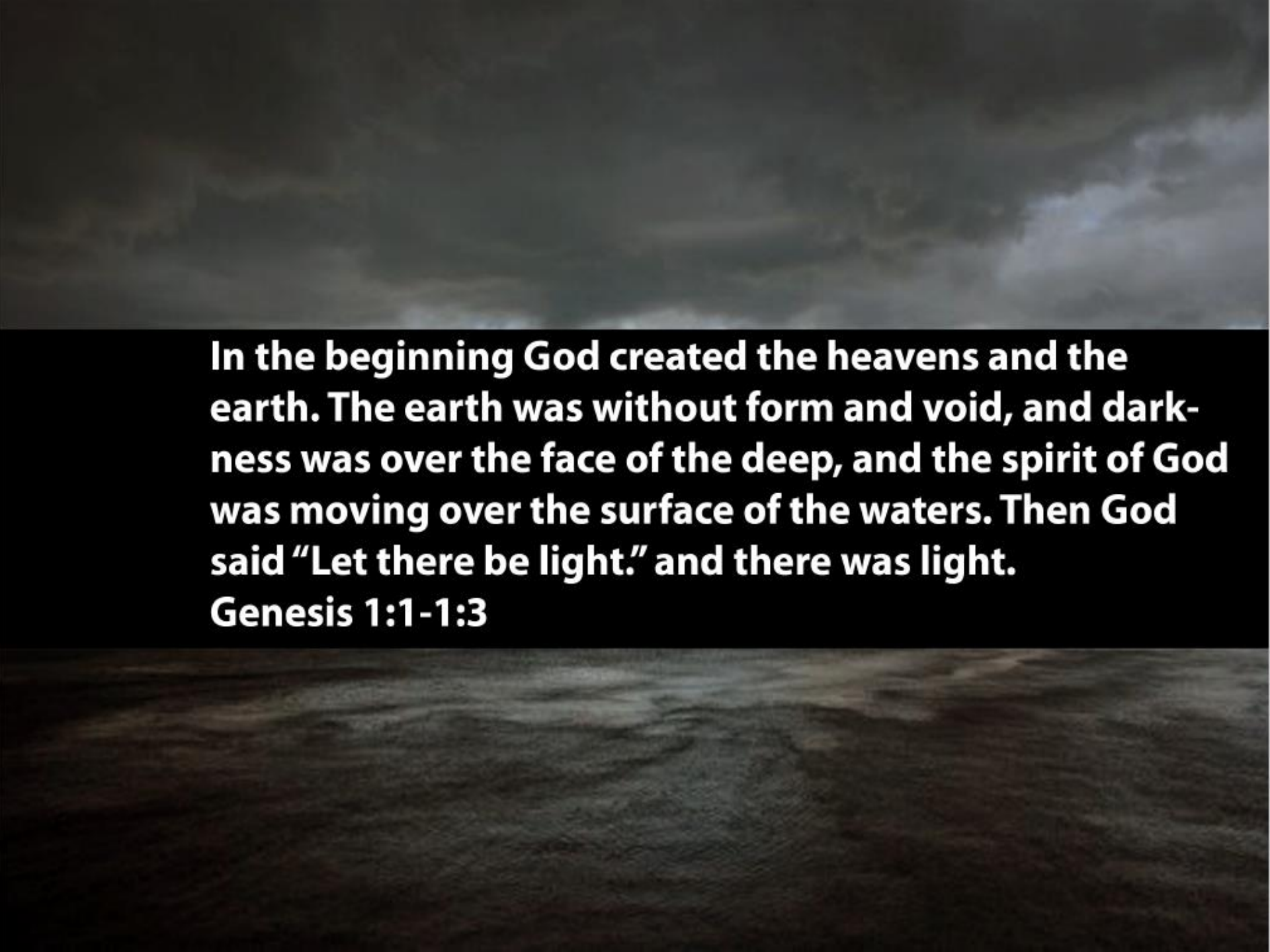
# Authors Page

- John 3:16
- **digital art definition:**
- Noun: Art created or modified using a computer or other digital medium.
- About the Author
- Salie Davis has a BA in Creative Marketing and Media Communications. She has been an Artist since Birth and has experience as an art teacher designing and implementing Christian curriculum.

