

# Elements of Art

**Grade Level or Special Area:** 3<sup>rd</sup> Grade Art

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**Length of Unit:** Seven lessons (approximately 2 ½ weeks (12 days); one day=60 minutes)

## I. ABSTRACT

This unit focuses on the *Core Knowledge Sequence* Grade 3 topic of Elements of Art. Students will develop an overview of the elements of light and space and how the elements of art work together. Students will be doing a variety of art activities as they explore these elements and also discover figure and ground, pattern, balance, and symmetry.

## II. OVERVIEW

- A. Concept Objectives (Colorado Visual Art Standard – CVAS)
  1. Students will know and apply the elements of art, principles of design, and sensory and expressive features of visual arts. (CVAS 2)
  2. Students will know and apply visual arts materials, tools, techniques, and processes. (CVAS 3)
  3. Students will recognize the characteristics, merits and meanings of works of art. (CVAS 5)
- B. Content from the *Core Knowledge Sequence* – Elements of Art (Visual Arts p. 74)
  1. Light
    - a. Observe how artists use light and shadow (to focus our attention, affect our emotions, etc.) in:
      - i. James Chapin, *Ruby Green Singing*
      - ii. Jan Vermeer, *Milkmaid*
      - iii. Mary Cassatt, *The Bath*
  2. Space in Artworks
    - a. Understand the following terms:
      - i. Two-dimensional (height, width)
      - ii. Three-dimensional (height, width, depth)
    - b. Observe relationship between two-dimensional and three-dimensional shapes:
      - i. Square to Cube
      - ii. Triangle to pyramid
      - iii. Circle to sphere and cylinder
    - c. Observe how artists can make two-dimensional look three-dimensional by creating an illusion of depth, and examine the foreground, middle ground, and backgrounds in paintings, including:
      - i. Jean Millet, *The Gleaners*
      - ii. Edward Hicks, *The Peaceable Kingdom*
      - iii. Edvard Munch, *The Scream*
  3. Design: How the Elements of Art Work Together
    - a. Become familiar with how these terms are used in discussing works of art:
      - i. Figure and ground
      - ii. Pattern
      - iii. Balance and symmetry
    - b. Examine design – how the elements of art work together in:
      - i. Rosa Bonheur, *The Horse Fair*
      - ii. Pieter Bruegel, *Peasant Wedding*

- iii. Early American Quilts
  - iv. Henri Matisse, cut-outs: *Icarus*
  - v. Horace Pippin, *Victorian Interior*
  - vi. Faith Ringgold, *Tar Beach*
- C. Skill Objectives (Colorado Visual Art Standard – CVAS)
- 1. Students will communicate and express themes and ideas through the use of visual images. (CVAS 1)
  - 2. Students will identify and apply *Principles of Design* in a variety of media and in specific works of art. (CVAS 2 and 5)
  - 3. Students will identify and apply *Elements of Art* in a variety of media and in specific works of art. (CVAS 2 and 5)
  - 4. Students will identify and apply material, techniques and processes. (CVAS 3)
  - 5. Students will demonstrate craftsmanship and safety practices. (CVAS 3)
  - 6. Students will create a two-dimensional artwork that demonstrates an understanding of depth (foreground, middle ground, background). (CVAS 3)
  - 7. Students will make observations about the lives and times of artists by looking at their work. (CVAS 4)
  - 8. Students will identify names of artists and examples of their art. (CVAS 4)

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
- 1. Frohardt, D. (1999) *Teaching Art with Books Kids Love: Teaching Art Appreciation, Elements of Art, and Principles of Design with Award Winning Children's Books*. ISBN: 1-55591-406-3
  - 2. Metzger, P. (1992). *Perspective Without Pain*. ISBN: 0-89134-446-2
  - 3. Oei, L. and De Kegel, C. (2002) *The Elements of Design: Rediscovering Colors, Textures, Forms and Shapes*. ISBN: 0-50028-339-7
- B. For Students
- 1. Students should have past knowledge of the following from the *Core Knowledge Sequence*:
    - a. Elements of Art: Color and Line – Review from Visual Arts, Kindergarten (p. 14)
    - b. Looking at and Talking about Works of Art – Review from Visual Arts, Kindergarten (p. 14)
    - c. Elements of Art: Line, Shape, Color and Texture – Review from Visual Arts, Grade 1 (p. 31)
    - d. Kinds of Pictures: Portraits and Still Life – Review from Visual Arts, Grade 1 (p. 32)
    - e. Elements of Art: Line – Review from Visual Arts, Grade 2 (p.52)
    - f. Kinds of Pictures: Landscapes – Review from Visual Arts, Grade 2 (p.52)

### IV. RESOURCES

- A. Websites:
- 1. <http://www.art.com> (Poster Resource: Lessons One through Six)
  - 2. <http://char.txa.cornell.edu/language/element/element.htm> Introduction to the Elements of Design (Visual Resource: Lessons One through Six)
- B. Books:
- 1. Phaidon (1994) *The Art Book*. London: Phaidon Press Limited. ISBN: 0-71482-984-6 (Print Resource: Lessons One through Six)

2. Zegart, T. (n.d.). *Quilts: An American Heritage*. ISBN: 1-57717-091-1 (Lesson Five)
- C. Posters (slides or transparencies):
  1. James Chapin, *Ruby Green Singing* (Lesson One)
  2. Jan Vermeer, *Milkmaid* (Lesson One)
  3. Jean Millet, *The Gleaners* (Lesson Three)
  4. Pieter Bruegel, *Peasant Wedding* (Lesson Four)
  5. Rosa Bonheur, *The Horse Fair* (Lesson Four)
  6. Mary Cassatt, *The Bath* (Lesson One)
  7. Early American Quilts (Lesson Five)
  8. Edward Hicks, *The Peaceable Kingdom* (Lesson Three)
  9. Henri Matisse, cut-outs: *Icarus* (Lesson Six)
  10. Edvard Munch, *The Scream* (Lesson Three)
  11. Horace Pippin, *Victorian Interior* (Lesson Six)
  12. Faith Ringgold, *Tar Beach* (Lesson Five)
- D. Posters (Teacher’s Guide and videos are also available as companions):
  1. Elements and Principles of Design (Lessons One through Seven)
- E. Videos:
  1. Behind the Scenes – Nancy Graves: Balance (Lesson Six)
  2. Behind the Scenes – David Parsons: Pattern (Lesson Five)
  3. Behind the Scenes – David Hockney: Illusion of Depth (possibly use this for teacher reference, has several nude scenes) (Lesson Three)
- F. CD-ROMs:
  1. Elements of Art: Wilson Art Appreciation Program by Reading and O’Reilly, Inc. (Lesson Seven)

## V. LESSONS

### Lesson One: Light and Shadow (approximately one 60-minute class period)

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Students will know and apply the elements of art, principles of design, and sensory and expressive features of visual arts. (CVAS 2)
    - b. Students will know and apply visual arts materials, tools, techniques, and processes. (CVAS 3)
    - c. Students will recognize the characteristics, merits and meanings of works of art. (CVAS 5)
  2. Lesson Content
    - a. Elements of Art – Line (Visual Art p. 74)
      - i. Observe how artists use light and shadow (to focus our attention, affect our emotions, etc.) in:
        - a) James Chapin, *Ruby Green Singing*
        - b) Jan Vermeer, *Milkmaid*
        - c) Mary Cassatt, *The Bath*
  3. Skill Objective(s)
    - a. Students will communicate and express themes and ideas through the use of visual images. (CVAS 1)
    - b. Students will identify and apply *Principles of Design* in a variety of media and in specific works of art. (CVAS 2 and 5)
    - c. Students will identify and apply *Elements of Art* in a variety of media and in specific works of art. (CVAS 2 and 5)

