



The Elements of Art: Part 1

line ♦ shape ♦ color

A FunArtLessons.com ART UNIT
By Kari Wilson

A fifty page Art Unit appropriate for students age 8-16 in art classes, scout troops, recreation classes, after school clubs, independent study and home school settings.

Press Space bar or down arrow to continue

Teacher Section

- About the Author
- FunArtLessons.com art unit components
- How to use this Power Point: Book or slideshow
- National Standards
- I can Statements: Learning goals and objectives
- Lesson Sequence Chart
- Materials List
- Art Words: Vocabulary
- Student Gallery

Student Section

- "I Can" Statements
- Guiding Question
- Project Description
- Journal Response Topics
- Research Task*
- Art Start activities
- Step-by-Step Project Directions
- Assessment Guide*
- Self-Critique*
- Artist's Statement

*Copy Master included

Included in this PowerPoint

- Kari Wilson has been an educator for over twenty years, teaching first through sixth grades as well as middle school language arts and social studies. Her current passion is teaching art at a public middle school in Grand Rapids, Michigan. Kari's own education includes a Bachelor of Fine Arts from San Francisco State University, a Master of Fine Arts from the University of Arizona, and a Master of Education, along with teaching credentials.
- Kari stepped out of the classroom for several years to serve as a Curriculum Associate in a large California school district, where she developed a variety of programs from "Back to School with Basic Health and Safety" to "The Achievement Club," a program designed to help struggling readers. This program received the Golden Bell award from the California School Boards Association. As a member of the California History Social Science Project (CHSSP), Kari was involved in the development and implementation of numerous social studies units. Kari's unit, Child Work in Colonial Days, was published by the UCLA branch of CHSSP.
- Kari has continued exploring her interest in history as a recent participant in a Gilder Lehrman summer institute at the Woodrow Wilson Presidential Library, where she engaged in research for the development of a series of civics lessons which include integrated art activities. These lessons on the Core Democratic Values, as well as her other curriculum units for preschool through 10th grade, are available online at FunLessonplans.com, a new companion site to FunArtLessons.com.



About the Author

- **Guiding Question**
The guiding question provides “food for thought” to help connect the project to a larger philosophical discussion.
- **Journal Response Topics**
Students write responses in their sketchbooks and share with partners and group mates. This process helps enrich class discussion and helps students plan their project.
- **Art Start**
Art Start is a series of independent activities which provide exercise in basic art skills and concepts needed for the unit project. Students work independently in their sketchbook the first 10-15 minutes of class.
- **Research**
The research component encourages students to explore cultural, historical and environmental connections between the unit project and the world beyond the classroom.
- **The Project**
Slides provide step-by-step instructions. During project work days demonstrate additional skills or methods as they become necessary. The Lesson Sequence chart provides a basic time frame for the project. During project work days circulate assisting students with methods, techniques and ideas.
- **Assessment**
Use the “I Can” slide and worksheet to help students track their learning. Use the Interactive Assessment Guide to engage students in analyzing the ways in which their art and work habits meet the project criteria. The self-critique questions ask the artist to reflect on the art-making process. Answers can be rewritten on the form provided to create an Artist’s Statement.
- **Exhibition**
It is important for students to have the opportunity to display their work to complete the process of communication in which artists are engaged. Instructions are provided for students to create a gallery information card, write an artist’s statement and find an appropriate venue for display.

FunArtLessons Art Unit Components

- If you have a computer and digital projector in your classroom:
 - Read the Teacher Section directly on the computer screen as you plan your lessons. Then, display the Student Section ArtStart sketchbook activities and step-by-step project instructions as a slideshow for your class. Print out only the student worksheets, as needed.

- If you do not have a digital projector in your classroom:
 - Read the Teacher Section on the computer screen as you plan your lessons. Photocopy Student Section pages to use as hand-outs. Use the step-by-step project instructions to plan the project and guide your demonstrations.

- If you do not have a computer in your classroom:
 - Print entire document and use as you would any hard-copy, teacher resource publication. Make photocopies of Student Section pages to use as handouts.

How to Use this PowerPoint

Use this document as a book, a slideshow, or both, depending on your resources.

Content Standard

Achievement Standard

Understanding and applying media, techniques, and processes

Students intentionally take advantage of the qualities and characteristics of art media and processes to enhance the communication of ideas.

Using knowledge of structures and functions

Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas.

Choosing and evaluating a range of subject matter, symbols and ideas

Students integrate visual, spatial and temporal concepts with content to communicate intended meaning in their artwork.

This Lesson Meets National Standards

This lesson addresses the standards established by the National Art Education Association

I can:

1. Name and define three elements of art.
2. Describe the way an artist has used three elements of art in a work of art.
3. Apply two or more elements of art effectively in a work of art.

