

Color and Shape

Although easily adapted for other applications, this activity was developed for use with the following Museums by Mail program:

- *Color Creates Form* (MBM 11)
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As a class look at and talk about the exhibit for 20-30 minutes. Guiding questions are included on page 2 to help facilitate interactive communication.

After the discussion students will be able to complete the following activity which will help them further understand the relationship between shape and color in abstract compositions. Stencils will be used as a method for achieving a unified, but patterned composition.

Adaptations have been provided for each grade level (Pre K-8) and Maine Learning Results achievements begin on page 8.

Guiding Questions for Discussion

Using image #1 and #2

What do you see?

What time of year do you think it is? Why?

Where do you think this is?

How would the image change if the artist left out the line in the road?

Is this artwork interesting to you? Explain.

Using image #5

What do you see? In the foreground? Middle ground? Background?

What time of year do you think it is? Why?

Where do you think this is?

Is this work interesting to you? Explain.

Using Image #3

What do you see?

What do you think the artist was trying to say?

What do you like most?

Why do you think the artist used a more abstract approach than a realistic one?

Using Image #4

What do you see?

What do you think the artist was trying to say?

Why do you think the artist included the word "Moose?" Why not "frog?"

Why do you think the artist included hinges?

Why do you think the artist used a more abstract approach than a realistic one?

Using all images

What do you think about the color?

Do you like the art? Explain.

What are your favorite parts?

Can you name and point to some "elements?"

Can you name and point to some "principles?"

Note: Elements and Principles are included for reference on pages 6-7.

Explain that color and shape, even when some subjects are recognizable, can create interesting abstract-like compositions. Abstract art is sometimes just an exploration of these relationships, but often represents emotions, feelings, ideas, or conveys messages of some kind. As an artist, by choosing certain colors and shapes you can create certain responses and feelings.

For example, you can ask the students:

-What colors seem sad, happy, crazy, new, old, etc.?

-What shapes are more pleasing to you?

-Can you see how the artists used pattern and repetition in the artwork? Point out some areas.

Pre K-1

Adapt as necessary for ages and abilities. Overlapping and more complex shapes may only be suited to older children.

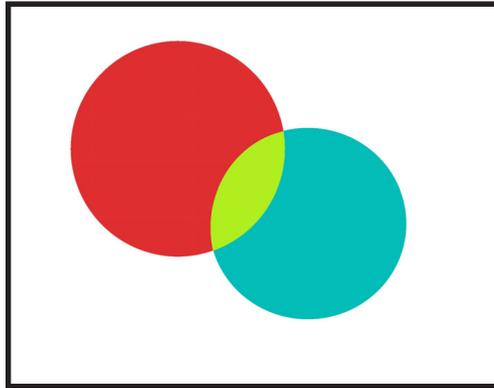
Materials for teacher: 80lb Construction Paper (any color), pencil, scissors, shapes to trace or items to aid with creating simple shapes (compass, ruler, protractor, triangle ruler, etc.).

Materials for student: 9x12 sheet of white paper, pencil, crayons

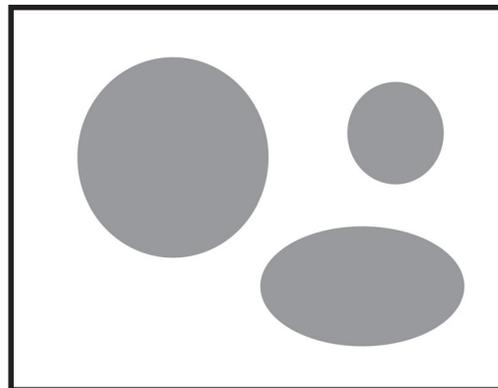
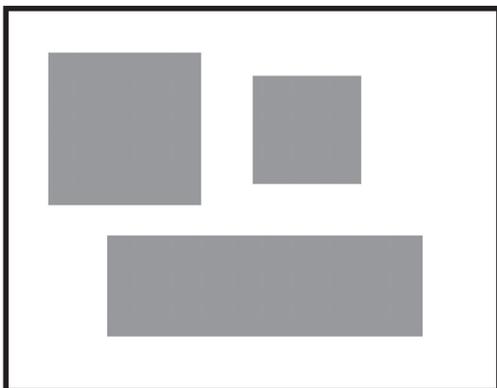
Make enough stencils of simple shapes like circles, squares, or rectangles to give three to each student. Each student should receive three different sizes of the *same* shape.

With a pencil students should trace their shapes onto the white paper. They should overlap the drawings on the sheet until it is completely full. Students should then color inside the lines until the entire sheet of paper is colored. Each space contained within lines should be colored differently so that the shapes made by overlaps are a different color than the main shape.