- d. Students will make observations about the lives and times of artists by looking at their work. (CVAS 4)
  - e. Students will identify names of artists and examples of their art. (CVAS 4)
- B. *Materials*
- 1. Elements and Principles of Design Posters
  - 2. Copy of Appendix A: Element of Light Discussion Handout for each student
  - 3. Posters (slides or transparencies):
    - a. James Chapin, *Ruby Green Singing*
    - b. Jan Vermeer, *Milkmaid*
    - c. Mary Cassatt, *The Bath*
  - 4. Prints or clippings of pictures and photos of portraits
  - 5. Pencil
  - 6. Paper
  - 7. <http://char.txa.cornell.edu/language/element/element.htm> Introduction to the Elements of Design (Optional Teacher Resource)
  - 8. <http://www.art.com> (Optional Poster Resource)
  - 9. Phaidon (1994) *The Art Book*. London: Phaidon Press Limited. ISBN: 0-71482-984-6 (Optional Print Resource)
  - 10. Copy of Appendix B: Portrait Rubric for teacher use
- C. *Key Vocabulary*
- 1. Light source – a source of visible light
  - 2. Portrait – a painting, drawing or engraving of a person's face; a likeness of a particular person or animal
  - 3. Shadow – a shaded area in a picture or photograph
- D. *Procedures/Activities*
- 1. Show students the prints by Chapin, Vermeer and Cassatt as examples of portraits. Discuss the differences of each and the use of light and shadow by each artist. Read through Appendix A: Element of Light Discussion Handout and lead a conversation about the element of light.
  - 2. Have students select three drawings or paintings which they believe to illustrate of the effect of light and shadow on the portrayal of character. The gallery may be prints and portrait clippings provided by the teacher or could be a website of the teachers choice that students could visit and select portraits to be printed. Students will prepare a brief three to five sentence description of how this artist used light and shadow.
  - 3. Students each share on postcard with the class, giving the historical description and pointing out how light and shadow are used to depict this particular person's character.
  - 4. Using only a pencil, students draw character portrayals which they have drawn "from a hat". Explain to students that they are to draw figures as realistic as possible. Briefly talk about proportion. Possibilities are:
    - a. an elderly man, sad and lonely
    - b. a young girl at her birthday party
    - c. a woman in love
    - d. a man, angry and shouting
    - e. a person hard at work
    - f. a person who is scary or frightening
  - 5. Teacher will lead students in a discussion of how they used light and shadow to create mood they are trying to portray.

- E. *Assessment/Evaluation*
1. Use Appendix B: Portrait Rubric to evaluate students' drawings and written descriptions.

**Lesson Two: Two-Dimensional Shapes to Three-Dimensional Forms** (approximately one 60-minute class period)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will know and apply the elements of art, principles of design, and sensory and expressive features of visual arts. (CVAS 2)
  - b. Students will know and apply visual arts materials, tools, techniques, and processes. (CVAS 3)
  - c. Students will recognize the characteristics, merits and meanings of works of art. (CVAS 5)
2. Lesson Content
  - a. Elements of Art – Space (Visual Art p. 74)
    - i. Understand the following terms:
      - a) Two-dimensional (height, width)
      - b) Three-dimensional (height, width, depth)
    - ii. Observe relationship between two-dimensional and three-dimensional shapes:
      - a) Square to Cube
      - b) Triangle to pyramid
      - c) Circle to sphere and cylinder
3. Skill Objective(s)
  - a. Students will communicate and express themes and ideas through the use of visual images. (CVAS 1)
  - b. Students will identify and apply *Principles of Design* in a variety of media and in specific works of art. (CVAS 2 and 5)
  - c. Students will identify and apply *Elements of Art* in a variety of media and in specific works of art. (CVAS 2 and 5)
  - d. Students will identify and apply material, techniques and processes. (CVAS 3)
  - e. Students will demonstrate craftsmanship and safety practices. (CVAS 3)

B. *Materials*

1. Elements and Principles of Design Posters
2. 9" x 12" construction paper
3. Scissors
4. Pencils
5. Modeling clay
6. <http://char.txa.cornell.edu/language/element/element.htm> Introduction to the Elements of Design (Optional Teacher Resource)
7. <http://www.art.com> (Optional Poster Resource)
8. Phaidon (1994) *The Art Book* (Optional Print Resource)

C. *Key Vocabulary*

1. Cone – (triangle) a solid object that has a flat, round base at one end and tapers to a point at the opposite end
2. Cube – (square) a solid figure having six squares faces of equal size that meet at right angles
3. Cylinder – (rectangle) a hollow or solid object shaped like a tube or pipe, the ends of a cylinder parallel circles of equal size

4. Form – the shape of an object that has many sides and viewpoints (three-dimensional)
  5. Shape – the two-dimensional flat space between or around objects
  6. Sphere – (circle) an object shaped so that all points on its surface are the same distance from its center point
  7. Two-Dimensional – having only two dimensions; flat with only two sides (length and width); not designed to give an illusion or depth
  8. Three-Dimensional – having three dimensions: length, width and height; giving the illusion of depth
- D. *Procedures/Activities*
1. Discuss the differences between two-dimensional and three-dimensional forms. Show these differences with cut out paper shapes and drawings on large paper or a chalkboard and also examples from every day life (sphere =ball; cone = orange or ice cream cone; cubes = box or ice cube; cylinder = tubes). Explain that a 3-D form is something that is not flat, has size to it and can be seen from all directions. It can be held in hand and turned. A 2-D shape is flat and if turned in hand it will turn into a line.
  2. Students will draw and cut out each of the four shapes (circles, square, rectangle and triangle) on construction paper as the teacher shows examples. Examples of shape and form in famous works of art could also be shown using optional print resources. Discuss differences between each of the shapes (i.e. circle has no edges, square has four points and four sides, etc.).
  3. After putting scissors, pencils and scraps in their proper places, the students will be given modeling clay to work with (warm up in hands by pulling, twisting and pinching).
  4. Students will then work along with the teacher forming the clay into the various 3-D forms. Use everyday objects as examples. Compare the forms to the 2-D shapes they cut out. Teacher should evaluate each student’s form before moving on to the next shape/form.
- E. *Assessment/Evaluation*
1. Observe students throughout the lesson for attention, understanding, and participation. Critique students' shapes and forms as they successfully complete each step. Ask students questions to check understanding.