# Lesson Plan for Authors Page

- Questions: What form of art is on this page? Possible Answers: A weather vein, A picture, A photograph. This Image was created using a computer, photographs and digital art drawing.
- Verse memorization: John 3:16 (any version)
- Optional discussion on verse meaning and different verse variations
- Optional discussion on image meaning. “Why did the author create this image?” “What does it mean?” “What is unique about this artwork?”
- Review vocabulary and definitions, discuss concepts.
- Free Draw, discuss meaning behind drawing
- Write in online journal about what you have learned





**In the beginning God created the heavens and the earth. The earth was without form and void, and darkness was over the face of the deep, and the spirit of God was moving over the surface of the waters. Then God said "Let there be light." and there was light.**

**Genesis 1:1-1:3**



# Page 1

- Genesis 1:1-1:3
- **light definition:**
- Noun: The natural agent that stimulates sight and makes things visible: *'the light of the sun'*
- *'the lamps in the street shed a faint light into the room'*
- A source of illumination, especially an electric lamp: *'a light came on in his room'*
- **lights** Decorative illuminations: *'Christmas lights'*
- An expression in someone's eyes indicating a particular emotion or mood:
  - *'a shrewd light entered his eyes'*
- **lights** A person's opinions, standards, and abilities: *'leaving the police to do the job according to their lights'*
- Understanding of a problem or mystery; enlightenment:
  - *'she saw light dawn on the woman's face'*
- Spiritual illumination by divine truth.

# Lesson Plan for Page 1

- Questions: What form of art is on this page? Possible answers: A photograph. (Probe deeper) Is it in color or black and white? This image is in color in low light. (Probe Deeper) Why do images in low light seem to lack colour?
- Memorize Genesis 1:1-1:3
- Vocabulary (discuss different meanings for the word LIGHT)
- Optional discussion on image meaning. “Why did the author create this image?” “What does it mean?” “What is unique about this artwork?”
- Free Draw (suggestion, draw based on the verses learned, explain to students at the end of this lesson they will create a picture book about creation.)
- Write in online journal about what you have learned

**The earth was without form... Gen 1:2**

**It was like an artist's blank page.**

**Like an artist, God stretched the sky out over empty space and hung the earth on nothing. Job 26:7**

**Our Creator is a master artist. You can be an artist too.**

**Draw a picture using shapes.**



**What shape is  
the earth?**

**What shape is a  
star?**



# Page 2

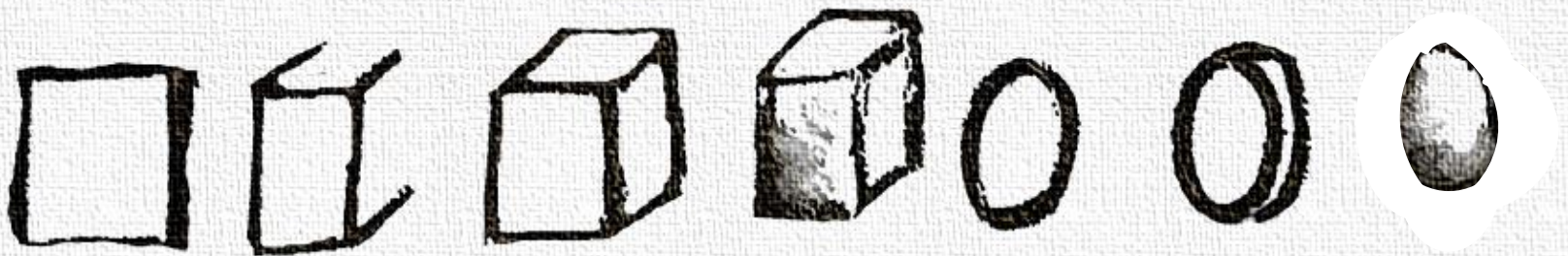
- Job 26:7
- **artist definition**
- noun: A person who creates paintings or drawings as a profession or hobby.
- A person who practices or performs any of the creative arts, such as a sculptor, film-maker, actor, or dancer.
- A person skilled at a particular task or occupation: *'a surgeon who is an artist with the scalpel'*

# Lesson Plan for Page 2

- Questions: What type of art is on this page? Possible answers: A drawing, A black and white picture.
- What shapes can you see in the objects around you?
- What makes you an artist?
- Memorize Job 27:7
- Review Genesis 1:1-1:3
- Vocabulary (discuss different meanings for the word Artist)
- Optional discussion, “Why did the artist create this image?”
- Drawing and question prompts from page
- Write in online journal about what you have learned

**By faith we understand that the worlds were formed by God, so that what is seen was not made out of things that are visible. Hebrews 11:3**

**Form is the three dimensional shape of an object, width, height, and depth. Draw a square shape. This is how to form a square. Add light and dark to add depth. Try other shapes.**



