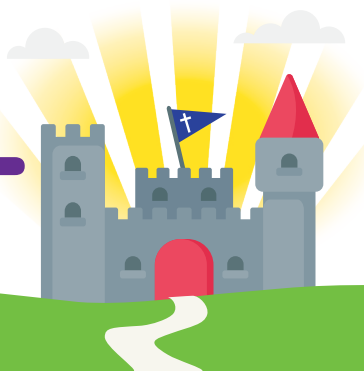


Land of

LIGHT

CHRISTIAN ART LESSONS



A step by step contour line drawing of a combine harvester in oil pastels.

Grades: Pre-K- 3rd
Time Required: One 40 minute session



RUTH'S COMBINE HARVESTER

Ruth 2:23 ICB - So Ruth continued working closely with the women servants of Boaz. She gathered grain until the barley harvest was finished. She also worked there through the end of the wheat harvest. And Ruth continued to live with Naomi, her mother-in-law.



Ruth 2:23 ICB - So Ruth continued working closely with the women servants of Boaz. She gathered grain until the barley harvest was finished. She also worked there through the end of the wheat harvest. And Ruth continued to live with Naomi, her mother-in-law.

Ruth; A good heart and an amazing future

The story of Ruth begins with Elimelech and Naomi. They were married and had two sons. Where they lived, their crops were dying and there wasn't enough food. So, they decided to move from Israel to Moab, where there was food. Ruth was a young lady living in Moab. Mahlon, Naomi's son, met Ruth, fell in love with her and married her.

Unfortunately, Elimelech died and Naomi had no husband. Then, shockingly, Mahlon died leaving Ruth without a husband and his brother died also. Now this story is sounding pretty sad. In fact Naomi was very sad and so was Ruth. So Naomi decided to move

back to Israel to be close to relatives. She had no one to help her in Moab. Naomi asked Ruth to return to her family in Moab as she returned to Israel. Ruth had such a good heart and a love for Naomi that she refused to return home and promised Naomi that she would never leave her.

Naomi and Ruth returned to Israel to the town of Bethlehem. In Bethlehem Naomi had a relative named Boaz who owned land and grew crops for food. Naomi sent Ruth to Boaz's fields to gather grain. Now Ruth didn't have a job to harvest grain for Boaz, so she would follow the harvesters and gather grain that was leftover. Boaz noticed

BIBLE LESSON CONTINUED

her and asked who she was. Learning that she was related to Naomi, he gave Ruth special privileges in his fields. Ruth was able to harvest grain so Naomi and her would have food to eat.

Now there was a custom in Israel that if a man died and left a wife that the nearest relative would marry her and give her a new life. This was called redeeming. Naomi knew Boaz could redeem Ruth and marry her. Naomi explained to Ruth how to present herself to Boaz so Boaz would know Ruth wanted him to redeem her.

Boaz was a good man and he honored Naomi and Ruth by marrying Ruth. Ruth then became a mother, having a son named Obed. This was amazing since Obed became the father of Jesse who became the father of David who became the king of Israel. Many years later Jesus was born to Mary who was related to King David, who was related to Ruth.

Boaz redeemed Ruth, giving her a new life. Ruth became the great, great, great (not sure how many greats) grandmother of Jesus. Jesus redeemed every person, giving new life to everyone who believes in Him.

John 3:16 - For God so loved the world that He gave His only begotten Son, that whoever believes in Him should not perish, but have eternal life.

Ruth had a good heart that led her to be faithful to Naomi. In turn, God blessed Ruth with a new life and an amazing future. God does the same for each of us. He blesses us with a new life and an amazing future as we say yes to Jesus and yes to being faithful to Him. He is always faithful to us just as He was faithful to Ruth.

By Pastor Larry Conant



RUTH'S COMBINE HARVESTER

A step-by-step contour line drawing of a combine harvester in oil pastels.

