



Elements of Art | **COLOR**

Facilitation Guidelines

HoMA presents Elements of Art, a video series examining the fundamentals of art through seeing, making and talking about art. Each part of the series addresses a different element of art and has three sections (Art in Context: Seeing; Art in Practice: Making; and Art in Conversation: Talking), which can be experienced together on a single day, or shared over a number of sessions, as fits the teaching schedule.

Each part of the series is geared toward a specific age group, but can be modified to accommodate multiple grades. We suggest watching the videos in this order: Art in Context > Art in Practice > Art in Conversation, but the resources can work in a different sequence, as well. Please preview the series prior to sharing with students.

Here's how each section functions:

Section 1 - Art in Context: Seeing

This section surveys the key workings of the specific element utilizing an array of artwork curated from the museum's collection. Simple thought-provoking questions are peppered throughout, as a way to warm students toward engagement and discourse. Pause the video at any time so that your group may reflect and respond.

Section 2 - Art in Practice: Making

In this section, a HoMA teaching artist leads the students through an art-making activity inspired by the element of art being studied. As artists themselves, the students activate and apply awareness of the element in action. A simple supply list is provided. Pause the video at any time so that your group may expand their making session, reflect and respond.

Section 3 - Art in Conversation: Talking

In this section, through the lens of a specific element of art, we look closely at two to three works of art in our galleries. A narrator will offer questions for discussion. In addition, students are encouraged to think about the artwork that they made during the Art in Practice section and how it relates to the artwork on view in the galleries. Pause the video at any time so that your group may reflect and respond.

LINKS TO VIDEOS AND RESOURCES

Grades K-5

Elements of Art: Color

Art in Context (11 min. 41 sec.)

Art in Practice (10 min. 57 sec.)

Art in Conversation (7 min. 29 sec.)

[WATCH HERE](#)

Elements of Art: Shape

Art in Context (13 min. 42 sec.)

Art in Practice (9 min. 27 sec.)

Art in Conversation (7 min. 17 sec.)

[WATCH HERE](#)

Elements of Art: Texture

Art in Context (9 min. 27 sec.)

Art in Practice (13 min. 11 sec.)

Art in Conversation (8 min. 36 sec.)

[WATCH HERE](#)

Grades 6-12

Elements of Art: Line

Art in Context (14 min.)

Art in Practice (13 min. 44 sec.)

Art in Conversation (6 min. 18 sec.)

[WATCH HERE](#)

Elements of Art: Space

Art in Context (13 min. 20 sec.)

Art in Practice (10 min. 33 sec.)

Art in Conversation (8 min. 5 sec.)

[WATCH HERE](#)

Elements of Art: Form

Art in Context (8 min. 27 sec.)

Art in Practice (27 min. 3 sec.)

Art in Conversation (9 min. 33 sec.)

[WATCH HERE](#)

ART ACTIVITY SUGGESTIONS AND RESOURCES: Collage**Suggestions****Paper**

- Different paper sizes.
- Colored paper choices or types (tag board, cardboard, etc).
- Option to use collage material pages as canvas.
- Either before or after collaging, trimming the paper into a new shape (i.e. thought bubble).

Collage material

- Pre browse & cut whole pages from magazines, catalogues, etc. and store in trays or folders.
- Patterned and textured paper
 - Can be student made- paint splatter, leaf rubbings, wrinkled.
 - Junk mail security envelopes, calendars, stationary.
- Students incorporate material from home, may be specific to cultural heritage, interests, etc.
- Reminder to view both sides of a collage material to see what's wanted before cutting it out.
- For additional layers, incorporate drawing tools like markers.

Cutting

- Emphasis on cutting what's interesting or useful for one's artistic ideas.
- Play with clean cut edges vs. ripped or irregular cut edges.
- For Gr. 6-12, a craft knife and cutting mat for details and cutting specific parts of images.

Glue

- Glue sticks in varying sizes if pieces are large.
- Some collage material may require white glue, offer as needed.

Challenges**Odds and ends**

- Use small, indistinct, and scrappy leftover collage materials to form a clearly defined finished image.
- How does the artist use color here to create the images we see?

» [ARTIST INSPIRATION: Derek Gores](#)

Using specific type(s) of collage material

- How can a chosen material be effectively used to create a body of work?
- Why would an artist choose to use one material over another?
 - » [ARTIST INSPIRATION: Mark Wagner Inc.](#)
 - » [ARTIST INSPIRATION: Brian Dettmer](#)

Abstraction

- Cutting shapes and playing with color, scale, and composition.
- When is an abstract collage “complete”?
 - » [ARTIST INSPIRATION: Kurt Schwitters](#)

Narratives

- Explore world building and storytelling. Pair with student writing (i.e. Comic, D&D campaign, etc.)
 - » [ARTIST INSPIRATION: Jesse Treece](#)
 - » [ARTIST INSPIRATION: Ben Giles](#)

Same start, different ends

- Provide every student the same exact collage material (i.e. specific issue of a mall magazine) and see how each student creates a collage. Additional project parameters can be determined by the class/students.

Assemblage

Assemblage: An artistic composition made from scraps, junk, and odds and ends (as of paper, cloth, wood, stone, or metal). (Merriam Webster)

- Use found objects to form art with 3D elements, “sum is greater than its parts.”
 - » [ARTIST INSPIRATION: Jason Mecier](#)
- HoMA art inspirations: Louise Nevelson-Black Zag X & Alfonso A. Ossorio-Linea Alba
Explore use of color, objects chosen, composition, etc.