**Lesson Three: Landscapes** (approximately two 60-minute class periods)

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will know and apply the elements of art, principles of design, and sensory and expressive features of visual arts. (CVAS 2)
    - b. Students will know and apply visual arts materials, tools, techniques, and processes. (CVAS 3)
    - c. Students will recognize the characteristics, merits and meanings of works of art. (CVAS 5)
  2. Lesson Content
    - a. Elements of Art – Space (Visual Art p. 74)
      - i. Observe how artists can make two-dimensional look three-dimensional by creating an illusion of depth, and examine the foreground, middle ground, and backgrounds in paintings, including:
        - a) Jean Millet, *The Gleaners*
        - b) Pieter Bruegel, *Peasant Wedding*

c) Edvard Munch, *The Scream*

3. Skill Objective(s)
- a. Students will communicate and express themes and ideas through the use of visual images. (CVAS 1)
  - b. Students will identify and apply *Principles of Design* in a variety of media and in specific works of art. (CVAS 2 and 5)
  - c. Students will identify and apply *Elements of Art* in a variety of media and in specific works of art. (CVAS 2 and 5)
  - d. Students will identify and apply material, techniques and processes. (CVAS 3)
  - e. Students will demonstrate craftsmanship and safety practices. (CVAS 3)
  - f. Students will create a two-dimensional artwork that demonstrates an understanding of depth (foreground, middle ground, background). (CVAS 3)
  - g. Students will make observations about the lives and times of artists by looking at their work. (CVAS 4)
  - h. Students will identify names of artists and examples of their art. (CVAS 4)

B. *Materials*

1. Elements and Principles of Design Posters
2. Behind the Scenes – David Hockney: Illusion of Depth (possibly use this for teacher reference, has several nude scenes)
3. Posters (slides or transparencies):
  - a. Jean Millet, *The Gleaners*
  - b. Pieter Bruegel, *Peasant Wedding*
  - c. Edvard Munch, *The Scream*
4. Construction paper in earth and landscape tones (blues, greens)
5. Pencils and erasers
6. Colored pencils or crayons
7. Glue
8. Cardboard spacers (optional)
9. Scissors
10. Copy of Appendix C: Landscape Rubric for teacher use
11. <http://char.txa.cornell.edu/language/element/element.htm> Introduction to the Elements of Design (Optional Teacher Resource)
12. <http://www.art.com> (Optional Poster Resource)
13. Phaidon (1994) *The Art Book* (Optional Print Resource)

C. *Key Vocabulary*

1. Foreground – part of a scene or picture that is nearest to and in front of the viewer
2. Landscape-outdoor scenes like city, sea, sky or land
3. Middle-ground – part of a picture between the foreground and the background
4. Background – part of a picture that is farthest from the viewer; ground or scenery located behind the rest of the scene

D. *Procedures/Activities*

1. Show students the large print of Jean Millet's "*The Gleaners*". Ask them about Millet's use of the elements of design (review as needed: shape/form, color, texture, line, space, value). Students may note brushstrokes for texture, variety of color value, and shape/form of the figures. Lead students, as needed, to discuss the extensive use of space and line to show depth and realism. Point out diminishing size, subdued color value and overlapping.

2. Ask questions as needed to facilitate aesthetic scanning and discussion of the print. These should include questions about Sensory, Formal, Technical, and Expressive Properties of the piece. Some examples are:
  - a. What medium and techniques did Millet use in constructing the lines in this print? (paint, strokes, lines, impressions)
  - b. What colors and values do you see? (vibrant on figures, subdued in back, blues, browns, greens)
  - c. Describe the balance you see. (asymmetrical)
  - d. How does Millet create simulated texture? (brush strokes, color values)
  - e. How is space and line represented? (diagonal, diminishing lines and shapes, overlap)

Review what a landscape is and show several examples including Pieter Bruegel's "*Peasant Wedding*" and Edvard Munch's "*The Scream*." Tell students they will be designing their own three-layer landscape to show depth using space and line. It will contain a foreground, mid-ground, and background. Ask questions to review Millet's use of space and line in "*The Gleaners*" and relate it to the project. Would the objects in the foreground be larger or smaller than the other layers? Why? Where would the colors be most vibrant? What might happen to the details in the background? Review and demonstrate how to mix colors, make textures, and shadows as needed.

3. Tell students to decide on a landscape and think of 8-10 objects that could go in it. Choose the main focus or center of interest. (examples: a tree, lighthouse, building). Select three values of colored construction paper to use. Recall Millet's use of space and line in "*The Gleaners*" and use your knowledge of diminishing size, color, receding lines, overlap, etc. to help create your own landscape.
4. On the lightest color draw the objects in the foreground. Remember these should be big. You should use about 2-3 inches of the bottom paper. Cut away the extra paper with your scissors. Lay the foreground on the next paper (a shade darker), matching up the sides. Draw a line for the mid-ground about 5-6 inches from the bottom edge. Draw in 2-3 objects in the mid-ground and then cut away the unused paper.
5. Place the foreground and mid-ground on the darkest paper and draw the background. Objects will be smaller, less detailed, and duller in color. Add details and color to all the layers as you go. Look at the layers together. Remember to use more color and detail in the foreground. Layers can be glued one on top of the other in order when finished. Optional: Place spacers (small pieces of cardboard) between each layer to give the landscape more depth.
6. Optional Activity: Students pair up with a partner, and tell each other about their landscape. Each describes where it is, and who or what lives there. Students compare and contrast their landscapes and look for elements of depth. Look again at Jean Millet's "*The Gleaners*." Note what similarities and differences you see from his work to yours.

E. *Assessment/Evaluation*

1. Observe students throughout the lesson for attention, understanding, and participation. Critique students' end studio projects (three-layer landscape) for evidence of overlapping, diminishing size, vanishing lines, and subdued colors. Using Appendix C: Landscape Rubric. Note details and number of objects in the piece as well. Ask students questions to check understanding.

**Lesson Four: Figure and Ground** (approximately one 60-minute class period)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will know and apply the elements of art, principles of design, and sensory and expressive features of visual arts. (CVAS 2)
  - b. Students will know and apply visual arts materials, tools, techniques, and processes. (CVAS 3)
  - c. Students will recognize the characteristics, merits and meanings of works of art. (CVAS 5)
2. Lesson Content
  - a. Elements of Art – Design (Visual Art p. 74)
    - i. Become familiar with how the terms *Figure and Ground* are used in discussing works of art including:
      - a) Rosa Bonheur, *The Horse Fair*
      - b) Pieter Bruegel, *Peasant Wedding*
3. Skill Objective(s)
  - a. Students will communicate and express themes and ideas through the use of visual images. (CVAS 1)
  - b. Students will identify and apply *Principles of Design* in a variety of media and in specific works of art. (CVAS 2 and 5)
  - c. Students will identify and apply *Elements of Art* in a variety of media and in specific works of art. (CVAS 2 and 5)
  - d. Students will identify and apply material, techniques and processes. (CVAS 3)
  - e. Students will demonstrate craftsmanship and safety practices. (CVAS 3)
  - f. Students will create a two-dimensional artwork that demonstrates an understanding of depth (foreground, middle ground, background). (CVAS 3)
  - g. Students will make observations about the lives and times of artists by looking at their work. (CVAS 4)