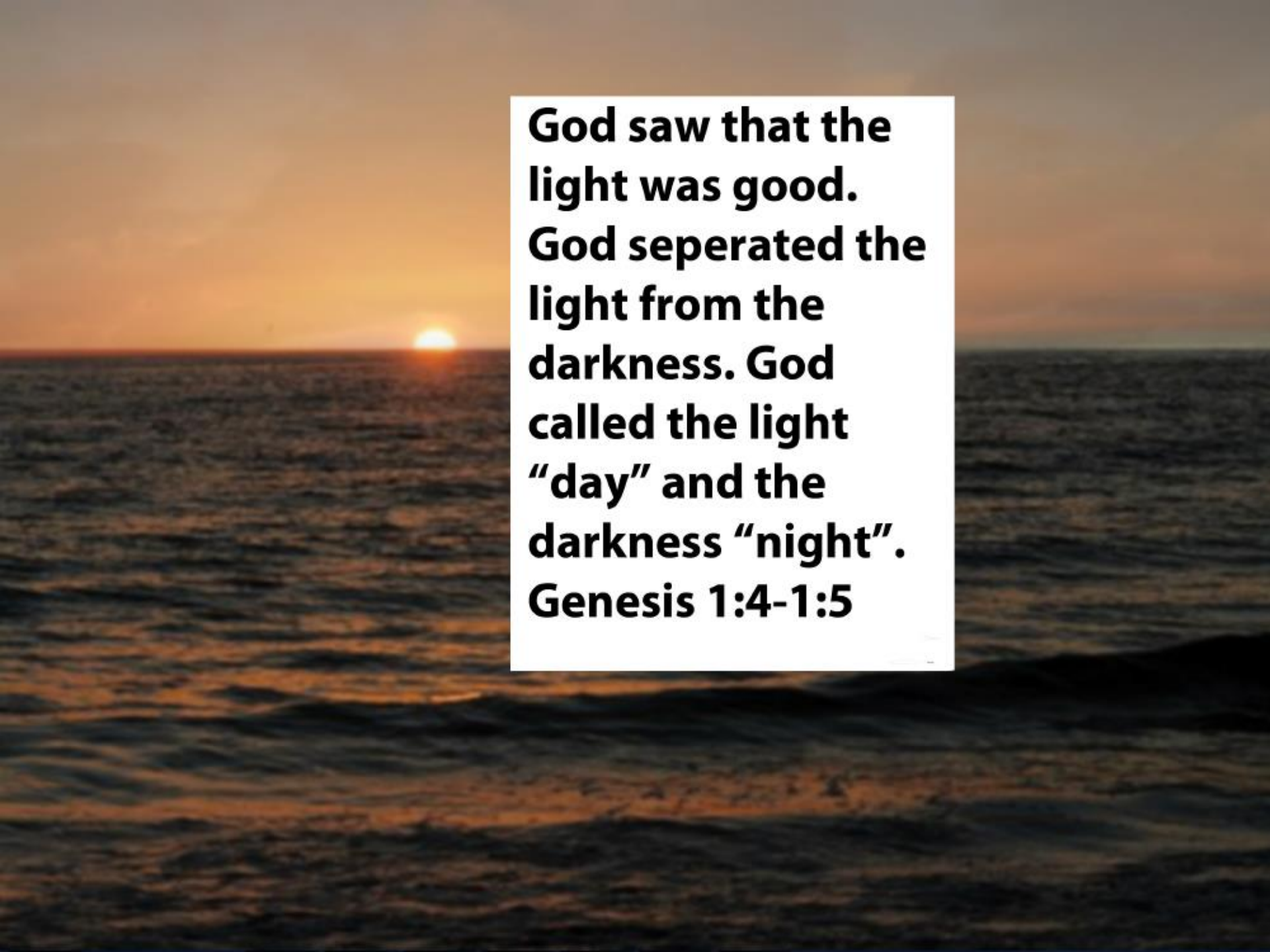
# Page 3

- Hebrews 11:3
- **form definition**
- **Noun:** The visible shape or configuration of something:
- *'the form, colour, and texture of the tree'*
- [mass noun] *'the flowers of this shrub are remarkable both in form and colour'*
- The body or shape of a person or animal.
- [mass noun] Style, design, and arrangement in an artistic work as distinct from its content: *'these videos are a triumph of form over content'*
- **Three-dimensional definition**
- **Adjective:** Having or appearing to have length, breadth, and depth:
- *'a three-dimensional object'*
- (of a literary or dramatic work) sufficiently full in characterization and representation of events to be believable: *'the drama is never anything less than three-dimensional'*



