

Key Ideas

- The elements of design are line, shape, color and texture.
- The elements of design have expressive qualities that can be described.
- Artists use the elements of design to express ideas and feelings.
- The elements of design interact with one another and with subjects and themes to express moods and feelings in works of art.

Program Summary

The elements of design are introduced as Don leads THE BIG A children in "THE BIG A Finder Game." A colorfully renovated gas plant provides an exciting setting for the children to find and identify large scale lines, shapes, colors and textures. Once they are able to identify the elements, the children begin to collect them: Amanda and Jessica sketch a wide variety of lines; Sashya paints various shapes; Zizi uses paper and crayons to get texture rubbings; and Bryan duplicates colors with oil crayons.

Don and the children decide to beautify a defaced tank at the park by painting a mural on it using the lines, shapes, colors and textures they have collected in their Idea Books. To learn about mural painting, they visit billboard artist Jim Crespinel, who demonstrates how he uses the elements of design to express ideas and feelings in his artwork. Jim agrees to help the children design their mural. From these experiences, the children are able to look at works of art and speculate about how the elements work with one another to create moods and feelings.

Key Words

still life—a work of art for which an artist specifically arranged the objects depicted.

billboard

color

lines

mural

shape

texture

Featured Artwork

Still Life; Pablo Picasso; National Gallery of Art, Washington; Chester Dale Collection (Date: 1918; Canvas; 38 1/4" x 51 1/4" (0.972 x 1.302 cm.))

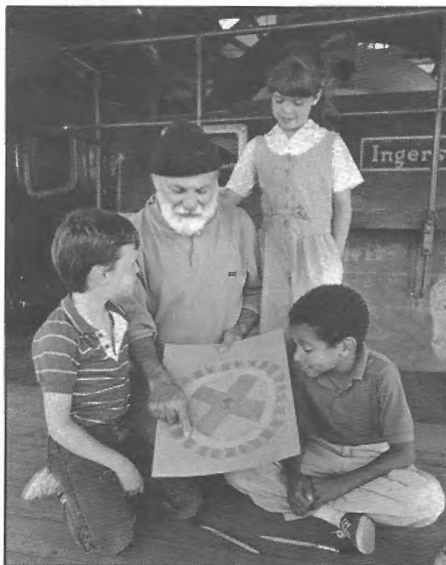
The Clown; Kenneth Noland; National Gallery of Art, Washington; Gift of Dr. and Mrs. Robert J. Wetmore (Date: dated 1959; Canvas; 46 1/8" x 46" (1.172 x 1.169 cm.))

Hand painted billboard (work in progress); James Crespinel; 1986; Oil on MDO board; H: 14' x L: 48'; Ackerley Communications of the Northwest, Inc. for Benetton Corp.

Stereo Effect Manually Reproduced (Elvis and Marilyn); James Crespinel; 1984; Oil on canvas; H: 36" x W: 32"

Before the Program

Tell your class they are going to see a program about lines, shapes, colors and textures. Write these words for the elements of design on the board. Select one or two reproductions of artwork such as those in THE BIG A Teacher's Art Kit. Invite the children to point out examples of each element in the artwork selected. (For example, "This is a straight line." "This is a red color." "This is a smooth texture." "This shape is round.") Ask them to look for examples of the elements of design in the program.



After the Program

Recall the Program

Play "THE BIG A Finder Game" in the classroom. As the students point to the elements, encourage them to describe the elements using expressive language. (For example, "This red color is *cheerful*." "This smooth texture looks *slippery*.")

Discuss Ideas for Creating Art

Invite the students to use their Idea Books to record the elements they see in the classroom. Direct them to draw and to make texture rubbings. Discuss other places they could go to see examples of the elements, such as at home, on the playground or at the shopping center.

Discuss how their sketches of elements could be used to create more complete works of art similar to those in the program: murals, tempera paintings and crayon drawings. (See these topics in the Appendix.)

Create Art

Select one or several of the above activities in which the students will participate. Demonstrate possibilities for using tools and materials to interpret the elements recorded in their Idea Books. Have the students lay their sketches around the classroom and choose those they want to use. Encourage them to consider different combinations and arrangements of sketches. Some could be enlarged, reduced, repeated or overlapped. Encourage them to find the expressive qualities of the elements beginning to emerge in their work. (For example, "So far, the shapes in Jimmy's drawing have a *full, rounded* feeling." "Some of the lines in Lisa's painting are *slow* and *flowing*, others are *jerky*.")

Respond to Art

Read to your students an art expert's response to the elements in a work of art. (For example, read Bonnie Pitman-Gelles' descriptions of Pablo Picasso's painting, *Still Life*, and Kenneth Noland's painting, *The Clown*. The descriptions are written on the backs of these two reproductions in THE BIG A Teacher's Art Kit). Explain that these paintings show how the elements can be used to express feelings, and that these descriptions are good examples of how to respond to the elements in works of art. Point out that expressive language in descriptions includes well-chosen adjectives and verbs. Invite the class to respond similarly to other artwork from THE BIG A Teacher's Art Kit. After the students complete their own artwork, invite them to respond to the expressive qualities of lines, shapes, colors and textures.