Example:



Stencil possibilities:



2-4

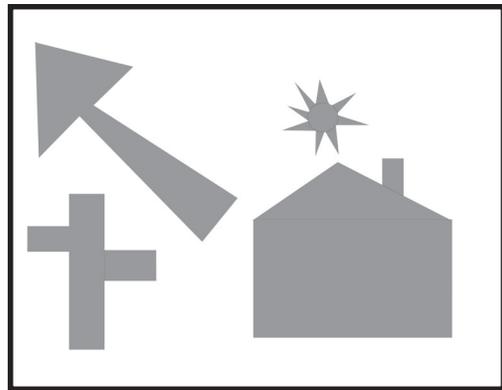
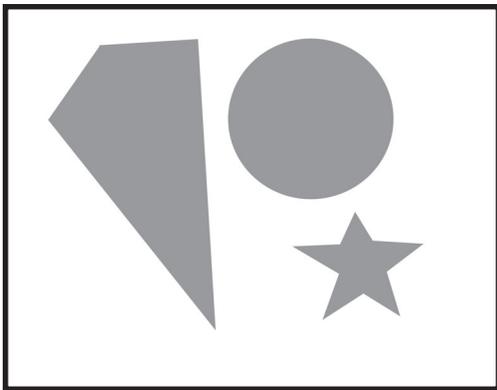
Materials for teacher: shapes to trace or items to aid with creating simple shapes (jar lids, cds, small boxes, etc.)

Materials for student: 80lb Construction Paper (any color), 9x12 sheet of white paper, pencil, colored pencils, crayons, scissors

Either create a variety of shapes students can trace to make their own stencils or have items available for tracing (like different jar lids). Students will trace three shapes of their choosing onto construction paper which they will cut out.

With a pencil students should trace their shapes onto the white paper. If the shape has irregular sides they should flip the stencil over periodically to get a mirror image. Students should overlap the drawings on the sheet until it is completely full. They may then color their drawing inside the lines until the entire sheet of paper is colored. Encourage students to use both colored pencils and crayons, even layering them over each other.

Stencil possibilities:



Materials for teacher: none

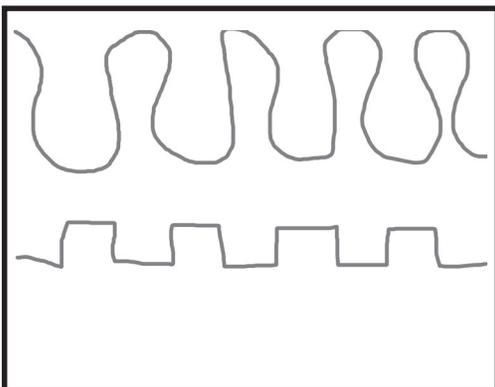
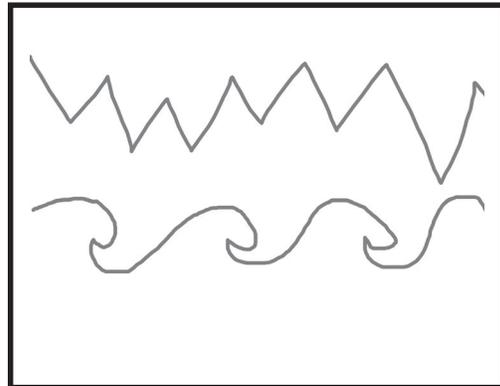
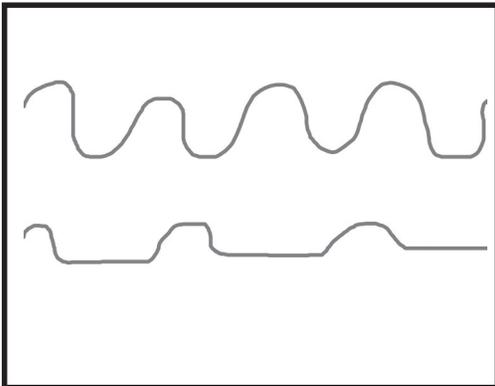
Materials for student: 80lb Construction Paper (any color), pencil, 9x12 sheet of white paper, pencil, colored pencils, scissors, artist tape

Have students create a drawing that divides the construction paper in three (examples below). They will then cut out the three shapes to use as stencils.

Secure one stencil to the white paper with artist tape (looped underneath or in an area that won't affect the next step). Have students begin by shading along stencil's edge with colored pencil, working right to left or left to right. They should blend the color smoothly and consistently along the total length of the stencil line. Reposition the shape and repeat in a new color. Shade color over color. Alter and move the stencil as many times as desired.

Remember to flip the stencil to make a new shape. Use only part of a stencil or stack the stencils to produce new lines. Keep the pencil strokes consistent but vary the length of the strokes. Make certain to use dark and light shading to enhance the rich color.