B. *Materials*

1. Elements and Principles of Design Posters
2. Posters (slides or transparencies):
  - a. Rosa Bonheur, *The Horse Fair*
  - b. Pieter Bruegel, *Peasant Wedding*
3. One 9" x 12" sheet of construction paper
4. Three 6" x 6" construction paper
5. Various shape templates
6. Black fine line markers
7. Scissors
8. Glue
9. <http://char.txa.cornell.edu/language/element/element.htm> Introduction to the Elements of Design (Optional Teacher Resource)
10. <http://www.art.com> (Optional Poster Resource)
11. Phaidon (1994) *The Art Book* (Optional Print Resource)
12. Copy of Appendix D: Figure and Ground Rubric for teacher use

C. *Key Vocabulary*

1. Perspective – the technique artists use to project an illusion of the three-dimensional world onto a two-dimensional surface to create a sense of depth
2. Picture plane – plane that is in the foreground of a drawing or painting

3. Horizon – intersection of the earth and sky as seen by an observer; where the earth and sky meet
  4. Overlapping – to lie over and partly cover something
- D. *Procedures/Activities*
1. Discuss with students that they are going to use shapes to show distance. Real space has height, width and depth. Explain that you can move around in real space. An artist has to show real space on a flat piece of paper. The artist can do this in several different ways. Tell the students that they are going to use a couple of these ways for the project. Look out into the world and notice that objects that are farther away look smaller than the same objects up close. We know the object that is far away looks small, but that it is actually the same size it would be if we were close to it. In a picture, it is the same way.
  2. Look at the painting by Pieter Bruegel called “*Peasant Wedding*”. It is a picture of people dining at a wedding reception. Ask students questions such as: Which people are closest to you? What did the artist do to make the people look closer? One person larger than the others, and he is lower down in the picture. Find a person who is far away in the picture. What did the artist do to make the person look far away? He is smaller and higher in the picture. Notice where the artist used overlapping. The objects or people closest to you overlap the objects or people farther away. So, artists make objects larger and lower down in the picture to show that they are closer. Objects that are far away, artists will make smaller and higher up in the picture.
  3. Overlapping is also used to make objects appear closer or far away. Show students Rosa Bonheur’s *The Horse Fair* as an example of overlap. These are a few ways to show space and distance in a picture. It is called perspective. Have the students choose three small sheets of paper and one large sheet. Each sheet should be a different color. When they return to their table, they should choose an object pattern. They could even create their own shapes. The shape needs to be about as large as an open hand. Trace the pattern three times, once on each sheet of small paper. Put away the pattern. On one of the traced shapes, make a smaller copy of the shape by drawing a “copycat line” inside the shape. On another of the shapes, make a copycat line around it to make a larger shape. Do nothing to the third shape. Cut out each shape on the correct line. The students should have three different sized shapes: small, medium, and large.
  4. Next, they are going to create an interesting background for their picture. Use the large sheet of construction paper for the background. This page is called a picture plane. With the marker draw a line horizontally about 2” from the bottom of the large sheet. This line represents the foreground. Draw a line a couple of inches above the first line. This area in the center is the middle ground. Finally, draw a line halfway between the middle ground line and the top of the paper. This last line is the horizon. The open area at the top is the “sky”. Add details to make this an interesting space for your shapes.
  5. Have the students arrange the shapes on their background. Look to see what difference it makes when a larger shape is placed higher or lower on the page. Have them try putting a larger shape behind a smaller shape. Ask: What effect does that have? Usually to make an object appear closer, make it larger and place it lower on the picture plane. To make an object appear farther away, make it smaller and place it higher on the picture plane. Overlapping can also distinguish distance. Objects which are closer will be “on top” of those farther away. Begin with the smallest shape. Glue near the horizon line. Glue the

medium shape in the middle ground and the largest shape in the foreground. The students could overlap, if they want.

6. If all the above is completed, students may use the marker to add details to the shapes and background.

E. *Assessment/Evaluation*

1. Observe students throughout the lesson for attention, understanding, and participation. Critique students' end projects (figure and ground) for evidence of overlapping, diminishing size, and subdued colors. Using Appendix D: Figure and Ground Rubric. Ask students questions to check understanding.

**Lesson Five: Pattern** (approximately two 60-minute class period)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will know and apply the elements of art, principles of design, and sensory and expressive features of visual arts. (CVAS 2)
  - b. Students will know and apply visual arts materials, tools, techniques, and processes. (CVAS 3)
  - c. Students will recognize the characteristics, merits and meanings of works of art. (CVAS 5)
2. Lesson Content
  - a. Elements of Art – Design (Visual Art p. 74)
    - i. Become familiar with how the term *Pattern* is used in discussing works of art including:
      - a) Early American quilts
      - b) Faith Ringgold, *Tar Beach*
3. Skill Objective(s)
  - a. Students will communicate and express themes and ideas through the use of visual images. (CVAS 1)
  - b. Students will identify and apply *Principles of Design* in a variety of media and in specific works of art. (CVAS 2 and 5)
  - c. Students will identify and apply *Elements of Art* in a variety of media and in specific works of art. (CVAS 2 and 5)
  - d. Students will identify and apply material, techniques and processes. (CVAS 3)
  - e. Students will demonstrate craftsmanship and safety practices. (CVAS 3)

B. *Materials*

1. Elements and Principles of Design Posters
2. Posters (slides or transparencies):
  - a. Early American Quilts
  - b. Faith Ringgold, *Tar Beach*
3. 12”x 18” white drawing paper
4. Newspaper pads
5. Stamps (made from wooden building blocks and sticky foam)
6. Black stamp pads
7. Crayons
8. <http://char.txa.cornell.edu/language/element/element.htm> Introduction to the Elements of Design (Optional Teacher Resource)
9. Behind the Scenes – David Parsons video
10. Zegart, T. (n.d.). *Quilts: An American Heritage*
11. <http://www.art.com> (Optional Poster Resource)
12. Phaidon (1994) *The Art Book* (Optional Print Resource)

13. Copy of Appendix E: Student Self-Assessment (Pattern) for each student
- C. *Key Vocabulary*
1. Pattern – repeating a line, shape or color over and over again
  2. Repetition – the act of repeating; doing something over and over again
- D. *Procedures/Activities*
1. Discussion: Today we are going learn about repetition and pattern as two of the principles of art. We have learned the elements of design to be LINE, SHAPE, SPACE, VALUE, COLOR, TEXTURE, and FORM. Remember these elements are like ingredients in the recipe to make art. The ways that we can use these ingredients are called the principles of design. Two of the principles of design are repetition and pattern. Show the students prints that incorporate pattern including the print *Early American Quilts* and Faith Ringgold’s *Tar Beach*. What does it mean to repeat something? (It means to do something over and over again.) How do you make a pattern? (Use or place things in a certain order over and over again.) We can repeat any of the elements of design to make better art. Let’s look at some art to see how the artist used repetition and pattern to create his art.
  2. Each tray of stamps has a laminated sheet in the bottom which shows the twelve different shapes of stamps. Each time you use a stamp replace it on the matching shape. Each stamp has a number on the top. The numbers are all the same and match the number on your table. First, you need a pad of newspaper to put under your work. This will help the stamps to print better, make your crayon go on smoother, and keep the table clean. To ink the stamp, tap it gently several times on the stamp pad. Place the stamp where you want it on your paper and press firmly. You want the stamped area to be gray, not black, so you can add color with crayon later. Notice the different ways the stamp can be used. The square stamps can be turned to make diamonds. The long triangles can be turned and combined several ways to make different designs. Create a border, if you like. Make any sort of picture or design. Use the stamps for most of the picture. Add only details and fill in with the crayons.
  3. When you’re through stamping, close your stamp pad and make sure all the stamps are on their matching shapes in the tray.
  4. Use crayon to complete your picture. Add a background. Color in the stamped shapes and the spaces. Color hard and dark in some places. Color lightly in other places. Add copycat rainbow lines around the shapes if you want. The whole page should be colored with crayon. Write your name at the bottom of the page on the front.
  5. An extension to this project would be show students the video Behind the Scenes – David Parsons: Pattern or to discuss pattern in quilts and show examples from *Quilts: An American Heritage* by Zegart.
- E. *Assessment/Evaluation*
1. Students will use Appendix E: Student Self-Assessment (Pattern) to evaluate their own artwork.