Grade: Pre-K - 3rd | Time required: One 40 minute session

Objectives

- ★ To create a contour line drawing of a combine harvester and show excellent craftsmanship in coloring it.

Supplies

- ★ 9 x 12 Manila paper or 12 by 18 white art paper
- ★ Beeswax or regular crayons
- ★ Oil pastels

Art Terms: Contour line drawing, line shape and color as elements of art, the picture plane, contrast and proportion as principles of design.

Wheat Harvesting

Farmers in America and other highly developed countries use combine harvesters to harvest wheat, but less wealthy countries and small farmers can still harvest their wheat the same way Ruth did in ancient Bible times.

Here is a short description of how to harvest wheat like Ruth did.

To harvest the wheat by hand, the first thing you do is cut the wheat. A sickle, which is a tool that is curved with a sharp blade, is used to cut the wheat. After it's cut, you drop it on the ground in a pile and keep cutting. Hopefully someone will come behind you and tie the bundles into sheaves. The sheaves

are tied together with straw. Another person comes along behind the sheaves and picks them up and stacks them into a stook. Stooks are carefully created in the fields so the wheat can dry. After the wheat is dry it's stored, then threshed, then winnowed. Threshing is beating the wheat kernels from the stocks.

Winnowing is the next step and that is the process of separating the wheat seed from the chaff all around it. The chaff is thrown away. In cereal and bread crops, like rice, barley, and wheat, the seed is the part that we eat but it's surrounded by the chaff.

Lesson Title, Continued:



If you have a combine harvester, the whole process is done with one swoop. The combine harvester even does the threshing and winnowing for you. The four separate harvesting operations are reaping, threshing, gathering and winnowing.

The first combine harvester was built in 1835 by Hiram Moore. Combine harvesters can be seen all over wheat fields today during harvest season.

Harvesting wheat won't start until the wheat crop is fully mature. When the wheat is a golden color, and the seed head is hard. The wheat is ready for harvest. One of the best combine harvesters today can harvest 30 acres of wheat in one hour.

To Create Your RUTH'S COMBINE HARVESTER

1 Either use a large piece of white drawing paper or manila color drawing paper. Follow the steps and go slow to draw the combine Harvester. Use a black crayon to draw it.



2 After you get the drawing completely drawn, color it neatly. When you color, make sure you color small strokes and color horizontally across your paper.



Use crayons in yellow and green to make a John Deere tractor and then add the wheat in various shades of gold and yellow all around it.

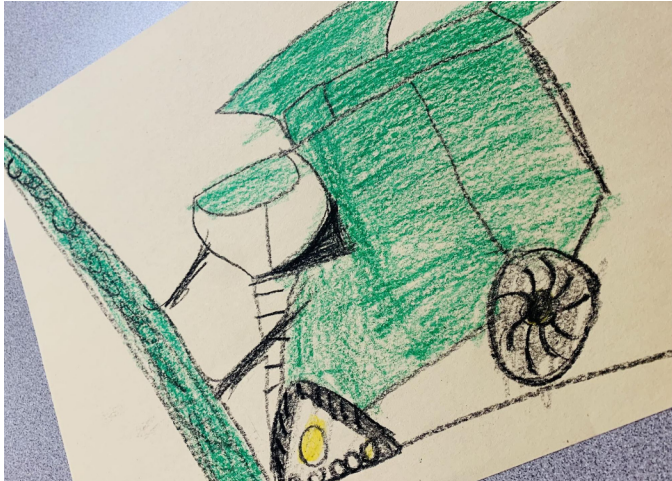
The beeswax crayons look really nice for this project. If you're using your whole arm to color then it will be hard to make it nice and neat so don't rush it. When you color, just use your hand and make small strokes going the same direction.

3 Make sure you color the tires black but not as dark of black as the outlines so the contrast between light and dark will be there and make them stand out. Some examples of contrast would be when a light color is next to a dark, or a smooth texture next to a rough texture. Contrast is a principle of design.



