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FOUNDATION

Bringing Together People For Clean Water And Healthy Oceans

TEACHER'S GUIDE
USING ART IN YOUR CLASSROOM



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USING ART IN YOUR CLASSROOM

You don't have to be an art expert or even good at drawing to use this program in your classroom. In fact, it is encouraging to students to see that an adult can enjoy art without being "perfect." All the tips and instructions you'll need to feel confident working with the different types of art mediums used in the activities are included in this guide.

REASONS WHY ART IS A GREAT CLASSROOM TOOL

- Art engages and inspires, and is an indispensable tool for reaching disinterested students.
- Art stimulates the brain and allows for creative thinking. It is where innovation starts.
- Art reaches different types of learners than reading and writing alone.
- Art offers time for reflection and allows students to construct their own meaning and relate it to their existing knowledge.
- Art provides another tool to reach English language learners.
- Art works as an assessment tool, allowing students another way to express their understanding of subject matter beyond standardized tests or written assignments.

SOME SIMPLE DO'S AND DON'TS:

DO

- Encourage all students to have fun with the art and be creative
- Emphasize that each student's art will and should look different
- Explain to students that in art, mistakes are actually "happy accidents" and should be worked into their artwork, they don't mean you have to start over.
- Find something to praise in each student's work
- Let students explain or describe their art to you – don't guess at what they are trying to accomplish.
- Look beyond the technique to the meaning. See that they grasped the content of the lesson, rather than looking for perfect artwork.
- Allow the students to get messy (to a degree, no paint fights of course!)
- Allow students to deviate a little from the art assignment if they have an idea that fits the intent of the lesson.

DON'T

Critique the art technique portion of their work. Remember you are looking for an understanding of a concept, not perfect art.



USING ART IN YOUR CLASSROOM

{watercolor and acrylic paints}

Watercolors and acrylics are lots of fun and can be combined with crayon, pencil, or pen drawings to create interesting effects.

Several types of watercolors and acrylics available to work with:

- Cake or pan watercolors are most commonly found in classrooms and are inexpensive
- Liquid watercolors are a great option for classrooms
- Artist's watercolors and acrylics come in a tube, you squirt a little out and mix with drops of water to use. (These come in tubes, and are among the most expensive paints. They are best reserved for serious projects with older students.)

WYLAND'S TIPS FOR TEACHERS:

Your students will get the best results if they use the right brushes. Large flat brushes, for example, are good for background areas. Use medium and small brushes for the details. Quality brushes last longer and should be cleaned after each use with soap and water. Avoid using brushes with plastic bristles. Good brushes can be found at discount and outlet stores or on sale.

Begin the project by having each student study an aquatic habitat. Have them collect pictures and illustrations of plants and animals from magazines, textbooks and the Internet. Have them imagine the blank canvas or paper as a Polaroid photograph, then paint in all the background areas in mass colors. After the background is completed, the student may draw or paint the range of animals that might live in their selected habitat. Finally, have them add small details, such as shadows and highlights. I always like to paint the eyes of the animals last. After the painting is finished, have the student sign their name and the art is complete.

Keeping the colors clean is one of the most common problems in art. Every time students change colors, make sure they rinse their brushes in water. This will ensure pure colors. Also, allow the background to dry completely before animals are painted. This way the colors won't bleed and the paper won't get too soggy.

Doing a demonstration for the class before they begin their project is always a great idea.

WATER COLOR TECHNIQUES:

wet/wet: wet paper, wet brush

dry/wet: dry paper, wet brush

washes: beginning with a wash of a neutral color adds dimension to a work of art instead of always beginning on white paper.



Underwater Colors by WYLAND©

USING ART IN YOUR CLASSROOM

{watercolor and acrylic paints}

MATERIALS NEEDED:

- Variety of watercolor paints or cakes
- Watercolor and acrylic brushes
- Containers for the paint and mixing trays: plates, eggcartons, ice cube trays, small cups, etc.
- Containers of water for rinsing brushes
- Paper towels or rags for blotting brushes
- Containers with wet sponges in them for wetting clean brushes
- Paper: all-purpose art or drawing paper or watercolor paper
- Pencils, crayons, or fine-tip black felt pens, if desired



create!