**Lesson Six: Balance and Symmetry** (approximately one 60-minute class period)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will know and apply the elements of art, principles of design, and sensory and expressive features of visual arts. (CVAS 2)
  - b. Students will know and apply visual arts materials, tools, techniques, and processes. (CVAS 3)

- c. Students will recognize the characteristics, merits and meanings of works of art. (CVAS 5)
  - 2. Lesson Content
    - a. Elements of Art – Design (Visual Art p. 74)
      - i. Become familiar with how the terms *Balance and Symmetry* are used in discussing works of art including:
        - a) Henri Matisse, cut-outs: *Icarus*
        - b) Horace Pippin, *Victorian Interior*
  - 3. Skill Objective(s)
    - a. Students will communicate and express themes and ideas through the use of visual images. (CVAS 1)
    - b. Students will identify and apply *Principles of Design* in a variety of media and in specific works of art. (CVAS 2 and 5)
    - c. Students will identify and apply *Elements of Art* in a variety of media and in specific works of art. (CVAS 2 and 5)
    - d. Students will identify and apply material, techniques and processes. (CVAS 3)
    - e. Students will demonstrate craftsmanship and safety practices. (CVAS 3)
    - f. Students will make observations about the lives and times of artists by looking at their work. (CVAS 4)
    - g. Students will identify names of artists and examples of their art. (CVAS 4)
- B. *Materials*
- 1. Elements and Principles of Design Posters
  - 2. Behind the Scenes – Nancy Graves: Balance video
  - 3. <http://char.txa.cornell.edu/language/element/element.htm> Introduction to the Elements of Design (Optional Teacher Resource)
  - 4. Posters (slides or transparencies):
    - a. Henri Matisse, cut-outs: *Icarus*
    - b. Horace Pippin, *Victorian Interior*
  - 5. 12"x 18" assorted construction paper (except green)
  - 6. 9"x 12" black construction paper
  - 7. 6"x 9" assorted construction paper
  - 8. Scissors
  - 9. Scrap box (optional)
  - 10. Visuals, reproductions, and examples
  - 11. <http://www.art.com> (Optional Poster Resource)
  - 12. Phaidon (1994) *The Art Book* (Optional Print Resource)
  - 13. Copy of Appendix F: Design Worksheet for each student
- C. Key Vocabulary
- 1. Balance – an arrangement of parts so that they have equal force
  - 2. Negative space – empty space in an artwork; a void
  - 3. Positive space – Space in an artwork that is positive; filled with something, such as lines, designs, color, or shapes
  - 4. Space-the empty place or surface in or around a work of art; space can be two or three dimensional, negative and/or positive
  - 5. Symmetry – a kind of balance in which both sides of design are exactly alike
  - 6. Asymmetrical – a kind of balance in which the two sides of the design are very different

D. *Procedures/Activities*

1. Show the students how to draw with scissors. Explain that they already know they can draw with a pencil or marker. Explain to them that when you draw you make lines. Connect the lines and you make a shape. When you cut with scissors, you also make a line. It's a little different because you have to use both hands - one to cut and one to steer the paper. To make a curved turn, open the scissors wide and turn the paper as you close your scissors.
2. Pass out one medium sized black sheet of paper. When everyone has their paper, they will cut out a curvy, human figure-like shape doing a physical activity out of the black paper like the ones Matisse enjoyed making. Show students how they can draw with their scissors. Usually we cut following a line. Today we have to imagine the line in our mind as we cut. Keep the cutting hand still (except for the cutting motion) and move the paper with the other hand. Cut out toward the edge, turn and cut to the middle of the page, turn and cut back out toward the edge, turn etc. Look both at your leaf (the positive shape) and the scrap (the negative shape). Explain that they can still see the human figure shape in the scrap because the space surrounding the figure is left. Pass out the large paper, they may choose they color they want.
3. Arrange these shapes on the large paper. Discuss balance and symmetry as elements of design and show the students Horace Pippin's *Victorian Interior* as an example of balance and symmetry. Have the students glue the pieces down with proper gluing technique. Hold the bottle in one hand. Hold the paper being glued with the other hand. Touch the orange nozzle of the bottle to the paper. Squeeze very softly until the glue just barely comes out. Draw a skinny line with the glue near the edge of the shape. Turn over and smooth down in place.
4. Pass out the small paper. Use this paper to cut out any shapes that they want. Have them try to use shapes like Matisse used. Use scraps or swap colors for more colors. Arrange the shapes on the page. Tell them to remember to keep in mind balance, symmetry and correct use of space. Also discuss the difference between symmetrical balance and asymmetrical balance. Glue shaper into place.
5. An extension activity is to show the students the video Behind the Scenes – Nancy Graves: Balance.

E. *Assessment/Evaluation*

1. Grade Appendix F: Design Worksheet. Answers are relative.

**Lesson Seven: Review of Elements of Art Accordion Fold Book** (approximately three 60-minute class period)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will know and apply the elements of art, principles of design, and sensory and expressive features of visual arts. (CVAS 2)
  - b. Students will know and apply visual arts materials, tools, techniques, and processes. (CVAS 3)
  - c. Students will recognize the characteristics, merits and meanings of works of art. (CVAS 5)
2. Lesson Content
  - a. Elements of Art – Design (Visual Art p. 74)
    - i. Become familiar with how the terms *Balance and Symmetry* are used in discussing works of art.

