

Basic Elements - K-2

Lesson 1 - Color Wheel

Materials:

Color Wheel with removable color swatches
Printed color wheels on painting paper (80#)
Tempera paints - magenta, cyan, yellow (red and blue)
Brushes
Paper plates or pallets
Paper towels
Water jars/cups
Paint smocks

Vocabulary:

Primary	Complimentary
Secondary	Analogous
Tertiary or Intermediate	Warm
	Cool

Procedure:

- Discuss with students the primary colors. Define what primary means. Place the primary color swatches on the wheel. Discuss the history of the color wheel and what it means.
- Discuss secondary colors and what secondary means. Have the students tell you where the color swatches go on the wheel.
- Discuss tertiary colors and what tertiary means. Have them guess what the names of the tertiary colors could be (red-orange, blue-purple, yellow-green, etc).
- Discuss warm (red, orange and yellow) and cool (purple, blue and green) colors. Point out colors in the class room and tell you what group they belong to.
- Older kids - Discuss complimentary colors (across the wheel - red & green) and analogous colors (next to each other - blue and green). Have them name off sets of colors. Discuss how the color harmonies work - contrasts or soothing. Point to color combinations in the room and have them tell which color harmony it is.

- Explain the lesson of painting their own color wheels. Explain “mixing colors” - many shades of red or blue but when mixing colors in order to get a pretty color you must use magenta and cyan. Show an example of red & blue mixed together and magenta & cyan mixed together if possible.
- Hand out the materials. Each child should have their own pallet and the colors on the pallet should be laid out in the same order as the colors on the color wheel - this will alleviate confusion later on. Have extra color wheels available for students who paint the wrong square.
- Before beginning to paint, review proper use and cleaning of brushes.
- Have the students paint in the primary colors on their color wheel.
- Going one color at a time, have the students mix a secondary color, identify it and paint it in the appropriate box on their color wheel.
- When the wheels are completed, review the colors and have the students sign their work.
- Have the students help clean up.

Reference:

Color Terms - http://www.sanford-artedventures.com/study/g_color.html

Color Wheel - http://www.sanford-artedventures.com/study/g_color_wheel.html

Lesson 2 - Line

Materials:

Line Flash cards

Art work, if possible

Drawing paper

Pencils

Chalk board or white board

Vocabulary:

Straight

Curved

Broken

Diagonal

Thick

Wavy

ZigZag

Horizontal

Vertical

Thin

Set-up:

Create flash-cards on heavy card stock, approximately 6"x9". On one side draw the type of line. On the reverse side, draw the line again and the label. Laminating the card will allow for tracing and cleaning.

Procedure:

- Discuss with the class what is a line. Brainstorm with them the different types of line and draw them on the board. Group like types together as you go. You will get names like "kooky" lines and "up-and-down" lines, put them near their appropriate category. When you have all the line groups on the board, go back and label the groupings.
- Using the flash cards, test the students on the types of lines you just discussed.
- Look around the room and have the children point out the types of lines they see.
- Have the students stand at their seats and demonstrate with their bodies how a line is shaped. When you get to broken lines, let them discover how to cooperate and create a group line.
- If time allows, view different art works and have the students come up and trace different lines with their fingers (or if laminated, with a Vis-à-vis marker - check if removable first!) and name them.
- Back at their seats, hand out paper and pencils. On one side of the paper, have the students draw the type of line as you call them out. There isn't a proper order or composition to this part of the lesson. This give the students a chance to practice the lines before the next part.
- On the second side of the paper, challenge the students to draw a picture of their house and yard, but they must use one example of each type of line in the drawing. Have them sign their names when they are done.

- The students need to exchange papers and see if they can count all ten types of lines in the drawing. If a student doesn't have all ten, work with them so they can figure out how they can include those additional lines.

This lesson is based off a lesson from Sanford Corporations Art Edventures - http://www.sanford-artedventures.com/teach/lp_lots_of_lines_contents.html

Lesson 3 - Texture

Materials:

Art work with various textures
Common Items with distinct textures - stuffed animal, sandpaper
Drawing paper
Crayons- stripped of wrappers (eek!)
Materials with heavy textures
 Screen
 Sandpaper
 Heavy lace
 Thick Corduroy fabric
 Burlap
 Grainy wood
 Any other things you can think of!

Vocabulary:

Smooth	Hard
Rough	Course
Bumpy	
Soft	

Procedure:

- Show the class the common household items. Ask them what they feel like. Ask them how do they know they feel that way if they can't actually touch them. Show the artwork. Ask the class how different

- items in the pictures may feel. How do they know. Explain the definition of texture and how artists use textures in different ways.
- Pull out some of the textures to be used that day. Ask the class how they think it might feel. Demonstrate rubbing over a texture with the broadside of the peeled crayon.
 - Handout the paper and crayons.
 - On the first side of the paper, let the kids experiment with the textures. If time allows, let them discover other textures hidden in the room (radiator grates, corkboard surfaces, etc).
 - On the reverse side of the paper, have them create a picture using the textures. Demonstrate a simple picture using a different texture for each item in the picture. The images need not be representational.
 - Have the students sign their work.
 - If time allows, have the students tell about their work and why they chose certain textures for different items.

Lesson 4 - Balance

Materials:

Balancing visuals, such as a balance or a scale
Art work which exhibits balance in form and color
Glue (glue sticks preferably)
Geometric shapes in different colors

Set-up:

Cut out geometric shapes in four different colors for each student. Each student should receive two of one shape and one of two different shapes (for example - two squares, one circle, and one triangle). Make sure that the shapes are all different colors and that each student receives a unique color/shape collection. When choosing colors, it is helpful if you could pick three analogous colors (say, green, blue, purple) and one complimentary color (say, orange).

Procedure:

- Show the class a balance. Talk about what it does and how it works. Demonstrate balance and imbalance. Segue this into the use of balance in art.
- Examine the use of balance in several works of art. If images of artwork are not readily available, use illustrations from children's books. Show examples of symmetry, large and small items, and color being used to balance pictures.
- Show the class the paper shapes you have to work with. As group effort, have the students guide you to where to place the first shape on a sheet of paper taped to the board. One by one add the rest of the shapes to the board. It is not necessary to use all of the shapes. Rearrange the shapes occasionally to challenge the student's perspective. Come to a final composition that is balanced.
- Hand out the materials to the class. Have the students try several arrangements with their shapes before they can glue down their final composition.
- When everyone is finished and their name is on their paper, invite the students hang their pieces on the board. Not everyone will want to display his or her work at first. Encourage constructive discussion of balance for each piece. Start the conversation with examples, such as "I like the use of _____," or "I'm a little confused by _____."

Illinois State Standards

LS 25A.1d - Identify the elements of line, shape, color and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation.

LS 26.A.1e - Identify media and tools and how to use them in a safe and responsible manner when painting, drawing and constructing.

26.B.1d - Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building and imagination.