# Lesson Plan for Page 3

- Questions: What types of tools can be used to make drawings?  
Possible answers: Pencil, Crayon, Marker, Paint, Chalk.
- How can drawings that are flat appear to be three dimensional.
- Using the square, label the lines that represent height, width and depth and create the perception of three-dimensions.
- What makes you an artist?
- Memorize Hebrews 11:3
- Vocabulary (discuss different meanings for the words form and three-dimensional)
- Drawing prompts from page
- Write in online journal about what you have learned

A photograph of a sunset over the ocean. The sun is a bright orange circle on the horizon, casting a glow across the sky and reflecting on the water's surface. The water is dark blue with some lighter patches where the sun's light hits. The sky is a gradient of orange and yellow.

**God saw that the  
light was good.  
God separated the  
light from the  
darkness. God  
called the light  
“day” and the  
darkness “night”.  
Genesis 1:4-1:5**

# Page 4

- Genesis 1:4-1:5
- **Darkness definition**
- **Noun:** The partial or total absence of light:
- *'the office was in darkness'*
- Night: *'they began to make camp before darkness fell'*
- The quality of being dark in colour: *'the darkness of his jacket'*
- Wickedness or evil: *'the forces of darkness'*

# Lesson Plan for Page 4

- Questions: Reflection on the last two colour photographs that appeared black and white due to the lack of light, in this photograph, what has happened with the introduction of more light? What time of day is this? Possible answers: Morning, Early evening.
- What colour is the sky and ocean in this picture?
- What colour is the sky and ocean in the middle of the day? In the middle of the night?
- Why do you think that this is?
- Memorize Genesis 1:4-1:5
- Vocabulary (discuss different meanings for the word darkness)
- Free Draw (suggestion based on verse prompt)
- Write in online journal about what you have learned



**God saw that the light was good.**

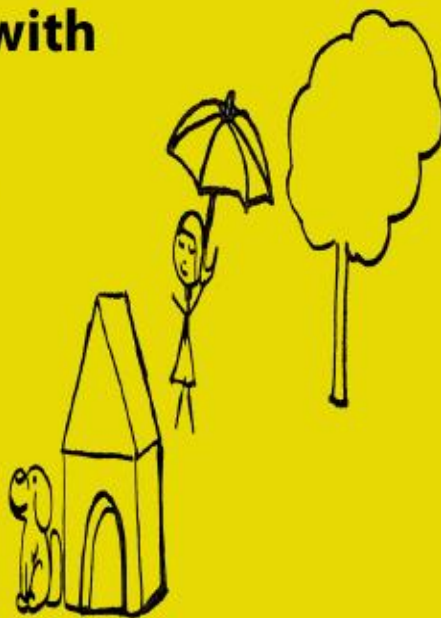
**Gen 1:4**



**On a colored paper draw a picture with a black crayon.**



**Add to your drawing with a white crayon where light is and with a black crayon where dark is.**

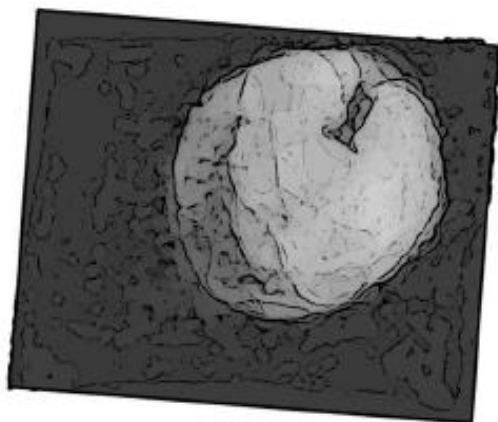


# Lesson Plan for Page 5

- Review all vocabulary
- Review verses John 3:16, Job 27:7, Hebrews 11:3
- Drawing prompts from Page
- Write in online journal about what you have learned

**God seperated the light from the darkness... Gen 1:4**

**Draw on a black piece of paper with a white crayon.  
Draw on a white piece of paper with a black crayon.  
Practice making lines, draw shapes or form objects.**