Stencil possibilities:



Elements of Art & Design:

- **Light** Either the sensation of light, a source of light, its illumination, the representation of it in a work of art, or awareness as if there were light on a subject.
- **Texture** An element of art which refers to the surface quality or “feel” of an object, its smoothness, roughness, softness, etc. Textures may be actual or simulated. Actual textures can be felt with the fingers, while simulated textures are suggested by the way the artist has painted certain areas of a picture.
- **Shape** An enclosed space defined and determined by other art elements such as line, color, value, and texture. In painting and drawing, shapes may take on the appearance of solid three-dimensional object even though they are limited to two dimensions.
- **Line** A mark with length and direction(s). An element of art that refers to an identifiable path of a point moving in space. Types of line include: vertical, horizontal, diagonal, straight or ruled, curved, bent, angular, thin, thick or wide, interrupted (dotted, dashed, broken, etc.), blurred or fuzzy, controlled, freehand, parallel, hatching, meandering, and spiraling. Often it defines a space, and may create an outline or contour, define a silhouette; create patterns, or movement, and the illusion of mass or volume. It may be two-dimensional (as with pencil on paper) three-dimensional (as with wire) or implied (the edge of a shape or form).
- **Space** An element of art that refers to the distance or area between, around, above, below, or within things. It can be described as two-dimensional or three-dimensional; as flat, shallow, or deep; as open or closed; and as positive or negative.
- **Color** Produced when light strikes an object and then reflects back to the eyes.

It has three characteristics:

Hue refers to the name of a color, e.g. red, blue, yellow.

Intensity refers to the purity and strength of a color, e.g. bright red or dull red.

Value refers to the lightness or darkness of a color. Value is an especially important element in works of art when color is absent.

Principles of Art & Design:

Balance The way in which the elements of art are arranged to create a feeling of stability in a work. It can be described as asymmetrical, radial, or symmetrical.

Emphasis The use of any technique that stresses or gives dominance to a single feature of an artwork. Artists often use emphasized elements to direct a viewer's attention to what they consider to be the most important aspects of a composition.

Harmony A way of combining elements of art in order to accent their similarities and join the aspects of a composition into a cohesive whole.

Movement Often implied, it can be achieved by arranging the elements of art in such a way that the viewer's eye is invited to jump rapidly or glide smoothly from one to the next.

Pattern The repetition of anything in order to create a design.

Rhythm A way of combining elements of art in order to produce the look and feel of movement, especially with a visual tempo or beat.

Proportion (or scale) refers to the relationships of the size of objects in a body of work. Proportion gives a sense of size perceived as a relationship of objects; from small to large.

Contrast The use of opposing elements, such as values, colors, forms, or lines, in proximity to produce an intensified effect in a work of art. Contrast can be used to create an area of emphasis.

Color and Shape

Maine Learning Results: English Language Arts Standards

E. Listening and Speaking: Students listen to comprehend and speak to communicate effectively.

E1 Listening

Pre-K-2

Students use early active listening skills.

- a. Ask relevant questions at appropriate times.
- b. Converse without interrupting.
- c. Follow one-step and two-step oral instructions.

3-5

Students apply active listening skills.

- a. Ask clarifying questions.
- b. Attend and respond appropriately to classmates and adults.
- c. Follow multi-step oral instructions.

6-8

Students adjust listening strategies to understand formal and informal discussion, debates or presentations and then apply the information.

- a. Ask appropriate clarifying questions.
- b. Summarize and apply information presented.
- c. Acknowledge and build upon the ideas of others.

E2 Speaking

Pre-K-2

Students use speaking skills to communicate.

- a. Make clear requests at appropriate times.
- b. Make simple presentations using eye contact.
- c. Use voice level appropriate to the situation.
- d. Share stories and information and support opinions using oral and visual examples.

3-5

Students use active speaking skills to communicate effectively in a variety of contexts.

- a. Explain ideas clearly and respond to questions with appropriate information.
- b. Speak using eye contact, clear enunciation, clear gestures for emphasis, and appropriate volume and rate.
- c. Share information summarized from reading, listening, or viewing and form a position on a topic, supporting the position with a variety of print and non-print sources.

6-8

Students adjust speaking strategies for formal and informal discussions, debates, or presentations appropriate to the audience and purpose.

- a. Organize and present information logically.
- b. Adjust volume, tone, eye contact, and gestures to suit the audience.
- c. Use conventions of Standard American English.
- d. Seek feedback and revise to improve effectiveness of communication.
- e. Select appropriate media, relevant to audience and purpose that support oral, written, and visual communication.

Maine Learning Results: Visual Arts Standards

A. Disciplinary Literacy: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

A1 Artist's Purpose

Pre-K-2

Students recognize a variety of purposes for making art, including telling a story, communicating emotion, or beautifying functional objects.