3. Skill Objective(s)
    - a. Students will communicate and express themes and ideas through the use of visual images. (CVAS 1)
    - b. Students will identify and apply *Principles of Design* in a variety of media and in specific works of art. (CVAS 2 and 5)
    - c. Students will identify and apply *Elements of Art* in a variety of media and in specific works of art. (CVAS 2 and 5)
    - d. Students will identify and apply material, techniques and processes. (CVAS 3)
    - e. Students will demonstrate craftsmanship and safety practices. (CVAS 3)
- B. *Materials*
1. Elements and Principles of Design Posters
  2. Elements of Art CD-ROM: Wilson Art Appreciation Program by Reading and O'Reilly, Inc
  3. Strips of paper cut to size
  4. Cardstock for covers, the same size as the folded text block, two per student
  5. Bone folder or wooden craft stick
  6. Glue stick
  7. Magazines or clippings
  8. Glue or modge-podge
  9. Markers, colored pencils, crayons
  10. Found objects
  11. Copy of Appendix G: Accordion Fold Book Diagram for each student
- C. *Key Vocabulary*
1. Elements of Art – the building blocks of art such as lines, shapes, form, texture, space, value and color
- D. *Procedures/Activities*
1. Students will do an accumulation project to reinforce their understanding of the Elements of Art. First, direct students through the use of the Elements of Art CD-ROM.
  2. The accordion book is composed of continuous folded sheet of paper and is often enclosed between two covers. It can either be expanded outward or kept flat. Paper used for the inside sheets can be of the white of drawing paper, heavy wrapping paper, or colored construction paper, or it can be heavier, like tag board or thin Bristol board. If used as a scrapbook, it will hold as much mounted material as desired without bulging at the open edge.
  3. The inside paper which is folded into sheets, may be the same size as the card stock cover or slightly smaller. If the book is to stand, stiff paper the same size of the cover will work best. Accordion books are great for exhibits and displays because you can stand them up and view both sides.
  4. The finished size of the accordion book will vary depending on the size of the paper that you use.
  5. Students will then create an introduction page on the first of the eight folds. The next seven pages will be dedicated to the Elements of Art. Each fold will be decorated with a different element in mind. Students may use markers, crayons, colored pencils and found objects to decorate their books. They may also use magazine pictures or clippings to create collages. Each page needs to be labeled with the element that the student was representing.
  6. Use Appendix G: Accordion Fold Book Diagram to follow along the steps when creating the book.

- E. *Assessment/Evaluation*
  - 1. Use Appendix H: Elements of Art Book Rubric to evaluate students' projects.

**VI. CULMINATING ACTIVITY** (approximately one 60-minute class period)

- A. "The Elements of Art" Exam (Appendix I) on concepts covered throughout the previous weeks will be given at the end of the unit.
- B. Use "The Elements of Art" Exam Teacher's Key (Appendix J) to grade.

**VII. HANDOUTS/WORKSHEETS**

- A. Appendix A: Element of Light Discussion Handout
- B. Appendix B: Portrait Rubric
- C. Appendix C: Landscape Rubric
- D. Appendix D: Figure and Ground Rubric
- E. Appendix E: Student Self-Assessment (Pattern)
- F. Appendix F: Design Worksheet
- G. Appendix G: Accordion Fold Book Diagram
- H. Appendix H: Elements of Art Book Rubric
- I. Appendix I: "The Elements of Art" Exam (two pages)
- J. Appendix J: "The Elements of Art" Exam – Teacher Key

**VIII. BIBLIOGRAPHY**

- A. Frohardt, D. (1999) Teaching Art with Books Kids Love: Teaching Art Appreciation, Elements of Art, and Principles of Design with Award Winning Children's Books. ISBN: 1-55591-406-3
- B. Metzger, P. (1992). Perspective Without Pain. Cincinnati, Ohio: North Light Books. ISBN: 0-89134-446-2
- C. Oei, L. and De Kegel, C. (2002) The Elements of Design: Rediscovering Colors, Textures, Forms and Shapes. ISBN: 0-50028-339-7
- D. Phaidon (1994) *The Art Book*. London: Phaidon Press Limited. ISBN: 0-71482-984-6
- E. Zegart, T. (n.d.). Quilts: An American Heritage. New York: Todri Book Publishers. ISBN: 1-57717-091-1

**APPENDIX A**  
**Element of Light Discussion Handout**

## Element of Art: Light

Light as an element of art refers to the appearance of light in a painting or drawing, or the way light affects the surface of a sculpture.

### Two-dimensional work

Light can:

- Reveal form through highlights and shadow (Pyle's *Jefferson*, Millais' *Cockade*, Burne-Jones' *Prioress*)
- Accent or highlight an important part of the composition (Koerner, Pyle's *Jefferson*, Hoskins)
- Create a mood by the presence or absence of light (Pyle's "*I am the daughter...*" has a mysterious mood from the dramatic spotlighting of the central character; Glackens' *Bath House* has a happy, upbeat feel from the infusion of light; Sloan's *Walnut Street Theater* has a somber, quieter mood due to the night-time setting.)

Questions to ask about light as you examine a two-dimensional work:

- Can you see the source of light?
- If not, how do you know where the light comes from?
- Is it natural or artificial light? Does this matter? That is, does it affect the tone of the colors or the mood created by the light?
- Does the artist vary the value of light in different parts of the composition? Why? What does this accomplish?
- Does the light create shadow? If so, what colors are found in the shadows?

Light and shadow used to model form in a two-dimensional work is called chiaroscuro. (Pronounced key-ar-oh-skú-ro.) This technique was pioneered by Renaissance artist Leonardo da Vinci.

### Three-dimensional works

In sculpture and architecture, value contrasts are produced by:

- different degrees of projection and recession in the masses of the form
- use of different materials and colors (i.e., combinations of marble and bronze, painted and unpainted surfaces).
- external lighting (although it is important to keep in mind that for indoor sculpture, the exterior lighting is frequently beyond the artist's control).

**APPENDIX B**  
**Portrait Rubric**

Possible Points: 25 points

Student Name: \_\_\_\_\_

| <b>Dimensions of Performance</b>  | <b>Below Standard:<br/>1-2</b>  | <b>Accomplished:<br/>3-4</b>  | <b>Excellent:<br/>5</b>   |
|---|---|---|---|
| <b>Content</b><br>concepts to learn                                     | Cannot identify light and shadow in portrait; did not attempt to create light source            | Identifies some light and shadow; attempted to create light source                            | Can easily identify light and shadow; good attempt at creating light source   |
| <b>Craftsmanship</b><br>skillful use of materials                       | Sloppy, portrait is not detailed  | Good form and shape, portrait has detail  | Excellent form and shape, portrait has detail and professional looking  |
| <b>Creativity</b><br>inventive new ideas<br>personal expression         | Same ideas as others, copies existing ideas without incorporating own ideas                     | Creates an original project, uses new knowledge and skills and tries to incorporate own ideas | Independently creates an original project, uses new knowledge and skills with sophistication and incorporates own ideas |
| <b>Commitment</b><br>performing to best of ability, shows progress      | Needs help from teacher consistently, does not take risks, does not make good use of class time | Easily understands directions and key concepts, usually works independently.                  | Easily understands directions and key concepts, helps others, works independently                                       |
| <b>Completion</b><br>finished in a timely way<br>makes good use of time | Project not finished on time  | Completes project on time   | Independently completes project on time   |

**APPENDIX C**  
**Landscape Rubric**

Possible Points: 25 points

Student Name: \_\_\_\_\_

| <b>Dimensions of Performance</b>                                     | <b>Below Standard:<br/>1-2</b>  | <b>Accomplished:<br/>3-4</b>   | <b>Excellent:<br/>5</b>   |
|--|---|--|---|
| <b>Content</b><br>concepts to learn                                  | Cannot identify the elements and principles of art that apply to the project, or foreground, middle-ground and background | Identifies some elements and principles of art that apply to project                           | Easily identifies elements and principles of art that apply to project and foreground, middle-ground and background                           |
| <b>Craftsmanship</b><br>skillful use of materials                    | Sloppy, project is not detailed   | Good form and shape, project has detail  | Excellent form and shape, project has detail and is professional looking  |
| <b>Creativity</b><br>inventive new ideas<br>personal expression      | Same ideas as others, uses commercial ideas   | Creates an original landscape, uses new knowledge and skills with links to the elements of art | Independently creates an original landscape, uses new knowledge and skills with sophistication and shows comprehension of the elements of art |
| <b>Commitment</b><br>performing to best of ability, shows progress   | Needs help from teacher consistently, does not take risks, does not make good use of class time                           | Easily understands directions and key concepts, usually works independently.                   | Easily understands directions and key concepts, helps others, works independently   |
| <b>Completion</b><br>finished in a timely way makes good use of time | Not finished on time  | Completes project on time  | Independently completes project on time   |

