Lesson Plan

Grade Level: 1st - 4th grade
Number of Students: 60 maximum

Learning Standards

TN State Standards in Art:
Standard 1.0 Media, Techniques, and Processes:
Students will understand and apply media, techniques, and processes.

Standard 2.0 Structures and Functions:
Students will use knowledge of structures and functions.

Standard 3.0 Evaluation:
Students will choose and evaluate a range of subject matter, symbols, and ideas.

Standard 4.0 Historical and Cultural Relationships:
Students will understand the visual arts in relation to history and cultures.

Standard 5.0 Reflecting and Assessing:
Students will reflect upon and assess the characteristics and merits of their work and the work of others.

Standard 6.0 Interdisciplinary Connections:
Students will make connections between visual arts and other disciplines.

Common Core Standards Met during the Tour Experience:
Speaking and Listening: Comprehension and Collaboration
Grades 1 - 4: 1, 2, 3, 6

Vocabulary Acquisition and Use
Grades 1 - 4: 5, 6
Goals of the Tour Experience

Students will discuss line, shape, color, texture, form, and space. They will also learn how artists use these elements to create artwork and express ideas.

Tour Objectives

Students will:

- Explain how line, shape, color, texture, form, and space influence how we see visual art.
- Explore color theory: the color wheel (primary colors v. secondary colors), color harmony (cool colors v. warm colors), and the context of how colors are used.
- Make connections between an artist’s intent and the visual elements they employ.
- Recognize that the elements of art are apparent in their daily surroundings.
<table>
<thead>
<tr>
<th>The learner will:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Remember</strong></td>
<td>Use existing knowledge to define the elements of art: line, shape, color, form, space, and texture.</td>
</tr>
<tr>
<td><strong>Understand</strong></td>
<td>Expand their definition of line, shape, color, form, space, and texture by identifying and describing warm colors, cool colors, primary colors, geometric shapes, organic shapes, and various types of lines and textures.</td>
</tr>
<tr>
<td><strong>Apply</strong></td>
<td>View, identify, and describe the elements of art in a series of artworks ranging from antiquity to the present.</td>
</tr>
<tr>
<td><strong>Analyze</strong></td>
<td>Identify and discuss the element’s expressive properties.</td>
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<tr>
<td></td>
<td><em>Ex.</em>) A jagged line could express anger.</td>
</tr>
<tr>
<td></td>
<td><em>A warm color could represent happiness</em></td>
</tr>
<tr>
<td></td>
<td><em>The color red stands out and catches your eye first.</em></td>
</tr>
<tr>
<td></td>
<td>Compare the use of line, shape, color, texture, form, and space in two artworks and discuss the similarities and differences between the two.</td>
</tr>
<tr>
<td><strong>Evaluate</strong></td>
<td>Make judgments about selected artworks based on criteria established while supporting ideas with evidence.</td>
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<tr>
<td></td>
<td><em>Ex.</em>) What is your favorite part of this painting? Why?</td>
</tr>
<tr>
<td><strong>Create</strong></td>
<td>Use their knowledge of the elements of art to create an original work of art.</td>
</tr>
<tr>
<td>In addition to the studio activity, the Curriculum Connections provide more ideas for engaging your students in higher order thinking and helping them make connections between the elements of art and core academic subjects.</td>
<td></td>
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</tbody>
</table>
Classroom Preparation Prior to Visit

- Introduce students to the suggested vocabulary list (see page 7). Discuss the terms and help students identify examples of each.

  Discussion Ideas
  Look for different kinds of lines, shapes, textures, forms, and colors around the classroom. Challenge students to identify warm colors, rough textures, thick lines, organic shapes, etc.


Teacher Resources

Websites:

1. The Virtual Instructor: Art Fundamentals - This website offers instruction materials and visual aids for line, shape, color, form, texture, space, and the color wheel: http://thevirtualinstructor.com/artfundamentals.html.

2. The Artist's Toolkit - This is an interactive website for your students to enjoy while exploring line, shape, color, and space: http://www.artsconnected.org/toolkit/explore.cfm.

Suggested Reading:

2. Lines that Wiggle by Candace Whitman, ISBN: 193470654X [1st-4th grade]
Studying and discussing the vocabulary below, prior to your visit, can help ensure that the museum experience will be of benefit for your students.

**Elements of Art**

The basic visual components that make up a work of art: color, line, texture, shape, form, and space.

**Color**

When light is reflected off an object, color is what the eye sees.

**Line**

A continuous mark made on a surface. Lines can vary in length, width direction, and curve. Lines can be used alone or combined to create shapes.

**Texture**

The surface quality of an object or feel of an image, such as smooth, rough, soft, etc. Texture can be actual or implied by line, shape, or color.

**Shape**

When two lines meet and enclose space, such as a circle drawn on paper. Geometric shapes are simple curves and straight lines enclosed to form recognizable shapes such as circles, squares, etc. Organic shapes are irregular shapes that are unrecognizable.

**Space**

Space is defined and determined by shapes and forms. Positive space is where shapes and forms exist; negative space is the empty space around shapes and forms.

**Form**

When a shape encloses space and takes up space. Form is 3-dimensional. It has length, width, and depth. Form can also be implied in painting, drawing, and printmaking by using perspective or shading.

**Expressive Properties**

**Cool colors**

green, blue, and violet; suggest cool temperatures, calm moods, and appear to recede into space.