PREPARATION:

- Ask students to bring in a cover-up that they can get messy for paint day. Old oversize t-shirts work well.
- Cover tables
- Have a selection paints, brushes, and drawing utensils (if desired) available for each table of students.
- Set out containers of water to rinse brushes and paper towels for blotting.
- Place pictures of habitats and wildlife around the classroom for inspiration.
- Have Eco-Guides and copies of other resources on the tables ready for use.

• Students can use pencil or crayon if desired to sketch their image before they paint. The lines will show through the watercolors. Students can trace their pencil lines in black felt pen after their painting is dry for an interesting image.

- Let students have fun!
- Have your own gallery exhibit and invite other classrooms, parents, and friends to come and see the artwork.

USING ART IN YOUR CLASSROOM

{tempera paints}

Washable tempera is the paint of choice for classrooms, especially if you have younger students.

WYLAND'S TIPS FOR TEACHERS:

A little goes a long way when it comes to paint. Put out small amounts and provide small brushes - that will help a lot when it comes to clean-up time. The students' art will also dry faster if they don't have gobs of paint.

If the paint is too watery or if you would like to provide some thicker paints for textures, mix a small amount of white glue or cornstarch into the paint. Or add water to tempera paints to create a transparent watercolor effect.

MATERIALS NEEDED:

- Variety of washable tempera paint:
- We suggest the following basic colors: red, blue, yellow, black, white, brown
- Paint brushes:

Avoid the brushes with plastic bristles. You can often find good brushes at discount and outlet stores that will last a lot longer. Have a variety of sizes available, but most of the time there is no need for brushes over ¼ inch wide and definitely no need for brushes over ½ inch. The best brushes for tempera will look square and flat.

• Paper:

All-purpose art paper, construction paper, and butcher paper all work well.

- Containers for the paint and mixing trays:
Plates, egg cartons, ice cube trays, small cups, etc...
- Containers for water for rinsing brushes:
Plastic water bottles are great.
- Paper towels
- White glue or corn starch for thickening paint, if desired.
- Sponges or other painting tools, if desired.

PREPARATION:

- Ask students to bring in a cover-up that they can get messy for paint day. An old oversized t-shirt works well.
- Cover tables.
- Have a varied selection of paints and brushes available for each table of students.
- Set out containers of water for rinsing brushes and paper towels for blotting.

cre-
ate!

- Encourage students to plan their image before they begin painting. This may mean roughly sketching in pencil what they are going to paint.
- Remind students that unpainted spaces in their artwork are **OKAY**. They don't have to cover the entire page with paint.
- Brush strokes and texture are part of art. Tell students to have fun with them.

Doing a demonstration for the class before they begin their project is always a great idea.



USING ART IN YOUR CLASSROOM

{stencils}

Stencils are a great way to learn about positive and negative space in artwork. They are also a very engaging project with a positive message.

WYLAND'S TIPS FOR TEACHERS: Cutting out the pieces of a stencil requires patience. Advise students up front that they may want to keep their design simple and their words limited. When students make mistakes in cutting, there is no need to panic! A little tape can fix the problem in no time and won't affect the outcome of the image.

MATERIALS NEEDED:

- Black construction paper
- White cardstock or manila folders
- Scissors (or exacto knives depending on age of students and what is allowed in your classroom)
- Cutting mats if using X-Acto knives
- Letter stencils, if desired.
- Clear tape
- White chalk or white crayons
- If you will be actually stenciling storm drains, you'll need latex striping paint that will spray upside down and stay put on concrete and asphalt.

PREPARATION:

- Have some samples available for students to examine.
- Provide art supplies for each table.

create!