What Your Students will Learn

Your students will learn about art, themselves and the world in this unit. They will also have fun! The "I Can" statements are a kid friendly way of presenting the learning goals and objectives of this unit, all of which have been aligned with the National Art Education Association Standards.

Have students write each "I Can" statement in their sketchbooks as they gain new skills.

Or, photocopy the "I Can" statements check-off sheet in the student section so that students can track their progress.

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Slides 20-26</p> <ul style="list-style-type: none"> •Introduce project. •Share "I Can" Statements •Introduce Vocabulary •Discuss Guiding Question •Art Start 1 	<p>Slides 27- 30</p> <ul style="list-style-type: none"> •Art Start 2 •Journal Response 1 •Research Henri Matisse 	<p>Slide 31</p> <ul style="list-style-type: none"> •Art Start 3 •Present Research in small groups 	<p>Slide 32-37</p> <ul style="list-style-type: none"> •Journal Response 2 •Demonstrate pastel drawing methods •Get Started on the project 	<p>Slides 14-19 and 38-39</p> <p>Demonstrate adding shadows and highlights</p> <ul style="list-style-type: none"> •Show gallery images as time allows

Lesson Sequence

Day 6	Day 7	Day 8	Day 9	Day 10
<p>Slide 40</p> <ul style="list-style-type: none"> •Demonstrate adding details •Make progress on drawings 	<p>Slide 41</p> <ul style="list-style-type: none"> •Demonstrate adding surface shadow 	<p>Slide 42 & 32</p> <ul style="list-style-type: none"> •Discuss Matisse' use of color and shape in the background •Work on background 	<p>Slides 43-44</p> <ul style="list-style-type: none"> •Demonstrate contour line. •Finish pastel drawings •Make gallery cards 	<p>Slides 45-49</p> <ul style="list-style-type: none"> •Display drawings in your school or local library •Fill out Interactive Assessment Guide •Complete Self-Critique Form

Lesson Sequence

- Student Sketch books
- Dry pastels or oil pastels
- Large drawing paper
- Still life objects around a theme, such as “winter”



Materials and Supplies

Art Words

Line

- A line is a mark characterized by length as in the path made by a moving point.

Color

- Color is what the eye sees when light is reflected off an object.
- Primary colors: red, yellow, blue.
- Secondary colors: orange, purple, green.
- Value is the lightness or darkness of a color.

Shape

- Shape is the outline of a figure or form. Shapes can be geometric such as a triangle or circle or freeform such as the shape of a puddle.

Introduce vocabulary as you begin the project. Reinforce terms during Art Start activities. Invite students to write vocabulary words and definitions in their sketchbooks. Encourage students to use Art Words as they answer journal responses and discuss art work.



Mariah was creative in her use of color. The boot she drew was actually brown, but she wanted to use the cool and warm colors of blue and orange together for contrast.

Student Gallery: Winter Objects



Looking at a color wheel can help you plan to use colors for effect in your drawing.

Pink Skate



Vertical stripes showing highlights on the lens of the goggles helps give form and emphasizes the smooth texture.

Jared's Goggles



Adding a shadow below the object suggests that it is sitting on a surface.

Kayla's Woolen Hat



The colorful paintings by Matisse inspired the use of color in the backgrounds of these chalk drawings.

Ski Mitten



Areas left
paper white in
this drawing
help define the
shape of the
skate.

Marshall's Old Hockey Skate



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Student Section



Learn about three elements of art while you prepare to do a chalk drawing from a real object.

The Project Chalk Drawing

I can:

1. Name and define three elements of art.
2. Describe the way an artist has used three elements of art in a work of art.
3. Apply two or more elements of art effectively in creating a work of art.

What You will Learn

You will learn about art, yourself and the world in this unit. You will also have fun! Write each "I Can" statement in your sketchbook as you gain new skills.

Directions: You will learn about art, yourself and the world in this unit. You will also have fun! Check off each “I Can” statement as you gain a new skill.

I can:

- Name and define three elements of art.
- Describe the way an artist has used three elements in a work of art.
- Apply two or more elements of art effectively in creating a work of art.

Line

- A line is a mark characterized by length as in the path made by a moving point.

Color

- Color is what the eye sees when light is reflected off an object.
- Primary colors: red, yellow, blue.
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Art Words

How does having a
common vocabulary
help you understand
and communicate?

Guiding Question



Kim Myeong-guk, Joseon dynasty, Korea, 1636
ink on paper

- Use ink or watercolor and a soft brush.
- Paint a figure such as this with a few simple brushstrokes.
- Vary the width of your lines from thin to thick.
- Vary the length of your lines from short to long.
- Vary the value of your lines from dark to light by adding more water to the paint.