Lesson Steps Continued:

See the excellent craftsmanship of these first graders in coloring neatly!



small lines in different colors of yellows and golds for the wheat field look awesome all around the combine harvester. Making them all the way to the top makes the combine harvester look like it's in the middle of a wheat field.



4 Now use oil pastels and make a little small strokes all around the harvester, filling up the entire picture plane with wheat.



See the contrast of the oil pastels opaque (no paper showing through) with the crayons?



The picture plane is the art name for the piece of paper. Make tall wheat at the bottom of the picture in the foreground. The foreground is the area of the paper that is closest to us. The

RUTH'S COMBINE HARVESTER

I Learned so I Can Statements

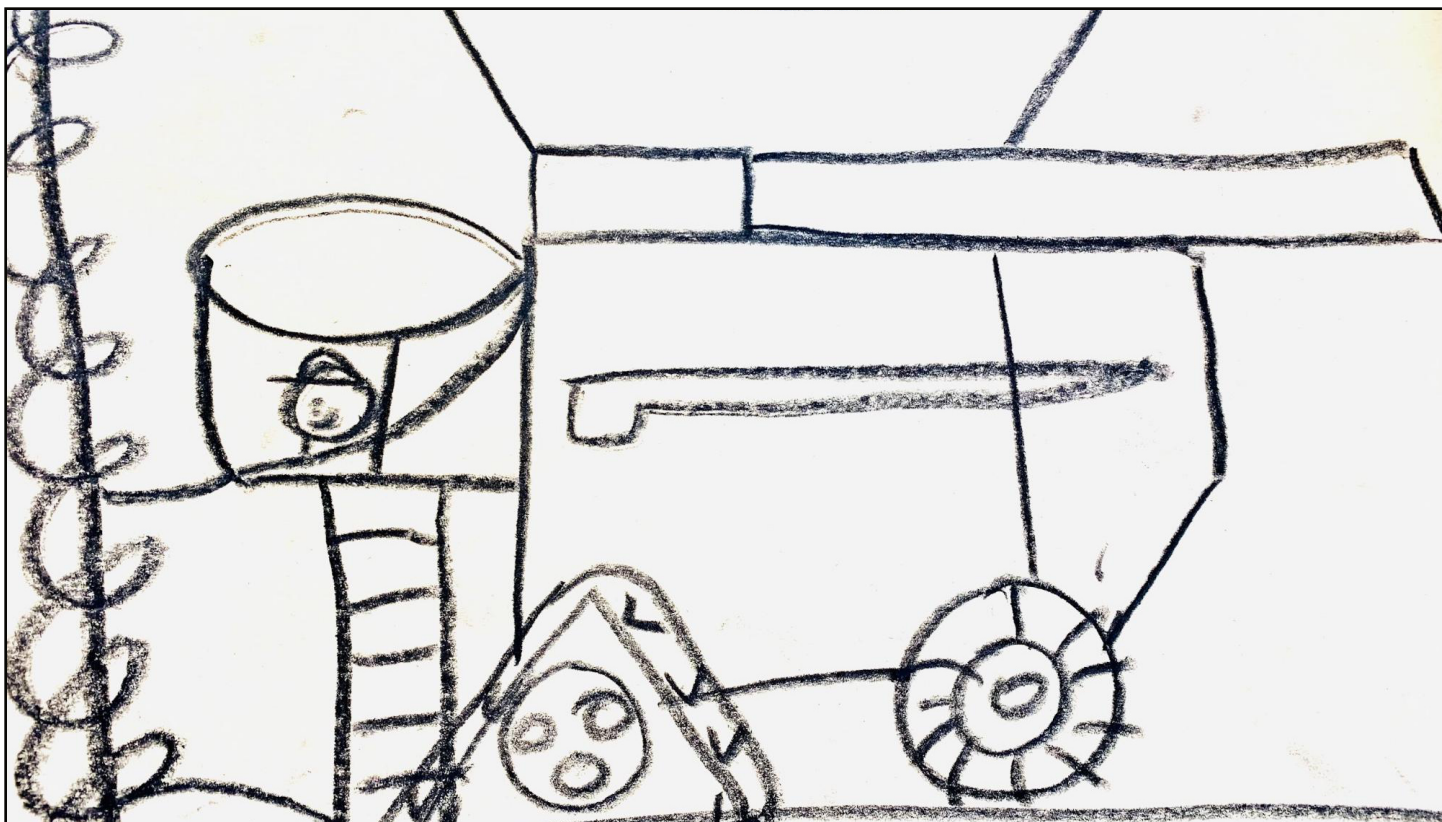
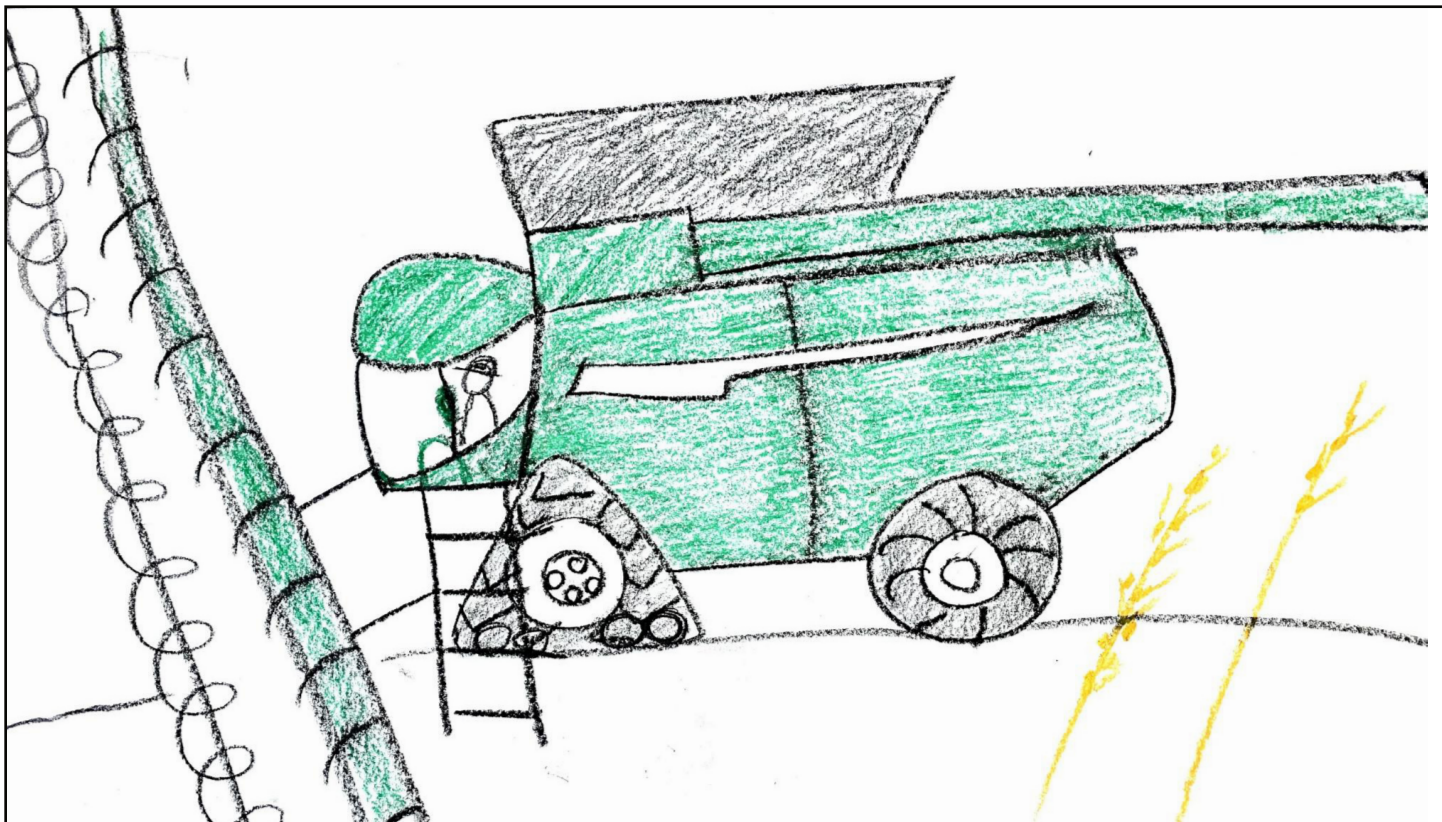
- ★ I learned about **contour line drawing** so that I could draw my combine harvester showing clearly, the outside lines and the inside lines
- ★ I learned about **proportion** as a principle of design so I could make my combine harvester big on my piece of paper.
- ★ I learned about showing **excellent craftsmanship** in coloring so that I could use small strokes going the same direction as a color.
- ★ I learned about **contrast** as a principle of design so that I could show the contrast of the dark black lines of my drawing with the lighter black in the wheels.
- ★ I learned about **filling up my picture plane**, and that my picture plane is the piece of paper or surface I'm working on so that I could put all different wheat colors all around my combine harvester.
- ★ I learned about **space** as an element of art so that I could make my combine harvester big toward the bottom of the paper with some large wheat at the bottom, then smaller strokes for wheat all around it.

