

# A Grade K-2 ARTful Hour...

March 2011

With Heidi Stoddart

## Elements of Art & Design...

### Line, Shape, Space, Texture, Colour, Value & Form

**Line** = a mark made by pulling a pencil across paper; representing the edges or contours of a subject on paper; drawn lines may have different qualities (thick, thin, wobbly, straight, dotted, etc.)

**Shape** = a defined area; shapes may be organic (such as a teardrop, ovoid) or geometric (for example, square, rectangle, triangle)

**Space** = area or depth of field in an image

**Texture** = the tactile quality; how something feels when you touch it; marks drawn to represent the surface of an object (for example, rough, bumpy, smooth, furry, soft); representing a surface by adding textured material to paint or collage.

**Colour Wheel** = a circular arrangement of colours, based on how paint pigments mix to produce the colour spectrum

**Primary Colours** = red, blue, yellow

**Secondary Colours** = green, violet (purple), orange

**Tertiary Colours** = colours that result from combining a primary colour and a secondary colour: yellow-green, blue-violet, red-orange

**Cool Colour** = colour that is associated with ice and snow (blue, blue-violet, blue-green)

**Warm Colour** = Colour most common to fire (for example, red, orange, yellow)

**Complementary Colours** = colours opposite each other on the colour wheel (for example, red & green, blue & orange, yellow & purple)

**Analogous Colours** = Colours next to each other on the colour wheel (for example, blue & green; green & yellow)

**Monochromatic** = having one colour

**Monochromatic Colour Scheme** = One colour plus all the tints and shades of that colour

**Value** = areas of light and dark colour; areas of reflected light and shadow

**Shade** = black (or another colour) added to a colour

**Tint** = white added to a colour to produce a lighter version of that colour

**Form** = An element of design; any object that is three-dimensional -- that has or can be measured using three dimensions (length or height, width and depth).

*Definitions from "Glossary" in Experience Clay by Maureen Mackey, "Glossary" in Emphasis Art: A Qualitative Art Program for Elementary and Middle Schools by Frank Wachowiak & Robert Clements, "Appendix C: Art Terms" and "Appendix D: Art Materials" in Art & Illustration for the Classroom: A Guide for Teachers & Parents by Rhian Brynjolson (Peguis Publishers; 1998) and "Technique Tips: Clay" in Art Connections Level 4.*

Online resource for art-related terminology... [Artlex.com](http://Artlex.com)

# 1. SHAPE: Kandinsky and Cut & Paste Circles!

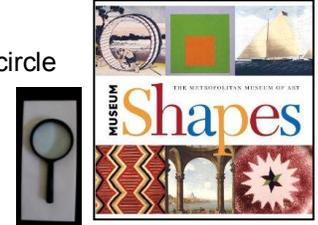
Source: "Deep Space Sparkle" @ <http://www.deepspacesparkle.com/2009/01/kindergarteners-do-kandinsky/>

INTRO... Discuss circles in the environment.

(Sample teacher prompts: "Let's look for circle shapes in our classroom." "Can you make a circle shape with your body?" "Let's join hands and make a big circle... then a small circle...")

DISCUSS CIRCLES IN ART... Share/discuss artworks by Wassily Kandinsky.

(Sample teacher prompts: "What shapes did this artist use?" "Trace a big circle shape with your finger." "Trace a small circle shape with your finger." "Do you see any patterns in this picture?" "What combination of circles do you like best? Why?")



CREATING... (A starting point... should lead to much more creativity!)

Materials:

Black construction paper (12"x16")

Coloured construction paper (cut to 2 sizes – eg. large 6"x6" and medium 4"x4"; must correspond to template size, leaving a bit of extra for scraps to use for small circles)

Circle Templates or Tracers (eg. yogurt containers 2 sizes – eg. 5" & 3" diameter)

Pencils

Scissors

Glue sticks



*Farbstudie Quadrate* by Wassily Kandinsky; 1913

1. Demonstrate/teach how to TRACE a large circle template then how to CUT out the circle shape.
2. Distribute pencils, scissors and a large circle template to each student, and 6 pieces of the large coloured construction paper (to correspond to the large circle template). Students trace and cut out 6 circles.
3. Demonstrate/teach how to ARRANGE, then GLUE the 6 large circle shapes onto a black background.
4. Distribute the black construction paper and glue sticks. Students arrange and glue the 6 circles on the page.
5. Demonstrate tracing, cutting, arranging and gluing 6 medium circles on top of the 6 large circles. (Some talk about contrasting colours is helpful here or students may try to 'match' or 'sort' the same colours on top of each other!)
6. Distribute medium circle templates and corresponding medium coloured construction paper. Students proceed.
7. Repeat steps, but now, students can use scraps of paper from earlier cutting to make smaller and smaller circles to arrange and glue onto their circle design.



Extension: This lesson is really structured, so use it as an introduction to teach cut & paste skill, then encourage students to branch out and explore their own ideas/creativity. Use crayons or oil pastels to incorporate drawn circles or rings; try a different shape; use any number of circles and make some go off-the-page; try a mix of shapes... Supply the same materials (eg. various sizes of coloured construction paper, scissors, glue sticks) but invite students to "Do Your Own Art" - explore and create their own shape design/picture with no instruction other than reminders about cutting, arranging and pasting skills!

## 2. TEXTURE: Rubbings & Collage

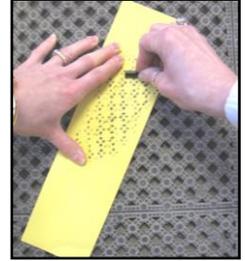
INTRO: Texture Mystery Bags! (Hide some objects featuring various textures in paper bags.) Students will reach inside to feel the object and come up with a list of words (adjectives) to describe what the object (sensory experience) feels like (texture).