- Have students think about their stencil and create a few sketches in their field notebook. Remind them that fewer words and simple images are best for getting people's attention.
- Students should sketch their stencil onto cardstock or a manila folder.
- Once they are satisfied with their design, they may cut the pieces out. These become the "positive" spaces of their artwork. If students are using scissors, show them how to create a small hole in the middle of the piece to be removed to start their cuts.
- Once students have all of the pieces removed from their stencil, they will place the stencil (the "negative" space) on top of the black construction paper and color the empty spots with white chalk or crayon. This recreates the positive image.

DUMP NO WASTE
DRAINS TO STREAM

USING ART IN YOUR CLASSROOM

{found objects}

Art projects using found objects are creative and fun. You'll be amazed at what the students come up with.

WYLAND'S TIPS FOR TEACHERS: Send notes home with students asking them to bring items to use for the project. Start collecting far in advance. Identify a list of unacceptable items (sharp objects, tools, etc.) and have students thoroughly wash any food containers before sending them to school. Make sure parents understand they won't get the items back.

MATERIALS NEEDED:

- All kinds of miscellaneous objects: fabric, plastic food containers (washed), Styrofoam, packing peanuts, toothpicks, magazines, boxes, water bottles, plastic caps, pots, twigs, rocks, pipe cleaners, fabric, miscellaneous craft supplies... anything goes as long as it isn't dangerous.
- White glue
- Masking tape or scotch tape
- Scissors
- Crayons or pens

PREPARATION:

- Cover tables
- Lay objects out on a central table or put a pile of random items on each group table
- Put out glue, scissors, and tape
- Put out crayons or markers

create!

- Have students look at the materials and think about what they want to create. Let them know that they are creating an artistic representation of something and that each work may be extremely different.
- Encourage them as they find ways and materials to build their art.

USING ART IN YOUR CLASSROOM

{drawing} *using shapes and lines*

Don't be afraid to draw! It is simpler than you think to create images that people understand. (And yes – it is actually fun.)

WYLAND'S TIPS FOR TEACHERS:

Children (and adults, too) sometimes get frustrated when they see something on paper that doesn't match the image they had in their mind. Explain to children that drawing takes practice and that artists even feel this way sometimes. Using shapes and lines when they are practicing will really help them.

MATERIALS NEEDED:

- Pencils
- Erasers
- Paper

PREPARATION:

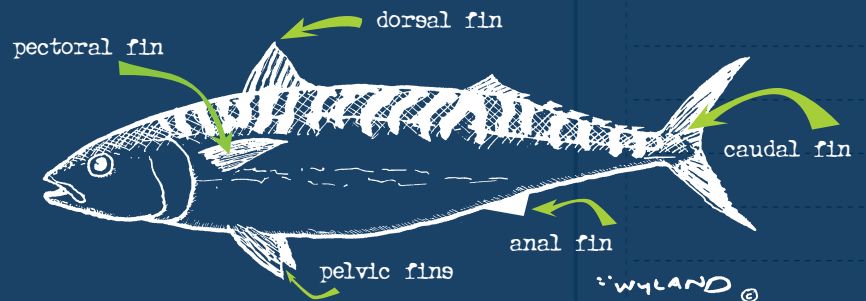
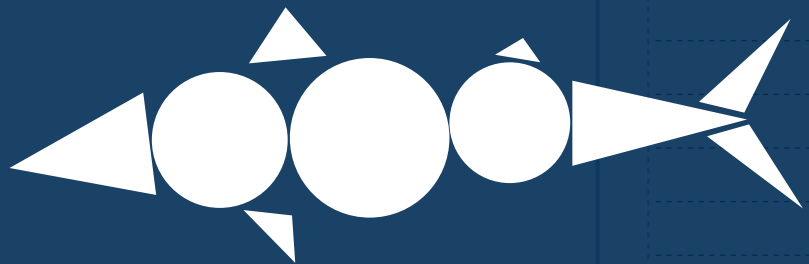
Practice yourself before you introduce this technique to the class.

create!

Draw an animal with very simple lines. After the proportions are correct, draw in more details until the animal is finished.