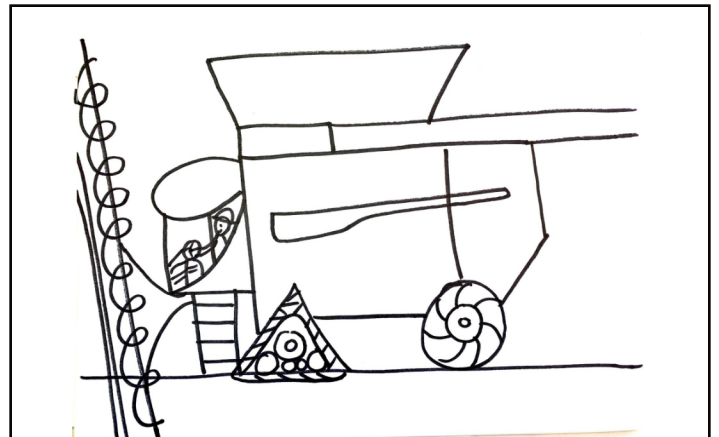
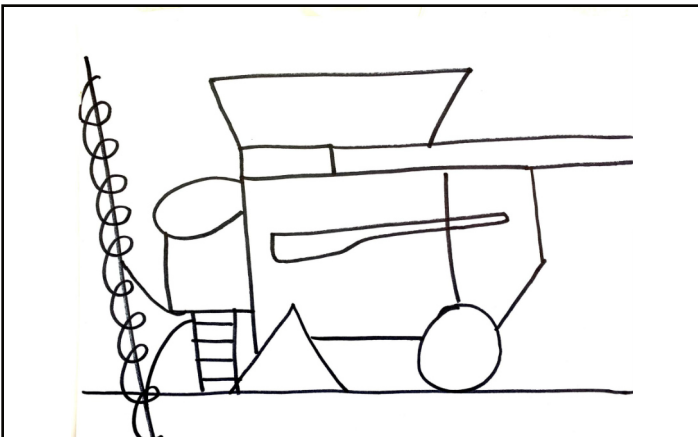
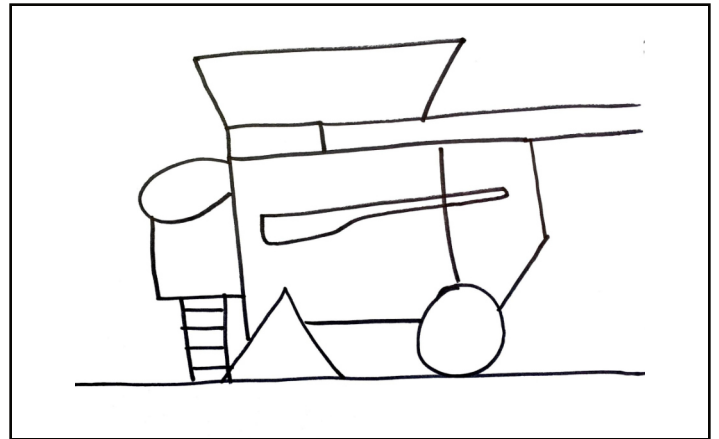
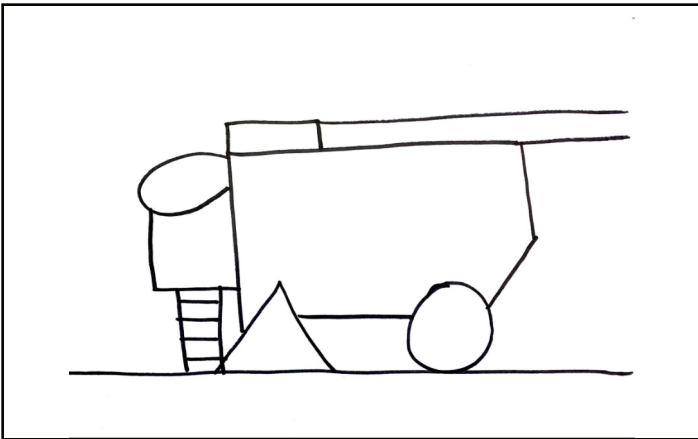