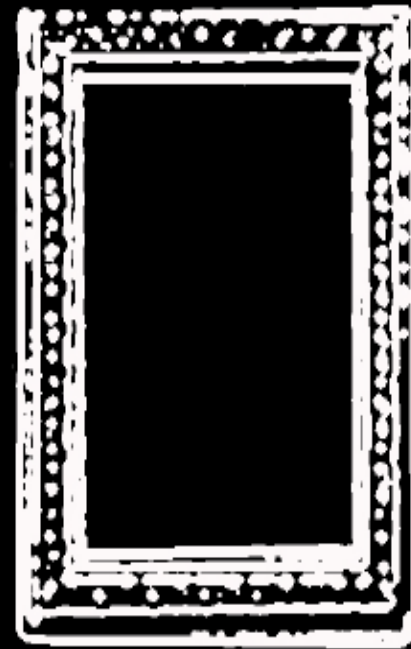
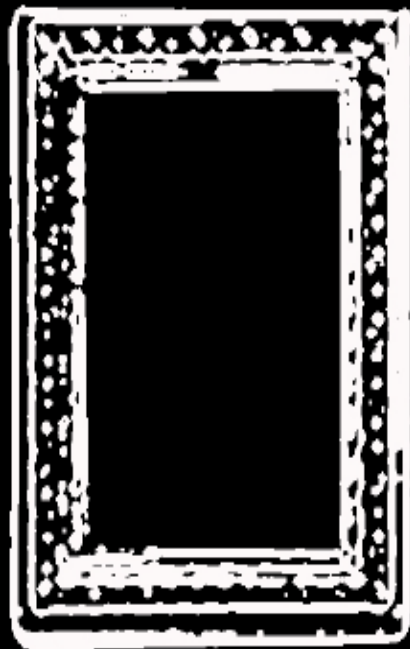


# Page 6

- **Line**
- **Noun:** A long, narrow mark or band:
- *'a row of closely spaced dots will look like a continuous line'*
- *'I can't draw a straight line'*
- Mathematics A straight or curved continuous extent of length without breadth.
- A direct course: *'the ball rose in a straight line'*
- A furrow or wrinkle in the skin, especially on the face: *'there were new lines round her eyes and mouth'*
- *'laughter lines'*
- A contour or outline considered as a feature of design or composition: *'crisp architectural lines'*
- [mass noun] *'the artist's use of clean line and colour'*

# Lesson Plan for Page 6

- Review Gen 1:4-1:5
- Vocabulary (discuss different meanings for the word line)
- Drawing prompts from page
- Write in online journal about what you have learned



**We call the light, white.  
We call the dark, black,  
but there is more than  
just black and white.**

# Page 7

- **Black definition**
- **Adjective:** Of the very darkest colour owing to the absence of or complete absorption of light; the opposite of white:
- *'black smoke', 'her long black hair'*
- **noun** : Black colour or pigment: *'a tray decorated in black and green'*
- Black clothes or material, typically worn as a sign of mourning: *'only one or two of the mourners were in black'*
- Darkness, especially of night or an overcast sky: *'the only thing visible in the black was the light of the torch'*
- **White definition**
- **Adjective:** Of the colour of milk or fresh snow, due to the reflection of all visible rays of light; the opposite of black: *'a sheet of white paper'*
- **Noun:** White colour or pigment: *'garnet-red flowers flecked with white'*
- **Black and White definition**
- (of a photograph, film, television programme, etc.) in black, white, shades of grey, and no other colour: *'old black-and-white movies'*
- (of a situation or debate) involving clearly defined opposing principles or issues:
- *'it was all grey areas; no black-and-white certainties'*

# Lesson Plan for Page 7

- Vocabulary (discuss different meanings for the words and phrase, black and white)
- Free Draw in black and white
- Review all verses
- Write in online journal about what you have learned



**Sometimes the light and  
the dark make shadows.**

# Page 8

- **Shadow definition**
- **Noun:** A dark area or shape produced by a body coming between rays of light and a surface: *'trees cast long shadows'*
- Partial or complete darkness, especially as produced in this way: *'the north side of the cathedral was deep in shadow'*, *'a stranger slowly approached from the shadows'*
- The shaded part of a picture.
- A dark patch or area on a surface: *'her face was pale and there were shadows under her eyes'*



# Lesson Plan for Page 8

- Questions: Why does this colour photograph appear to be black, and white? Possible answers. The lack of light, because it is a picture of shadows.
- Vocabulary (discuss different meanings for the word shadow)
- Free Draw in black and white.
- Review all verses
- Write in online journal about what you have learned

**Create a shaded rectangle by starting with very dark black. Using less pressure, make the black lighter and lighter until it is white again.**



# Page 9

- **Shade definition**
- **Noun:** Comparative darkness and coolness caused by shelter from direct sunlight: *'sitting in the shade'*
- *'this area will be in shade for much of the day'*
- The darker part of a picture.
- A colour, especially with regard to how light or dark it is or as distinguished from one nearly like it:
- *'various shades of blue' 'Maria's eyes darkened in shade'*
- Art: A slight degree of difference between colours.