How to draw a fish using Geometric Shapes
See how different shapes can illustrate the anatomy of a fish



USING ART IN YOUR CLASSROOM

{drawing} *using shapes and lines*

Contour drawing

is a drawing of just the major outlines of an object. Have students place a pencil on a piece of paper. Tell them to close their eyes and draw their favorite animal without lifting the pencil off the paper. Then have them look at their original masterpiece.



These bottlenosed dolphins demonstrate a concise contour line drawing.

A great way to warm up for this exercise is to have students focus on a picture of their favorite animal (not the paper they are drawing on) while drawing in 2-3 minute increments.

Try this!



bottlenose dolphin (*Tursiops Truncatus*) by WYLAND® 2004

USING ART IN YOUR CLASSROOM

{articulated forms}

Articulated forms are pieces of art with movement or joints and are a really interesting alternative to static artwork. Some examples you may be familiar with are mobiles and marionette puppets. A hanging gallery of articulated forms makes an interesting, dramatic alternative to static art - and you'll quickly discover that students enjoy the freedom and creativity it allows.

WYLAND'S TIPS FOR TEACHERS:

This can seem like a complicated process if it isn't explained up front. Let students know they will create the head, body, and fins of their fish separately and then piece them together using brads and string. They will drape their articulated fish from a hanger, using more string to give their fish movement when it is displayed. Encourage students to be creative in the materials they use - this doesn't have to look like a real fish!

MATERIALS NEEDED:

- Crayons or markers
- Plain white paper
- String (kite string works well)
- Brads
- Tape
- Staplers
- Scissors
- Craft glue (craft glue is a little stronger than white glue)
- Wire coat hangers
- Newspaper
- Variety of craft materials such as: cellophane, foam, felt, fabric, buttons, pom poms, pipe cleaners, sequins, colored construction paper, tinfoil... whatever you can pull together.

PREPARATION:

- Cover tables so you'll have quick clean up later.
- Put out art and craft materials



create!

- Have students consider what they want their fish to look like. (They may sketch it in advance if desired.)
- The first step is to have students draw and cut out the basic shapes they will use for the head, body, and fins of the fish. They should cut out two copies of the body shape.
- Have students stuff the body of the fish by crumpling newspaper and putting it between the two cutouts of the body shape and glue or tape the cutouts together.
- Let students decorate their fish parts with the materials available. If using glue, the parts will need time to dry before attaching them.
- Students should now consider how they would like to attach the parts together. They can use any combination of string and brads to do so - brads can be used to attach two shapes directly or to tie the string.
- Now students should consider how to attach their form to the wire hanger(s). They will hang it using string and should think about which parts will need support.

USING ART IN YOUR CLASSROOM

{the color wheel}

The color wheel unlocks the secrets to great artwork. Students will enjoy exploring color combinations so much that you may want to introduce this for the other activities.

WYLAND'S TIPS FOR TEACHERS:

Have a few student-created color wheels laminated and bring them out during any art project for students to reference.

ELEMENTS OF THE COLOR WHEEL:

The basic color wheel contains the colors found in the light spectrum: red, orange, yellow, green, blue, and violet.

PRIMARY COLORS are those that can't be made with other colors: *Blue, yellow, & magenta*. (You may have been taught one of the primary colors is red, however, it is now known that magenta is the third primary color).

SECONDARY COLORS can be mixed from primary colors.

COMPLIMENTARY COLORS are colors directly across from each other on the color wheel.

When two complementary colors are used together, they both appear very bright and have good contrast.

TERTIARY COLORS are made by mixing a primary color and a secondary color. They have hyphenated names of the colors needed to make them such as *yellow-orange*.

COLOR
WHEEL



USING ART IN YOUR CLASSROOM

{clay}

Clay is a great tactile medium to play with and students love to dig into it. There are many types of clay that air dry. You don't need a kiln to enjoy sculpting in your classroom.

Sculpture is a great way to represent the three-dimensional quality of aquatic animals. It also teaches students about size, proportions, and details. A sculpture can be simple and modern or very realistic. Additional elements can be incorporated as well, such as a wave to hold up a dolphin or a log under a frog.