**APPENDIX D**  
**Figure and Ground Rubric**

Possible Points: 20 points

Student Name: \_\_\_\_\_

| <b>Dimensions of Performance</b>                                     | <b>Below Standard:<br/>1-2</b>   | <b>Accomplished:<br/>3-4</b>   | <b>Excellent:<br/>5</b>  |
|--|--|--|--|
| <b>Content</b><br>concepts to learn                                  | Cannot identify the elements and principles of art that apply to the project, or perspective through the use of subdued color and diminishing size | Identifies some elements and principles of art that apply to project                         | Easily identifies elements and principles of art that apply to project and perspective through the use of subdued color and diminishing size |
| <b>Craftsmanship</b><br>skillful use of materials                    | Sloppy, project is not detailed  | Good form, shape, and overlap, project has detail  | Excellent form, shape, and overlap project has detail and is professional looking  |
| <b>Creativity</b><br>inventive new ideas<br>personal expression      | Same ideas as others, uses commercial ideas  | Creates an original project, uses new knowledge and skills with links to the elements of art | Independently creates an original project, uses new knowledge and skills with sophistication and shows comprehension of the elements of art  |
| <b>Commitment</b><br>performing to best of ability, shows progress   | Needs help from teacher consistently, does not take risks, does not make good use of class time  | Easily understands directions and key concepts, usually works independently.                 | Easily understands directions and key concepts, helps others, works independently  |
| <b>Completion</b><br>finished in a timely way makes good use of time | Not finished on time   | Completes project on time  | Independently completes project on time  |

**APPENDIX E**  
**Student Self-Assessment (Pattern)**

Possible Points: 45 points

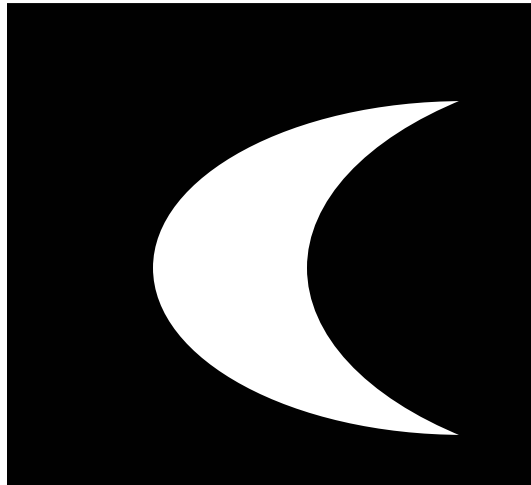
Student Name: \_\_\_\_\_

|  | <u>High</u> |   |   | <u>Low</u> |   |
|--|-------------|---|---|------------|---|
| I tried my best                                    | 5           | 4 | 3 | 2          | 1 |
| My work shows an understanding of pattern          | 5           | 4 | 3 | 2          | 1 |
| My work is clean and neat                          | 5           | 4 | 3 | 2          | 1 |
| I used repetition to create patterns               | 5           | 4 | 3 | 2          | 1 |
| I completed the project on my own with little help | 5           | 4 | 3 | 2          | 1 |
| I listened to and followed directions              | 5           | 4 | 3 | 2          | 1 |
| I was helpful and considerate of others            | 5           | 4 | 3 | 2          | 1 |
| I completed the project on time                    | 5           | 4 | 3 | 2          | 1 |
| I remained on task                                 | 5           | 4 | 3 | 2          | 1 |

Total grade for project: \_\_\_\_\_ /45

Teacher's comments:

**APPENDIX F**  
**Design Worksheet**



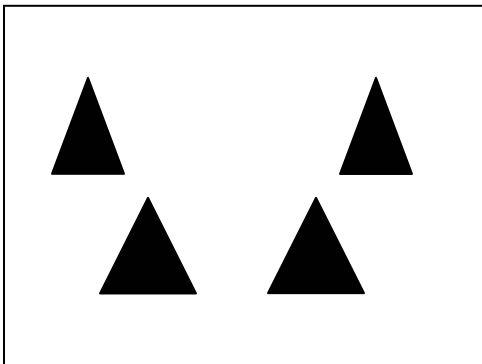
1. Is the moon an example of positive or negative space? Why? \_\_\_\_\_

---

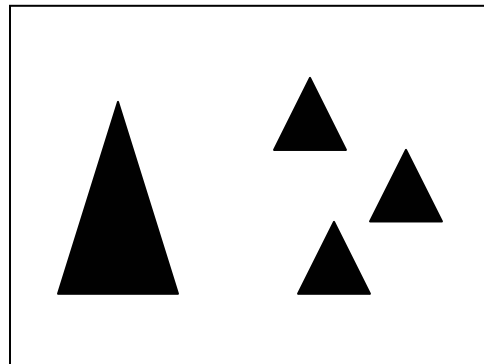
---

2. What is the definition of space? \_\_\_\_\_

---



**A**



**B**

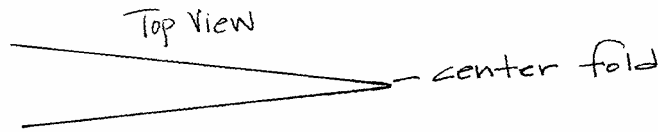
2. Which picture uses asymmetrical balance? How do you know? \_\_\_\_\_

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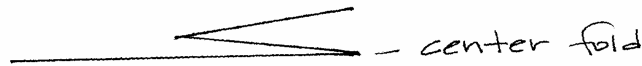
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**APPENDIX G**  
**Accordion Book Diagram**

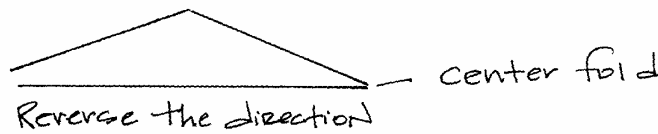
1. Fold paper in half and crease the edge, using a bone folder, tongue depressor or ruler.



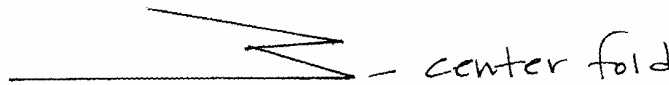
2. Fold one end to meet the center fold, creasing the edge of the paper.



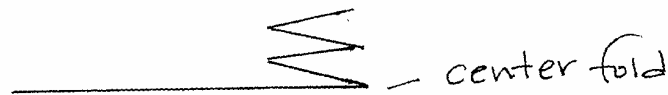
3. Now reverse the direction of this fold.