# Lesson Plan for Page 9

- Vocabulary (discuss different meanings for the word shade)
- Drawing prompt from page
- Test on all verses

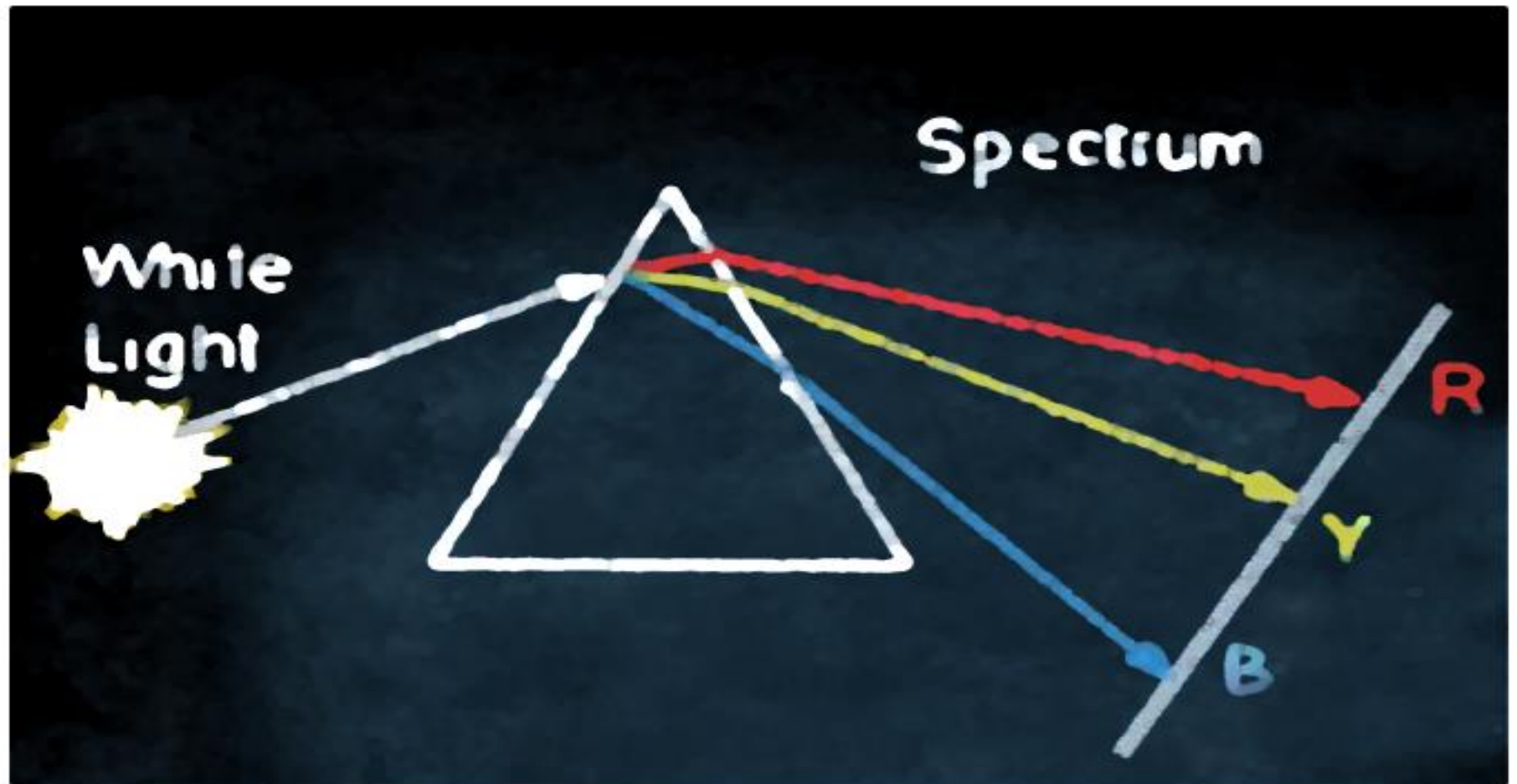
**Shadows are created when light is shaded. Shade or shadow is the darker area that appears on the side of an object away from the source of light. Draw a source of light, the sun or a light bulb, and draw objects that are shaded and have shadows.**