WYLAND'S TIPS FOR TEACHERS:

If you are planning on having students paint their sculptures, I recommend using white clay. Wait until the clay is dry before painting. This takes about 24 hours, so plan painting sessions accordingly.

The most important things to remember when working with clay are to keep it sealed in an airtight container until you want it to dry and to keep hands moist (not soaking) while working with it.

MATERIALS NEEDED:

- Air-dry clay (white, if students will be painting it)
- Damp sponges to keep hands moist
- Popsicle/craft sticks of different sizes to use as tools
- Toothpicks as tools
- Plastic spoons as tools
- Rags
- Tempera paints if desired
- Paintbrushes
- Paint containers
- Containers with water for rinsing brushes
- Paper towels

PREPARATION:

- Ask students to bring in a cover-up they can get messy for sculpting and paint day. An old oversized t-shirt works well.
- Cover tables.
- Divide clay into chunks according to the approximate size of each student's project.
- Have moist sponges and rags available on each table.

create:

- Encourage students to think about their sculpture before they begin
- Let them dig in and have fun!
- If desired, let their sculptures dry and then paint them in a separate session.

USING ART IN YOUR CLASSROOM

{paper maché}

Working with paper mache is messy good fun! You'll need to make sure you spread the project out over a few days to give the paper mache enough time to dry - we suggest three days. Day one, create. Day two, dry. Day three, paint.

WYLAND'S TIPS FOR TEACHERS:

While your students are having fun creating their paper mache art, participate yourself. You may need a couple of spares if something goes wrong with some of the students' creations.

MATERIALS NEEDED:

- Lots of newspaper
- Masking tape
- 1 bowl for every 3-4 students (ideally should be at least 3" deep and 6" wide)
- Balloons in a variety of shapes and sizes
- Pieces of cardboard
- Scissors
- Flour
- Water
- White glue
- Washable tempera paint
- Some kind of paint trays (egg cartons, ice cube trays, small cups, etc..)
- Variety of paintbrushes
- Sponges
- Cups or plastic bottles for clean water to rinse brushes
- Plastic gloves if available

PREPARATION:

- Cover tables
- Cut or tear newspaper into strips about 2 inches wide and 6 inches long
- Have available a variety of balloons, cardboard, additional sheets of newspaper, and masking tape.
- If possible, have plastic gloves and foam brushes available for children who refuse to get their hands dirty.
- It is best to have a bowl of paper mache for every 3-4 students.

recipe:

2 parts flour

1 part water

A couple dabs of white glue

•Adjust as needed until the consistency is similar to pancake batter.

USING ART IN YOUR CLASSROOM

{paper maché} *continued*

MAKING THE FORM:

Have students create a form or frame for their paper mache – this isn't limited to balloons. Encourage students to get creative and add more detail to their creations by using the following techniques:

- Roll, crunch, and smush newspaper, wrapping masking tape around to hold the shape they want and attach with more masking tape.
- Cut, bend, and fold cardboard to make endless additions. Attach with masking tape.

COVERING THE FORM IN PAPER MACHÉ:

- Newspaper strips should be completely dunked in the paper mache mixture.
- Hold the strip above the bowl and use fingers to gently wipe excess mixture off the strip.

The newspaper should be wet, but not dripping.

- Lay the strip onto the form and smooth with fingers.
- Cover with at least two layers - otherwise the creation may collapse.
- Allow to air dry for a full day before attempting to paint.

PAINTING:

- After the form is completely dry, allow students to have fun painting their creations.
- Put small amounts of tempera paint into cups, egg cartons, or ice-cube trays. A little goes a long way and you can always put more paint out, so start slow.
- Put out a variety of paintbrushes and sponges to apply the paint.
- Make sure there are cups, tubs, or water bottles with water available for rinsing brushes.
- Put out paper towels or rags to dry brushes.

Allow another day to dry and create a gallery show of the students' work!

USING ART IN YOUR CLASSROOM

{chinese brush art}

Chinese brush art is an ancient art form where artists try to capture the essence and spirit of a subject with the least amount of brush strokes possible.