4. Fold the new fold up to meet the center fold.



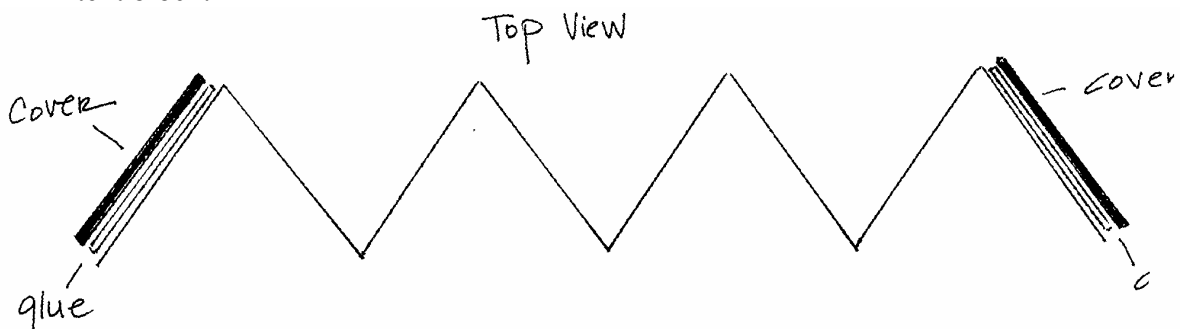
5. Fold the end of the center fold.



6. Repeat with the other end fold.



7. You will now have an eight page accordion fold book.
8. Glue the card stock covers to the first and the last page of the text block. Use a bone folder, a tongue depressor or a ruler to “bone down” the edges of the glued cover to the text block.



**APPENDIX H**  
**Elements of Art Book Rubric**

Possible Points: 20 points

Student Name: \_\_\_\_\_

| <b>Dimensions of Performance</b>                                     | <b>Below Standard:<br/>1-2</b>  | <b>Accomplished:<br/>3-4</b>   | <b>Excellent:<br/>5</b>   |
|--|---|--|---|
| <b>Content</b><br>concepts to learn                                  | Cannot identify the elements of art that apply to the project                                   | Identifies some elements of art that apply to project  | Easily identifies elements of art that apply to project   |
| <b>Craftsmanship</b><br>skillful use of materials                    | Book is sloppy and poorly done  | Good construction and lettering, book has some detail  | Book is well constructed, lettering is neatly done, pictures are neatly glued and arranged and folding is neatly done                       |
| <b>Creativity</b><br>inventive new ideas<br>personal expression      | Same ideas as others, uses commercial ideas   | Creates an original project, uses new knowledge and skills with links to the elements of art | Independently creates an original project, uses new knowledge and skills with sophistication and shows comprehension of the elements of art |
| <b>Commitment</b><br>performing to best of ability, shows progress   | Needs help from teacher consistently, does not take risks, does not make good use of class time | Easily understands directions and key concepts, usually works independently.                 | Easily understands directions and key concepts, helps others, works independently   |
| <b>Completion</b><br>finished in a timely way makes good use of time | Not finished on time  | Completes project on time  | Independently completes project on time   |

**APPENDIX I, page 1**  
**The Elements of Art Exam**

**Short Answer:** *Answer the following with complete sentences.*

1. What is meant by the term overlapping? \_\_\_\_\_

---

2. What is the difference between symmetrical balance and asymmetrical balance? \_\_\_\_\_

---

---

3. Define two-dimensional and three-dimensional and give an example of an art form of each.

---

---

4. What is a landscape? \_\_\_\_\_

---

5. What is the difference between positive space and negative space? \_\_\_\_\_

---

---

6. Name four forms that were studied in class? \_\_\_\_\_

---

7. Name all seven elements of art. \_\_\_\_\_

---

**APPENDIX I, page 2**  
**The Elements of Art Exam**

**Matching:** Match column B with column A. Write the correct letter in the blanks.

| A                | B  |
|------------------|--|
| a. balance       | 1. _____ the technique artists use to project an illusion of the three-dimensional world onto a two-dimensional surface to create a sense of depth |
| b. form          | 2. _____ part of a picture that is farthest from the viewer; ground or scenery located behind the rest of the scene                                |
| c. foreground    | 3. _____ intersection of the earth and sky as seen by an observer; where the earth and sky meet  |
| d. perspective   | 4. _____ a shaded area in a picture or photograph  |
| e. portrait      | 5. _____ a source of visible light   |
| f. light source  | 6. _____ an arrangement of parts so that they have equal force   |
| g. background    | 7. _____ part of a picture between the foreground and the background   |
| h. horizon       | 8. _____ the two-dimensional flat space between or around objects  |
| i. shadow        | 9. _____ part of a scene or picture that is nearest to and in front of the viewer  |
| j. shape         | 10. _____ plane that is in the foreground of a drawing or painting   |
| k. middle-ground | 11. _____ the shape of an object that has many sides and viewpoints  |
| l. picture plane | 12. _____ a painting, drawing or engraving of a person's face  |

**APPENDIX J**  
**The Elements of Art Exam – Teacher Key**

**Matching:**

| A                | B   |
|------------------|---|
| a. balance       | 1. <u>  d  </u> the technique artists use to project an illusion of the three-dimensional world onto a two-dimensional surface to create a sense of depth |
| b. form          | 2. <u>  g  </u> part of a picture that is farthest from the viewer; ground or scenery located behind the rest of the scene                                |
| c. foreground    | 3. <u>  h  </u> intersection of the earth and sky as seen by an observer; where the earth and sky meet  |
| d. perspective   | 4. <u>  i  </u> a shaded area in a picture or photograph  |
| e. portrait      | 5. <u>  f  </u> a source of visible light   |
| f. light source  | 6. <u>  a  </u> an arrangement of parts so that they have equal force   |
| g. background    | 7. <u>  k  </u> part of a picture between the foreground and the background   |
| h. horizon       | 8. <u>  j  </u> the two-dimensional flat space between or around objects  |
| i. shadow        | 9. <u>  c  </u> part of a scene or picture that is nearest to and in front of the viewer  |
| j. shape         | 10. <u>  l  </u> plane that is in the foreground of a drawing or painting   |
| k. middle-ground | 11. <u>  b  </u> the shape of an object that has many sides and viewpoints  |
| l. picture plane | 12. <u>  e  </u> a painting, drawing or engraving of a person's face  |

**Short Answer:**

1. What is overlapping? **To lie an object on top of another or partly cover something.**
2. What is the difference between symmetrical balance and asymmetrical balance? Symmetrical is **a kind of balance in which both sides of design are exactly alike and Asymmetrical is a kind of balance in which the two sides of the design are very different.**
3. Define the terms two-dimensional and three-dimensional and give an example of an art form of each. **Two-dimensional art is flat with only two sides (length and width). – painting or drawing Three-dimensional art has three dimensions and gives the illusion of depth (length, width and height) – sculpture or pottery**
4. What is a landscape? **An outdoor scene like city, sea, sky or land.**
5. What is the difference between positive space and negative space? Negative space is the empty **space** in an artwork. Positive space is the **space** in an artwork that is **positive** and is filled with something, such as **lines, designs, color, or shapes.**
6. Name four forms that were studied in class? **sphere, cone, cylinder, pyramid or cube**
7. Name all seven elements of art. **line, shape, form, texture, space, value and color**