Art Start 1 LINE



Eight Deer Jaguar Claw, from the Codex Zouche-Nuttall, 14th Century, MesoAmerican Mixtec Culture of Oaxaca.

- Use markers or colored pencil.
- Draw a warrior or superhero figure in your sketchbook.
- Use basic shapes such as circles, squares and triangles.
- Increase visual interest by using a variety of sizes of a particular shape such as the use of circles in this drawing.

Art Start 2 **SHAPE**

Line, Shape, Color

- Describe how Matisse has used each element in this painting.
- Why do you think he has used line, shape and color in this way?
- Share your thoughts with your group.

Madame Matisse,
by Henri Matisse, 1905



Journal Response 1

Birth and death dates

Country

Education

Experiences

Art Style

Three people who influenced Matisse

Henri Matisse

Your favorite painting by Matisse and why you chose it.

Meaningful quotation by or about the artist and why you chose it.

Research Learn about Henri Matisse

Directions: Use books, magazines, the internet to complete this task.

Name _____ Class _____

Birth and death dates

Country

Education

Experiences

Art Style

Three people who influenced Matisse

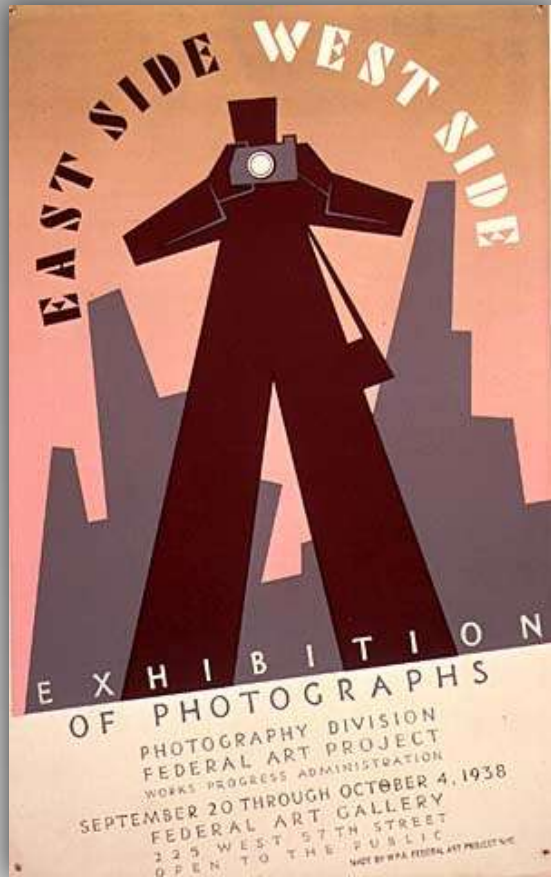
Henri Matisse

Your favorite painting by Matisse and why you chose it.

Meaningful quotation by or about the artist and why you chose it.

Research: Learn about Henri Matisse

Directions: Use books, magazines, or the internet to complete this task.



WPA poster, Anthony Velonis, 1938, silkscreen

Value is the lightness or darkness of a color.

- Choose one primary or secondary color of tempera paint and make two puddles on a palette or paper plate.
- Paint a city skyscraper or two in the middle of your paper.
- Next mix a little white in one puddle. Paint another building in the background in this new value.
- Add a bit more white paint for each building you add to the background.
- Next, add a dab of black to the second puddle. Paint darker and darker buildings in the foreground.
- How many values of your color can you create?

Art Start 3 COLOR & VALUE

Study this painting
by Henri Matisse.

- Name some colors which have more than one value.
- Does he use color in a realistic manner?
- Why do you think he has used color in this way?



“Woman with a Hat” 1905

Journal Response 2

Your chalk drawing should include:

- A contour line drawing of an object from the still life. Try to fill the paper.
- Highlights and shadows.
- Details such as texture, stitching, fringe or laces.
- Areas of blended color.
- A shadow below and or to the side of the object.
- Background inspired by Matisse paintings.



Let's Get Started on the Art Project

- Set up a still life with objects such as a winter hat, ski goggles, a scarf or an old ice skate. (Something old and worn may have a more interesting SHAPE.)
- Try to set up your object near a window so that you will have natural light coming from one direction. You could also use a lamp.
- Shadows and highlights will help you see the interesting shape of your object.



Step One Find an interesting object

- Work on a large sheet of paper at least 12x18 inches.
- Use dry pastels or oil pastels.
- Draw a contour line of the basic shape of your winter object in a light color.
- Keep it simple!



Step Two Draw the basic shape

- Now add color to your object!
- Have fun with color. You don't have to match the actual colors of your object.
- Don't be afraid to put down a thick layer of pastel.
- A thick layer of pastel will allow you to blend and smudge to create interesting effects and colors.



Step Three Fill in with color.