# Lesson Plan for Page 10

- Drawing Prompts from Page
- Go over verse test
- Write in online journal about what you have learned

**God seperated light into colors.**



**Red, Orange, Yellow, Green, Blue, and Purple are just some of the colors in the visible spectrum**

# Lesson Plan for Page 11

- Review all vocabulary
- Do a spectrum light demonstration with a prism
- Draw an image using all concepts taught.
- Discuss in class vocabulary concepts and how they relate to the image drawn.
- Write in online journal about what you have learned



# Visible Spectrum

**With just three colors we can create every color in the rainbow. We call these different shades of color, hue.**

# Page 12

- **Spectrum definition:**
- **Noun:** A band of colours, as seen in a rainbow, produced by separation of the components of light by their different degrees of refraction according to wavelength.
- **Hue definition:**
- **Noun:** A colour or shade:
- *'the water is the deepest hue of aquamarine'*

# Lesson Plan for Page 12

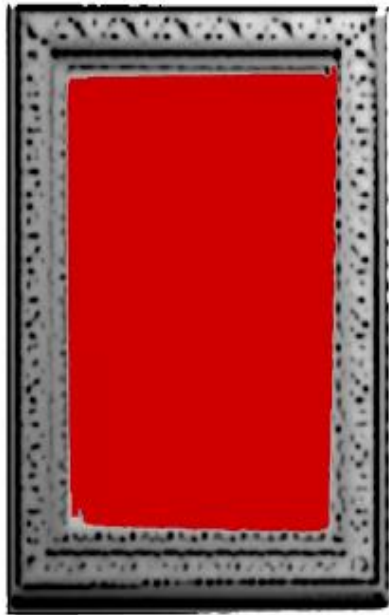
- Vocabulary test
- New Vocabulary words, Spectrum and Hue
- Draw an image using all concepts taught.
- Discuss in class vocabulary concepts and how they relate to the image drawn.
- Write in online journal about what you have learned

**Draw a picture using your three favorite colors.  
Can you guess which three colors make up all  
the colors we see?**

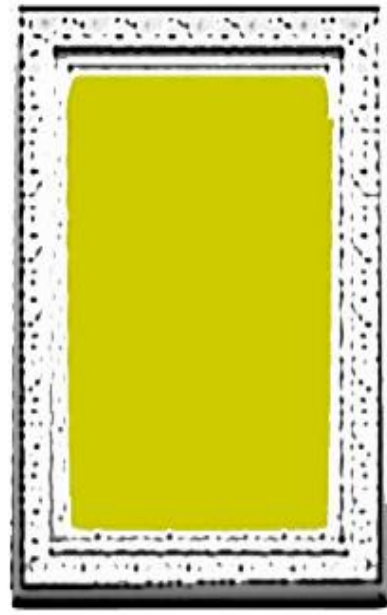


# Lesson Plan for Page 13

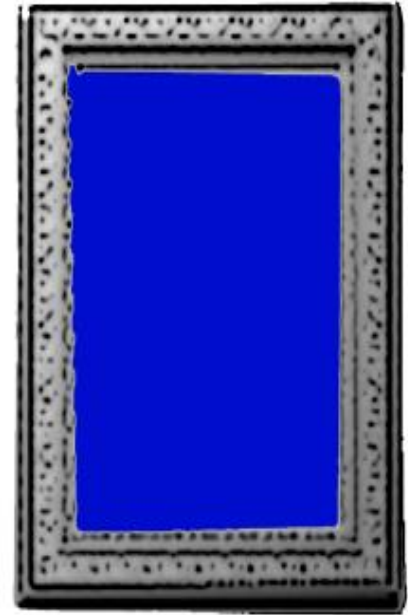
- Drawing prompt from page
- Discuss questions on page
- Go over vocabulary test
- Write in online journal about what you have learned



**Red**



**Yellow**



**Blue**

These are the Primary Colors. Red can mix with Yellow. Do you know what color that makes? Yellow can mix with Blue or Blue can mix with Red. Do you know what colors they would make? These colors are called a Spectrum.