\*Links to Kindergarten Social Studies "Senses"

### Part One... Texture Scavenger Hunt

#### MATERIALS:

- black crayons with paper/label peeled off
- various sizes/colours of construction paper (rectangles work well; use up old 'scraps')



1. Demonstrate/teach how to create a visual representation of a real-life texture using a crayon RUBBING.  
Try to fill the entire paper with the rubbing of this texture. Then, use another piece of paper to create a rubbing of another texture, and so on.  
Teacher Tip:
  - ✓ Peel the paper off and use the side of the crayon. Hold the paper steady with one hand on top of the textured surface, then apply pressure and work in layers, 'rubbing' the crayon to capture the texture.
2. Students could then gather to share/discuss their rubbings. (Sample teacher prompts: "Choose your favourite or most interesting rubbing to share. Explain why you like it." "Choose on rubbing and tell us where you found the texture." "Do you see a pattern in your rubbing?" "Does this texture remind you of anything?")

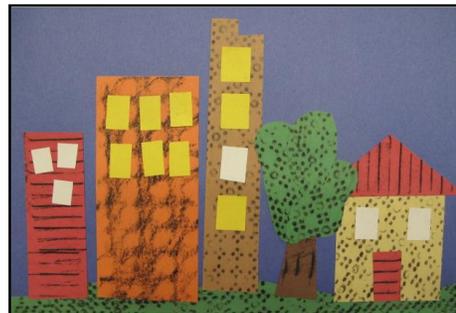
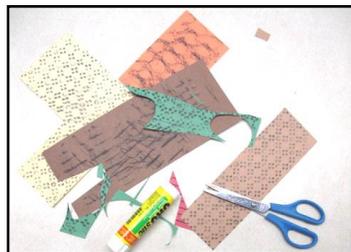
### Part Two... Collage Using Crayon Rubbings

#### MATERIALS:

- rubbings from Part 1
- construction paper for background (eg. black, blue... 10"x14")
- narrow strips of greyish and yellow construction paper (for windows)
- pencils
- scissors
- glue sticks
- storage box for leftover rubbings (eg. empty photocopy paper box)

1. Explain that we can use these rubbings to create a collage by cutting, arranging and gluing. Brainstorm ideas on the topic of Our Community/A Place I Know/Where I Live/Where I Play (eg. or any other, such as In the Garden, Underwater, Bugs...).
2. Demonstrate how to cut out shapes (squares, rectangles, triangles, circles, organic shapes...), arrange and glue to create a picture relating to the topic (eg. Our Community...). Remind students to make good use of the space, and to consider their choice of texture and/or colour.

\*links to Kindergarten Social Studies "Place and Community"



Extensions: This same 'collage using rubbings' technique could be used for a large, collaborative class mural.

### Related Ideas/Resources:

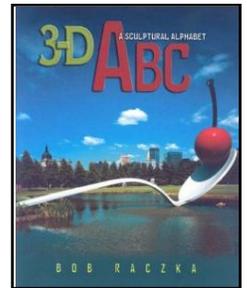
Crayola – Crayons with Labels Off... <http://www.crayola.com/educators/techniques/labelsoff.cfm>

### 3. FORM: Plasticine sculptures... Healthy Meals!

INTRO... Brainstorm ideas for a healthy meal. Explain that students will be creating a SCULPTURE of a healthy meal. FORM or SCULPTURE means that something is 3D and can be viewed from any direction. The art material or MEDIUM we will be using is PLASTICINE! Distribute a small piece of Plasticine to each student so they have a preliminary opportunity to 'play' and 'explore' the medium. (Sample teacher prompt: "Before I tell you any more about Plasticine, why don't you check it out for yourself. After a few moments, I'm going to ask for words that you think describe what Plasticine feels like...")



By Claes Oldenburg



#### CREATE... MATERIALS:

- Cardboard circles for 'plates' or base (eg. pizza box lids)
- Tools for TEXTURE (old pencils, popsicle sticks, plastic forks, combs...)
- Plasticine in a variety of colours (eg, red, orange, yellow, light green, dark green, light blue, dark blue, purple, pink, grey, brown, black, white)

#### Teacher Tips:

- ✓ Use strong fishing line or thin wire strung between 2 small dowels or popsicle sticks to cut the pre-cut the Plasticine into smaller chunks;
- ✓ Store the Plasticine in egg cartons, sorted by colour for easier distribution, clean-up and storage.
- ✓ Use DRY school paper towel to wipe hands between colours
- ✓ You can 'mix' your own custom colours using Plasticine by kneading and blending pieces of different colours together

1. DEMO how to think about the basic shape of the food you'd like to create, and shape or mould this with your hands
2. Continue to build the sculpture on the 'support' (eg. cardboard plate), starting with the basic shape for each component, then add smaller details (eg. seeds and stem on strawberries; toppings on pizza...)
3. TEXTURE can be added using tools to 'etch' or 'carve' into the Plasticine.
4. Remind students that FORM or SCULPTURE can be viewed from all sides, so they should turn or rotate heir sculpture as they work to see what it looks like from different angles.

*\*links to Grade 1 Social Studies "Healthy Lifestyles"*



Looking at Art... Food Sculptures by Claes Oldenburg & picture book **3D ABC** by Bob Raczka

### 4. More ideas...

"Favourite Food Sculpture" Using Air Dry or Self-Hardening Clay



Clay

Food Sculptures by Gr. 4 students @ HES

Plasticine Sculptures – different topics (eg. penguins; underwater creatures...)

*\* links to Gr. 2 Social Studies "Animals/Life Cycles"*



Penguin Sculptures by Gr.1 students @ FES



Collaborative Underwater Creatures by Gr.3 students at HES