3-5

Students explain purposes for making art in different times and places, and the relationship to cultural traditions, personal expression, and communication of beliefs.

6-8

Students explain and compare different purposes of artists and their artwork, in the context of time and place.

A2 Elements of Art and Principles of Design

Pre-K-2

Students identify features of composition.

- a. Identify Elements of Art: color, form, line, shape, space, texture, and value.
- b. Identify Principles of Design including pattern and balance.

3-5

Students describe features of composition.

- a. Describe Elements of Art: color, form, line, shape, space, texture, and value.
- b. Describe Principles of Design including balance, contrast, emphasis, movement, and pattern.

6-8

Students compare features of composition both within an art work and among art works.

- a. Compare Elements of Art: color, form, line, shape, space, texture, and value.
- b. Compare Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity.

B. Creation, Performance, and Expression: Students create, express, and communicate through the art discipline.

B1 Media Skills

Pre-K-2

Students use basic media, tools and techniques to create original art works.

3-5

Students use a variety of media, tools, techniques, and processes to create original art works.

6-8

Students choose suitable media, tools, techniques, and processes to create original art works.

B2 Composition Skills

Pre-K-2

Students use Elements Of Art and Principles Of Design to create original art works.

3-5

Students use Elements of Art and Principles of Design to create original art works including paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.

6-8

Students use Elements of Art and Principles of Design to create original art works that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.

B3 Making Meaning

Pre-K-2

Students create art works that communicate ideas and feelings and demonstrate skill in the use of media, tools, and techniques.

3-5

Students create art works that communicate ideas, feelings, and meanings and demonstrate skill in the use of media, tools, techniques, and processes.

6-8

Students create art works that communicate an individual point of view.

- a. Demonstrate skills in the use of media, tools, techniques, and processes.
- b. Demonstrate knowledge of visual art concepts.

D. Aesthetics and Criticism: Students describe analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

D1 Aesthetics and Criticism

Pre-K-2

Students observe, listen to, describe and ask questions about art forms.

- a. Describe the art form by applying grade span appropriate arts concepts, terminology, skills, and processes as referenced in Standard A: Disciplinary Literacy.
- b. Ask questions about the art form to further understand how the artist created/performed the work of art.
- c. Recognize a variety of purposes for making/performing art works, including telling a story and communicating emotions and ideas.

3-5

Students describe and compare art forms.

- a. Describe and compare art forms by applying grade span appropriate arts concepts, terminology, skills, and processes as referenced in Standard A: Disciplinary Literacy.
- b. Ask questions about an art form to further understand the concepts, skills, and processes used to create/perform the work of art.
- c. Explain purposes for making art in different times and places, including cultural traditions, personal expression, and communication of beliefs.

6-8

Students compare and analyze art forms.

- a. Compare and analyze art forms by applying grade span appropriate concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.
- b. Compare the quality and effectiveness of art works using multiple criteria from observations, print and/or non-print resources.
- c. Compare the effectiveness of selected media, techniques, and processes in communicating ideas.
- d. Explain and compare different purposes of artists and art work in the context of time and place.

E. Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

E3 Goal-Setting

Pre-K-2

Students identify choices that lead to success in the arts.

3-5

Students identify and demonstrate choices that will lead to success in the arts including time management, interpersonal interactions, skill development, and goal-setting.

6-8

Students set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts.

E5 Interpersonal Skills

Pre-K-2

Students identify positive interpersonal skills that impact the quality of their art and participation in the arts.

- a. Getting along with others.
- b. Respecting differences.
- c. Working as a team/ensemble.
- d. Managing conflict.
- e. Accepting/giving/using constructive feedback.
- f. Accepting responsibility for personal behavior.
- g. Demonstrating ethical behavior.
- h. Following established rules/etiquette for observing/listening to art.
- i. Demonstrating safe behavior.

3-5

Students identify and demonstrate the positive interpersonal skills necessary to get along with others and participate in the arts.

- a. Getting along with others.
- b. Respecting differences.
- c. Working as a team/ensemble.
- d. Managing conflict.
- e. Accepting/giving/using constructive feedback.
- f. Accepting responsibility for personal behavior.
- g. Demonstrating ethical behavior.
- h. Following established rules/etiquette for observing/listening to art.
- i. Demonstrating safe behavior.

6-8

Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts.

- a. Getting along with others.
- b. Respecting differences.
- c. Working as a team/ensemble.
- d. Managing conflict.
- e. Accepting/giving/using constructive feedback.
- f. Accepting responsibility for personal behavior.
- g. Demonstrating ethical behavior.
- h. Following established rules/etiquette for observing/listening to art.
- i. Demonstrating safe behavior.