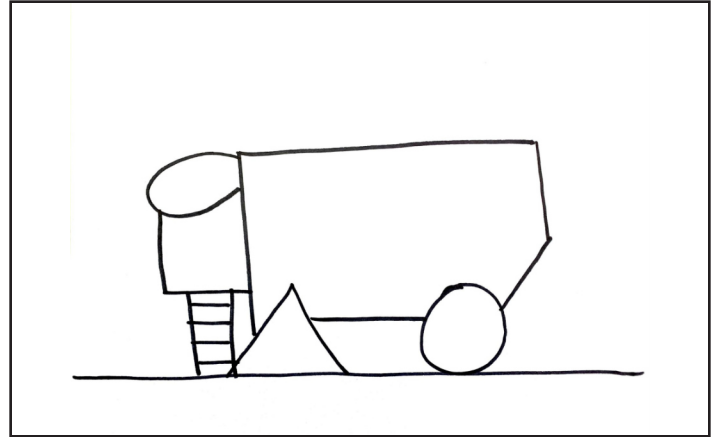
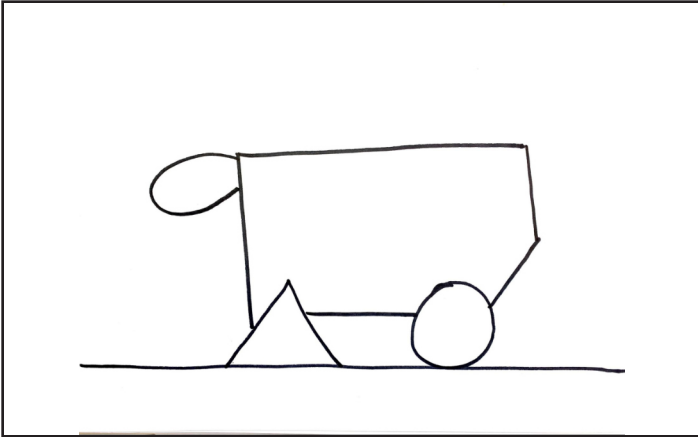
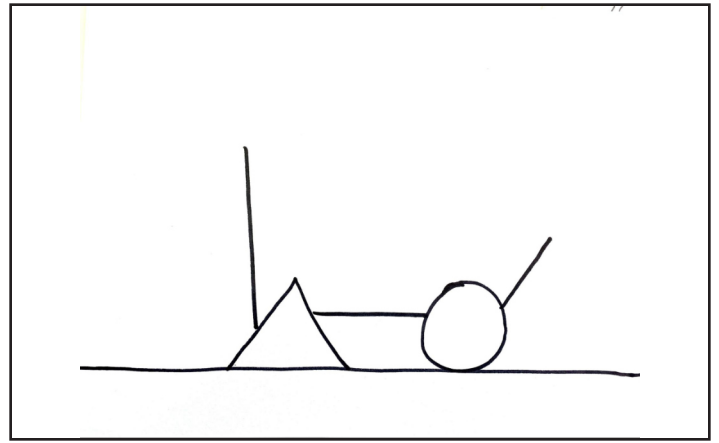
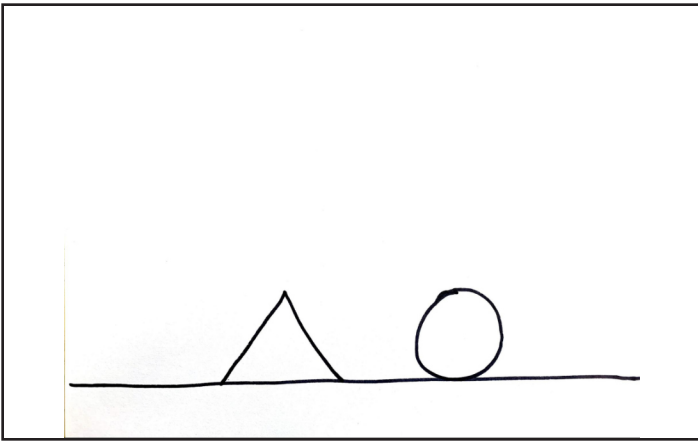
National Core Art Standards

