

**ELEMENTS OF ART BOOK
PRESENTER: KATHY OLSON**

Grade Level: Elementary MS

Background Information:

The Elements of Art (line, shape, color, value, texture, space, form) are the “ingredients” in the recipe for great Art! The Principles of Design (balance, contrast, emphasis, pattern, rhythm, movement, unity) are the “instructions” for putting together the elements to create a pleasing work of art. Introducing the Elements and Principles early in the year gives your students the vocabulary to perceive, describe, and analyze their work and the works of others.

Content Standards:

1.0 ARTISTIC PERCEPTION – Students perceive and respond to works of art using art vocabulary

2.0 CREATIVE EXPRESSION – Students apply artistic processes and skills using a variety of media to create meaning and intent in original artworks.

4.0 AESTHETIC VALUING – Students analyze, assess, and drive meaning from works of art according to the elements of art and principles of design.

Learning Objectives/ Goals/ Essential Understandings:

Artists use special words to describe and analyze works of art.

Students will use a variety of media to create an illustrated Elements of Art Book, learning arts vocabulary.

Vocabulary:

Line	A dot out for a walk Straight, curved, zig zag, spiral, dotted, dash, horizontal, vertical, diagonal
Shape	Geometric, organic
Color	Primary, secondary, tertiary (intermediate), warm, cool
Value	Lightness or darkness of a color
Texture	How something feels – rough, smooth, furry, etc
Space	Foreground, middleground, background, distance
Form	Cone, cube, sphere, cylinder, overlap, 3 dimensional

Materials:

18 x 24 white paper, scissors, black markers, crayons or colored pencils, texture plates

Procedure:

Give an overview of the Elements of Art describing them as the ingredients to a great art recipe. Compare the elements to baking chocolate chip cookies and the importance of the right ingredients in the right amount, following recipe instructions, and proper baking.

Show an example of a finished book and the magic of creating a book from just one sheet of paper. Give step by step instructions on how to fold and cut the book. Pay close attention that students cut from the folded edge.

With a pencil, lightly label the cover and each page with the element that will go on that page.

Title the cover with black marker and decorate. After a few minutes, illustrate each element on each page with students following along in their own book. Use fine black marker, colored markers and colored pencils, etc.

Assessment and/or Evaluation:

In pairs, have students “read” their books to each other, explaining each of the elements. Show selected art prints and have students/table groups point out the elements of art. Provide a sentence frame for writing about the elements. Use exit slips describing a new knowledge.

Possible evaluation questions:

Did students:

Work neatly?

Follow directions?

Complete the book?

Explain the elements?

Extensions:

Use the elements books as a resource throughout the year when looking at and discussing works of art.

Provide more in depth lessons for each of the elements

Select and share an art print and structure discussion around the elements of art seen in the print.

Step by step instructions by Karyn at:

http://www.teachbesideme.com/2012_04_01_archive.html