**Warm colors**

red, orange, and yellow; suggest warm temperatures, energetic moods, and appear to advance in space.

**Primary colors**

The group of colors from which all other colors can be created by mixing (red, yellow, and blue).

**Secondary colors**

Colors created by mixing two primary colors (orange, green, and purple).

**Complementary colors**

Colors directly opposite each other on the color wheel, such as: red and green, blue and orange, or yellow and purple.

**Vertical lines**

indicate strength

**Horizontal lines**

express calm

**Diagonal lines**

indicate action

**Curved lines**

suggest rhythm and movement
The following activities will prepare your students to further explore and engage with the elements of art. Many of these activities are purposefully open ended to fit each teacher’s curriculum focus and teaching style.

Activity 1 | Language Arts Connection

Use the attached HANDOUT 1 to engage your students in a reflective writing exercise that combines drawing with language arts. The handout includes an open ended drawing prompt and writing prompt. Set your own guidelines for the writing section by aligning with your current grade-level expectations. Students can use pencil, crayons, or markers for the drawing section.

Suggested Common Core Standards in Writing:

Writing
- Grades 1-4: 2, 8
- Grades 3-4: 4

Activity 2 | Math Connection (Lower Grade Levels)

Give students color math problems such as:

<table>
<thead>
<tr>
<th>Question: red + yellow = ?</th>
<th>Answer: orange</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question: 10 purples − 5 blues = ?</td>
<td>Answer: 5 purples and 5</td>
</tr>
</tbody>
</table>

Suggested Common Core Standards in Mathematics:

Operations and Algebraic Thinking
- Grades 1-2: 1

Activity 3 | Math Connection (All Grade Levels)

Using a ruler, instruct your students to draw the following kinds of intersecting lines anywhere on a sheet of paper (give them time to complete each prompt before moving on to the next): 5 horizontal lines, 3 vertical lines, and 3 horizontal lines. The intersecting lines will create an assortment of shapes. Have your students identify some of the shapes they’ve made using grade appropriate vocabulary (for example: younger students can identify triangles and rectangles, while older students might find isosceles acute triangles, kites, trapezoids, and irregular quadrilaterals). Finally, have students color all four-sided shapes with warm colors and all three-sided shapes with cool colors.

For older students: Prompt your students to find the perimeter and area for five of their shapes.

Suggested Common Core Standards in Mathematics:

<table>
<thead>
<tr>
<th>Geometry</th>
<th>Measurements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st grade: 1, 2, 3</td>
<td>2nd grade: 1, 2, 3, 4</td>
</tr>
<tr>
<td>2nd grade: 1, 2, 3</td>
<td>3rd grade: 2, 5, 6, 7, 8</td>
</tr>
<tr>
<td>3rd grade: 1, 2</td>
<td>4th grade: 2, 3, 5, 6, 7</td>
</tr>
<tr>
<td>4th grade: 1, 2</td>
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</table>
Activity 4 | Science Connection

Explore the element of art “color” on a deeper level. Show students a prism set on an overhead projector. Discuss the colors of light around the room. Investigate the properties of light, why rainbows appear, and how we see color.

Suggested TN State Learning Standards in Science:

Grades 1-4: Standard 1.0, Embedded Inquiry

4th grade: Standard 10.2, Energy

Activity 5 | Science Connection

As a class, go outside and collect six different objects from nature (rock, leaf, pine cone, branch, flower, wood chip, etc.). Once you’ve returned to the classroom, closely examine the objects together and have each student write adjectives that describe the kinds of line, shape, color, texture, form, and space each object in nature possesses.

Challenge: Find a bumpy texture, a soft texture, a jagged texture, etc.

Suggested TN State Learning Standards in Science:

Grades 1-4: Standard 1.0, Embedded Inquiry
Grades 1-4: Standard 7.06, The Earth
Grades 1-4: Standard 9.06, Matter
Activity 6 | Social Studies Connection

Use the elements of art to examine the Tennessee State Flag and United States Flag.

Discuss color, shape, line, and symbolism. Use your observations to create a list of similarities and a list of differences.

Image Sources: [http://www.flags.net/UNST.htm](http://www.flags.net/UNST.htm) and [http://www.50states.com/tennesse.htm](http://www.50states.com/tennesse.htm)

Suggested Tennessee State Standards in Social Studies:

Grades 1-4: Standard 4, Governance and Civics

Activity 7 | Visual Arts Connection

Read Lines That Wiggle by Candace Whitman. Review and demonstrate visually the types of lines we see around us and the expressive properties they emote (vertical line = strength, curved line = motion, etc.). Using pastels, have students draw 10-15 examples of different lines with varying lengths and thicknesses. Now have them search for shapes they have made unknowingly with connected or intersecting lines. Once these shapes are identified color them in using different colors of pastels.

For older students: Encourage discussion of primary, secondary, and complimentary colors in their completed work.

Suggested Tennessee State Standards in Visual Art:

Grades 1-4: Standard 1, Media, Techniques and Processes
Grades 1-4: Standard 2, Structures and Functions
Grades 1-4: Standard 6, Interdisciplinary Connections
Handout 1: ELEMENTS OF ART

1. Transform the small rectangle into a picture about your trip to the Memphis Brooks Museum of Art.

2. What was the best part of your trip?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. List the elements of art you used to create your artwork:

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________