WYLAND'S TIPS FOR TEACHERS:

Chinese brush art is a very spiritual and individual form of art. When I create this type of artwork I study the subject intensely before beginning. I must consider what the “essence” of the animal is and show that with only a few brush strokes. Playful lines for dolphins, sleek and strong lines for sharks, delicate lines for butterfly fish; it is all very subjective. Really encourage your students to put their feelings about the animals into their work and praise the end result!

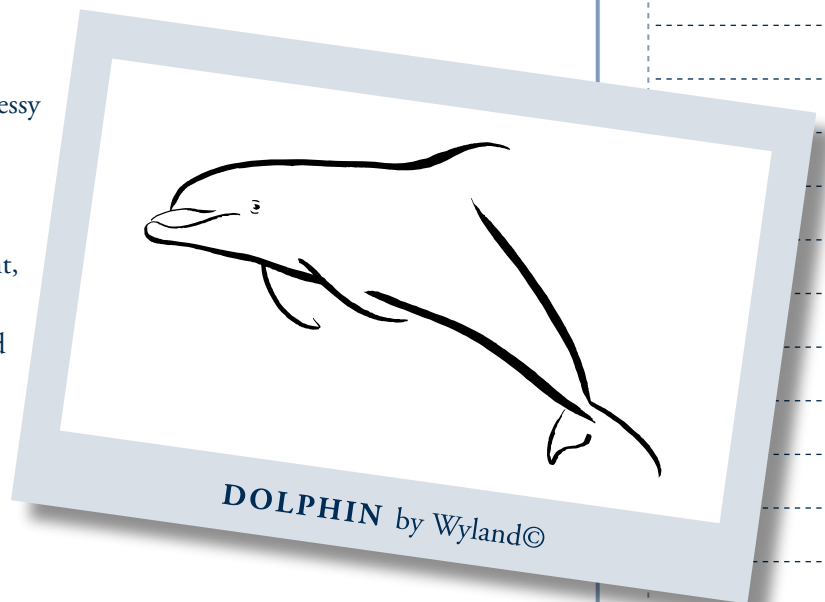
MATERIALS NEEDED:

- Calligraphy pens (if desired for practice)
- Black washable tempera paint
- Paint brushes – Calligraphy, bamboo, or pointed brushes
- White or cream colored paper (watercolor, sumi, or rice paper works very well because of its absorbency, but you can use regular white paper as well)
- Flat containers for the paint: plates, trays, or pie tins
- Containers for water for rinsing brushes
- Paper towels for blotting brushes
- Water for thinning paint
- Newsprint or scratch paper to practice painting

Note: You may wish to use bottled ink or make your own ink with a traditional ink stick and stone. These tools are typically more expensive and using an ink stick and stone will require additional prep time of at least 20 minutes.

PREPARATION:

- Ask students to bring in a cover-up they can get messy for paint day. Old oversize t-shirts work well.
- Cover tables
- Have a selection of brushes available for students
- Set out containers of water for thinning paint, rinsing brushes and paper towels for blotting
- Put up pictures of the habitat and animals around the classroom for inspiration
- Have Eco-Guides and copies of other resources on the tables ready to use