# Page 14

- **Colour definition:**
- **Noun:** The property possessed by an object of producing different sensations on the eye as a result of the way it reflects or emits light: *'the lights flickered and changed colour'*
- One, or any mixture, of the constituents into which light can be separated in a spectrum or rainbow, sometimes including (loosely) black and white: *'a rich brown colour'* *'a range of bright colours'*
- The use of all colours, not only black and white, in photography or television: *'he has shot the whole film in colour'*

# Lesson Plan for page 14

- Vocabulary, Colour.
- Discuss question prompts on page.
- Draw an image using all concepts taught.  
(Suggested mixing colors)
- Discuss in class vocabulary concepts and how they relate to the image drawn.
- Review Verses
- Write in online journal about what you have learned



**The three primary colors are red, yellow and blue. Draw a picture using only primary colors. What colors would you get if you mixed them? When you add light or dark it changes the tone of the color. Tone is the overall lightness or darkness in a color. What happens when you add white to a primary color? Black?**



# Page 15


- **Tone definition:**
- **Noun:** The particular quality of brightness, deepness, or hue of a shade of a colour: *'stained glass in vivid tones of red and blue'*
- *'an attractive colour which is even in tone and texture'*
- The general effect of colour or of light and shade in a picture.
- A slight degree of difference in the intensity of a colour.

# Lesson Plan for Page 15

- Discuss Primary colours (optional discussion of secondary colours.)
- Vocabulary for the word, Tone.
- Question Prompts on Page.
- Drawing Prompts on Page.
- Test on verses

**Make a color bar or a color wheel. Red; mix red and yellow to make orange. Yellow; mix yellow and blue to make green. Blue; mix blue and red to make violet.**

**Thank you God for the beautiful art that is creation!**

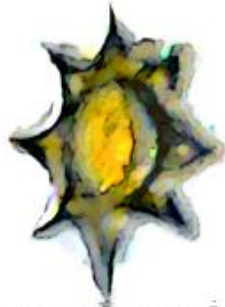


**All you have made will praise you Lord;  
your saints will bless you. Psalm 145:10**

# Lesson Plan for Page 16

- Memorize Psalm 145:10
- Drawing Prompts on page
- Review vocabulary; Spectrum, Hue, Colour and Tone.
- Write in online journal about what you have learned





**Then God Said , let there be a space between the waters to seperate the waters from the waters, and God called this space, sky.**

**Genesis 1:6-1:7**

**When the sun's light shines through our sky we are able to see God's creation in color.**



# Lesson Plan for Page 17

- Questions: How is the sky similar to the prism we used earlier? Use this to explain the text on the page concerning how we see colour.
- Learn new verse, Genesis 1:6-1:7
- Review Psalm 145:10
- Draw an image using all concepts taught.
- Discuss in class vocabulary concepts and how they relate to the image on the page, and to the images drawn by the students
- Write in online journal about what you have learned



**But God's creation is more than just  
light and dark, shadow and color,**



**God created you and me.**



# Lesson Plan for Page 18

- Questions: Why did the artist choose this photograph for this page?
- Discuss the meaning of the text on the page.
- Review Genesis 1:6-1:7 and Psalm 145:10, Discuss verse meaning.
- Test on new vocabulary
- Draw an image using all concepts taught.
- Discuss in class vocabulary concepts and how they relate to the image drawn.
- Write in online journal about what you have learned

**Being made in the creator's image,**



**we were made to create.**

# Lesson Plan for Page 19

- Go over vocabulary test
- Test on verses Genesis 1:6-1:7 and Psalm 145:10
- Start on final picture book project.
- Write in online journal possible accompanying text

**For God, who said, “Let light shine out of darkness.” made his light shine in our hearts to give us the light of the knowledge of the glory of God in the face of Christ. 2 Corinthians 4:6**

**God is the Master Artist. We are God’s divine work of art. Like our Creator it is our nature to create. Everything we create should honor God and help others see the beauty of God’s artwork.**



# Lesson Plan for Page 20

- Go over test on verses.
- Questions: Why did the artist choose this photograph for this page?
- Discuss the meaning of the text on the page.
- Memorize Verse 2 Corinthians 4:6
- Review all vocabulary
- Review all verses
- Free Draw

# Finals

- Final test on all verses
- Bonus question on 2 Corinthians 4:6
- Final test on all vocabulary
- Final project: Create a picture book about creation

# Resources

- Briggs, D. C., Diaz-Bilello, E., Peck, F., Alzen, J., Chattergoon, R., Johnson, R., & ... University of Colorado at Boulder, C. (. (2015). Using a Learning Progression Framework to Assess and Evaluate Student Growth. *National Center For The Improvement Of Educational Assessment*,
- Hickey, D. d., Ingram-Goble, A. A., & Jameson, E. M. (2009). Designing Assessments and Assessing Designs in Virtual Educational Environments. *Journal Of Science Education & Technology*, 18(2), 187-208. doi:10.1007/s10956-008-9143-1
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