- After you have completely colored in your first layer, use your finger tip to gently blend edges and mix colors.
- As you work, rest your hand on tissue so that you don't smudge other areas.



Step Four Blend the color.

- Use blue or another darker color to add shadows on your object.
- This will help define the FORM.
- Gently rub the chalk marks with your finger tip to blend and soften.



Step Five Define the form.

- Next add highlights.
- Use a light color of pastel.
- Look carefully at your object. Can you see where light is reflecting off the surface or shining on it?
- For reflections on smooth surfaces you may want to leave distinct marks in the colors of the reflected object such as the lines on the ski mask lens shown here.
- For highlights on softer surfaces such as a scarf or hat you may want to blend white into your base color to create a lighter value.



Step Six Add Highlights

- Look closely at your object. Does it have details such as stitching, laces, labels or interesting texture?
- Make distinct marks or lines to add detail to the top layer of your drawing.



Step Seven Add details

- Add a surface shadow to your drawing.
- Look at your object. Can you find a shadow which reveals that it is sitting on a surface such as a desk or table?
- You could use dark blue, if you like, or combine several colors to make a shadow below your object.



Step Eight Add a surface shadow.

- Finish the background.
- Choose colors and values which will provide a contrast to your object.
- One way to do this is by using background colors which are complements of the colors in your object.
- Another way would be to choose lighter or darker values. Take a look at the next slide to see how Matisse does this.
- Groupings of colors such as warm and cool tones can provide contrast.
- Look back at slide #32 to see how Matisse uses free-form shapes and color in the background.



Step Nine Add color to the background

- When you first started your drawing you used a contour line to define the shape of your object.
- As a final step you may want to reassert this line with black or other dark colors as Matisse has done in this portrait.
- Pastels can be very soft looking, so outlining your object can help define the shape clearly.



Matisse, "Madras Rouge," 1907

Step Ten Redefine the contour line.

- Directions: Make a gallery card to put next to your chalk drawing. Use an unlined index card or piece of heavy paper. Write the information on your gallery card in dark or colorful marker.

Title

Artist's Name

Medium (materials you used in your art, in this case, pastels)

Date

Make a Gallery Card

Elements of Art Part 1 line, shape, color	3 Wow All Criteria Met	2 Good Job! Most Criteria Met	1 Keep Trying! Some Criteria Met
Sketchbook	I Completed 3 art start activities with care and attention to detail. I Completed journal response 1 & 2 thoughtfully and neatly.		
Chalk Drawing	My drawing includes a contour line, at least two blended colors, shadows and highlights and a background inspired by Matisse.		
Craftsmanship	My drawing fills the paper. I used tissue as a hand rest to avoid smudges while I worked. I used pastels to create rich layers of color.		
Effort	I always used class time wisely. I completed each part of the assignment to the best of my ability.		
Citizenship	I was careful with supplies and equipment. I cleaned up after myself and helped others. My attitude was enthusiastic and respectful.		

Interactive Assessment Guide

Directions: Circle each category where you have earned a "3". For each category where you have earned a 1 or 2, make notes in the boxes to explain why.

Interactive Assessment Guide

Name _____

Directions: Circle each category where you have earned a "3". For each category where you have earned a 1 or 2, make notes in the boxes to explain why.

Elements of Art Part 1 line, shape, color	3 Wow All Criteria Met	2 Good Job! Most Criteria Met	1 Keep Trying! Some Criteria Met
Sketchbook	I Completed 3 art start activities with care and attention to detail. I Completed journal response 1 & 2 thoughtfully and neatly.		
Chalk Drawing	My drawing includes a contour line, at least two blended colors, shadows and highlights and a background inspired by Matisse		
Craftsmanship	My drawing fills the paper. I was careful to avoid unwanted smudges while I worked. I used pastels to create rich layers of color.		
Effort	I always used class time wisely. I completed each part of the assignment to the best of my ability.		
Citizenship	I was careful with supplies and equipment. I cleaned up after myself and helped others. My attitude was enthusiastic and respectful.		

Directions: Look carefully at YOUR work of art. Answer each question in complete sentences. Use three vocabulary words and underline: Line, Color, Shape.

1. Describe your artwork. Tell about the materials you used. Explain some of the decisions you made while working.
2. What are some of the challenges you faced in completing this art work? What did you learn about the art process and/or yourself from this project?
3. Describe how this project connects to other disciplines or the work of other artists.

Art Self-Critique

(Kri-teek: to discuss a creative work giving an assessment of its successful qualities.)

Name _____

Date _____

Class _____

Art Self-Critique

(Kri teek: to discuss a creative work, giving an assessment of its successful qualities.)

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Artist's Statement

By



The End

We hope you enjoyed using this FunArtLessons.com art unit!