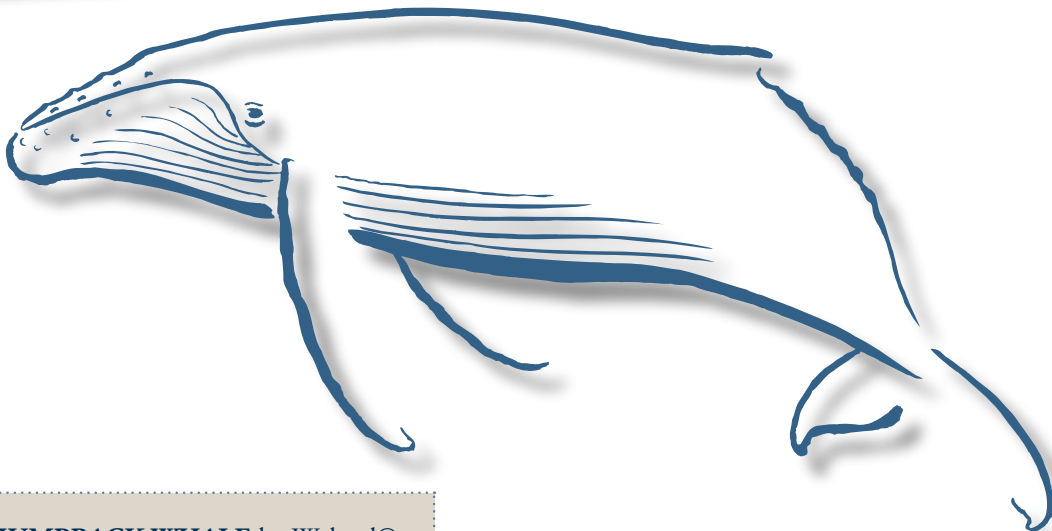


USING ART IN YOUR CLASSROOM

{chinese brush art}

create:

- Hand out calligraphy pens and ask students to experiment with making different types of lines. Explain that Chinese brush art can create many of the same types of lines that the calligraphy pens can.
- Have students stand and practice using the brush (It is easiest for students to stand when creating Chinese brush art). They should hold the brush with their fingertips near the end of the handle and their arm should be perpendicular to the surface they will paint on.
- Instruct students to practice making quick, decisive movements with their whole arm when they paint – this motion is unlike writing where they use mostly their fingers and wrists. Each movement of the brush will equal one line.
- Have students study a picture of the animal they are going to paint. Ask them to consider what lines they see that convey the uniqueness or essence of the animal and the eco-system and instruct students to visualize how they will put those lines on paper.
- Once they have the image in their mind, have them practice with water on newsprint, a sidewalk, or stone. When students are ready, let them create!
- This type of painting takes quite a bit of practice. Be sure to encourage some good-natured evaluation of their own work and praise their efforts.



HUMPBACK WHALE by Wyland©

USING ART IN YOUR CLASSROOM

{dot art}

Australian aborigines used patterns of dots to create story images. Early on they began this art form by pressing dots into sand while telling a story. Later they began to paint on hard surfaces. Oral storytellers would use the images as a visual guide to help them remember the story. If a story was sacred or secret, the artist would put dots all over the image to hide the true story from those who didn't know it.

WYLAND'S TIPS FOR TEACHERS:

Have students think about the shapes, patterns, and colors that will best tell (or hide) their story. They should consider how they will arrange the story as well. Shapes and patterns such as bands, circles, squares, and flowing lines all communicate something different. Sketch the outline of the image first and then have them fill in with the dots. This is detail-oriented work, so you may want to spread this activity out over several sessions.

MATERIALS NEEDED:

- A variety of colors of washable tempera paint
- Cotton swabs, paint brushes with different size handles, pencils
- Construction or all-purpose paper in a variety of colors
- Containers for the paint and mixing trays
- Paper towels for blotting
- Water for thinning paint
- Examples of dot art –use a google image search on the internet

PREPARATION:

- Ask students to bring in a cover-up they can get messy for paint day. Old oversize t-shirts work well.
- Cover tables
- Have a selection of paper and paints available for students
- Put out lots of cotton swabs (approx 10 per student)
- Set out containers of water for thinning paint and paper towels for blotting
- Put up pictures of the habitat and animals around the classroom for inspiration
- Have Eco-Guides and copies of other resources on the tables ready to use

create!

- Have students think carefully about if their story will be "hidden" or not and what they would like it to say.
- Instruct students to sketch the outline of their story before beginning.
- Have students paint in some of the outlines with different colors before starting the dots.
- To create their dot painting, students will dip the end of the cotton swab, paint brush, or pencil in the tempera paint and then press the tip onto their paper. Repeat this until their painting is complete.