Artistic Processes are the cognitive and physical actions by which arts learning and making are realized. National Core Arts Standards are based on the artistic processes of Creating; Performing/Producing/Presenting; Responding; and Connecting.

Grade	Standard Emphasized
K	VA:CR1.2.KA VA:RE7.2.KA
1 st	VA:CR2.1.1A VA:CR3.1.1A
2 nd	VA:CR1.2.2A VA:RE7.2.2A
3 rd	VA:CR1.1.3A VA:RE7.1.3A

Grade Student Gallery





K-1st Project Grade

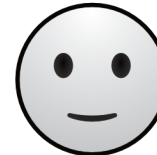
Circle the face!

NAME: _____

CLASS: _____

PROJECT: _____

1. Finished Art:
Did I follow the steps?



2. Composition:
Did I draw big?



3. Craftsmanship:
Was I careful?



4. Effort:
Did I do my best?



Teacher Comments: _____

Teacher & Student Rubric, 2nd - 8th

Grade Yourself on These Four Things

	EXCELLENT I did the best ever! I Love IT!	SUCCESSFUL Looks pretty good I didn't do my best but I still like it.	PROGRESSING Looks OK I could have done better. I sort of like it.	NEEDS WORK I didn't understand. I should have asked more questions. It didn't come out like I hoped.
NAME: _____ CLASS: _____ PROJECT: _____				
FINISHED ART: Did I follow instructions? Did I meet the requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMPOSITION: Did I fill up the picture plane? Did I show correct proportions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CRAFTSMANSHIP: Did I take good care of the art supplies? Was I neat creating my art?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EFFORT: Did I do my best and stay focused? Did I talk too much?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TEACHER COMMENTS: _____