USING ART IN YOUR CLASSROOM

{group mural}

CREATING A GROUP MURAL:

A mural is probably one of the best projects for a classroom. Not only can a mural be a place for students to show off what they have learned, but it is a gift of art to the school or community that people will enjoy for years.

WYLAND'S TIPS FOR TEACHERS:

Murals are generally large and can be painted on a variety of surfaces including walls, canvas, large rolls of paper, and just about any other large surface you can imagine. Murals can be painted by one person or a group.

The first step is to look at the size and shape of the "canvas" and decide on a theme. Lets say you decide to paint a kelp forest on the inside wall of the school, the shape of the wall will determine the design of the mural. It is sometimes best to do a smaller painting of the mural or a sketch and then scale it up accordingly.

Each of the artists participating may want to draw one animal and be responsible for painting that animal in the mural.

MATERIALS:

- Exterior acrylic latex paint in the following colors: white, black, royal blue, deep green, yellow, red, brown, and deep purple. You can mix other colors from these basics.
- Assorted paint brushes
- Sponges or sponge brushes
- Chalk for outlining
- Cups for paint
- Paint stir sticks
- Paint can openers
- Paint rollers
- Paint roller trays
- Masking tape
- Drop cloths or butcher paper
- Two six foot tables
- Rags
- Containers for water
- Pictures of habitat and animals for reference

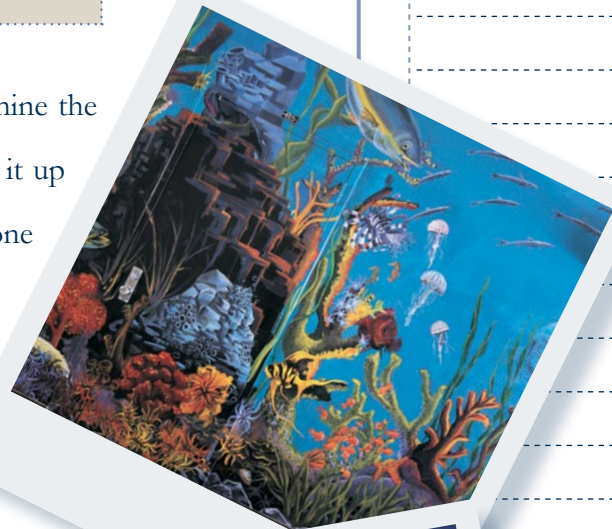


USING ART IN YOUR CLASSROOM

{group mural} *continued...*

PREPARATION

- Look at the size and shape of the “canvas” as that will determine the design of the mural.
- Do a smaller painting of the mural or a sketch and then scale it up accordingly.
- Each of the artists participating should do a drawing of one animal and be responsible for painting that animal in the mural.
- Cover the ground of painting area with taped down butcher paper or drop cloths.
- Set-up two six foot tables and cover them. These will be your paint stations.
- Put out cups, brushes, rollers, roller trays, and other supplies.
- Prime the wall or surface as needed with a latex paint.
- Pour small amounts of different color latex paints into cups – No more than ½ inch in the bottom of the cup – you can always pour more as needed. Keep brushes in the same paint cups rather than having students clean the brush each time they switch colors.
- Have containers of water and rags available for brush cleaning.
- Have students bring in a paint cover-up or wear clothing they can get paint on – this includes shoes!!



create!

I always try to paint the background first with bands of color, similar to a Polaroid photograph coming into sharp focus. Sometimes I like to show the habitat above and below the surface, showing a unique perspective.

- Paint the sky, the surface water, and the deeper water below. Rollers and large brushes are good for this task.
- Paint the physical parts, plant life, and other background details of the environment. Use smaller brushes.
- Once the background is finished and is dry, imagine the aquatic animals and begin to sketch them in the mural with chalk.
- Paint the animals in detail using smaller brushes.
- Add some of the water's colors onto the animals to soften them and make them appear as if they are in the water.
- Add shadows and highlights to give the mural a three dimensional quality and invite all the artists that participated to sign the completed mural.
- Enter your students' mural in the nationwide contest! See www.wylandoceanchallenge.org for entry instructions.