Other artists

- » [Lance Letscher](#)
- » [Dolan Geiman](#)
- » [John Stezaker](#)
- » [Annegret Soltau](#)
- » [Peter Blake](#)

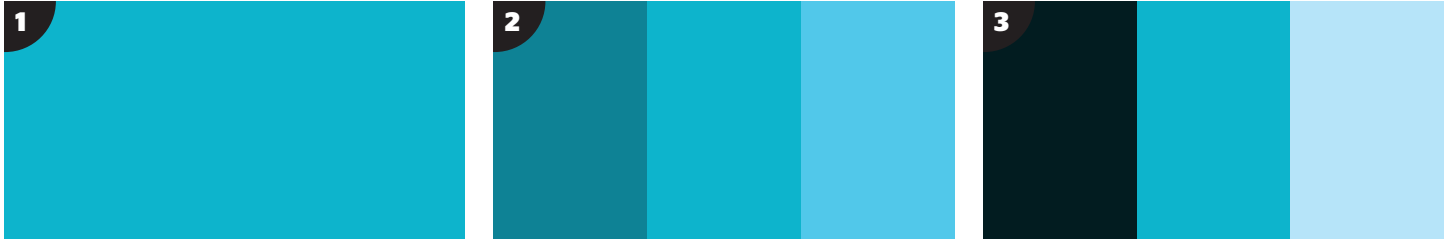


Elements of art: The building blocks used by artists to create a work of art (line, shape, color, value, texture, space, form). These components can be isolated and defined.

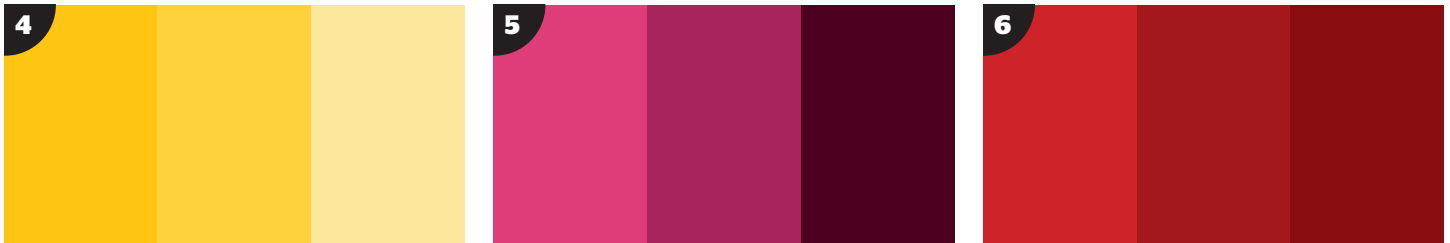
Principles of design: The principles of design describe the ways in which artists use the elements of art in a work of art (balance, emphasis, movement, pattern, repetition, scale, rhythm, variety, unity, and contrast).

- 1 Color:** Color is our experience of light reflected, transmitted, or emitted from a surface. Color has three main characteristics: hue (the name of the color we see), intensity (saturation: how bright or dull), and value (how light or dark is its tonal variant). White is the absence of color, and black is the absence of light.
- 2 Line:** The path left by a moving point, where its length is greater than its width. Lines can be two or three dimensional, implied or abstract. Different types of lines include continuous, broken, jagged, vertical, horizontal, or diagonal. Lines are the foundation of drawing. A visual path of action.
- 3 Shape:** Shape is a two dimensional area confined by an actual line or an implied line (an edge for example). In drawing, shapes are created when the ends of lines are joined to enclose areas. The area that comprises a shape can be defined by a line or a change in value, color, or texture. The shape boundary may be hard or soft.
- 4 Space:** Space refers to the area between and around objects. The space around objects is often called negative space; negative space has shape. Space can also refer to the feeling of depth. Real space is three-dimensional; in visual art, when an artist creates the feeling or illusion of depth, we call it space.
- 5 Texture:** Texture is the surface quality that can be seen and felt. Textures can be rough or smooth, soft or hard. Textures refer to the tactile qualities of a surface, either actual or implied. Textures do not necessarily feel the way they look.
- 6 Value:** The degree of lightness or darkness in a color is its value. When a photograph, painting, or drawing is made in black and white, varying degrees of value are the only thing that we see. In the colorless range of black and white, each tone is a value.
- 7 Form:** Forms are three-dimensional objects, or shapes that express length, width, and depth. Cylinders, boxes, balls, and pyramids are examples of forms. The illusion of a three-dimensional object on a flat surface can also be described as having form.

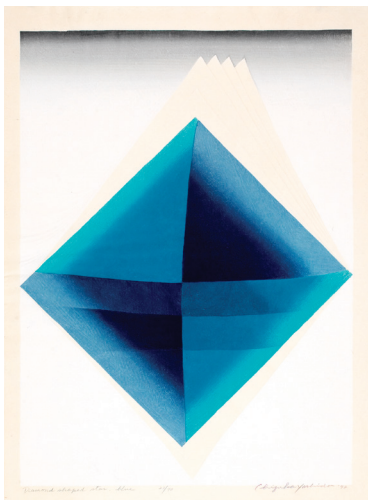
- 1 **Hue:** This is another name for color.
- 2 **Chroma:** Refers to the intensity, brightness, or saturation of a color.
- 3 **Value:** Refers to the degree of lightness or darkness in a color.



- 4 **Tint:** Adding white to any color can change its tint.
- 5 **Shade:** Adding black to any color can change its shade.
- 6 **Tone:** Adding black or white (or the combination of the two: grey) to any color can change its tone.

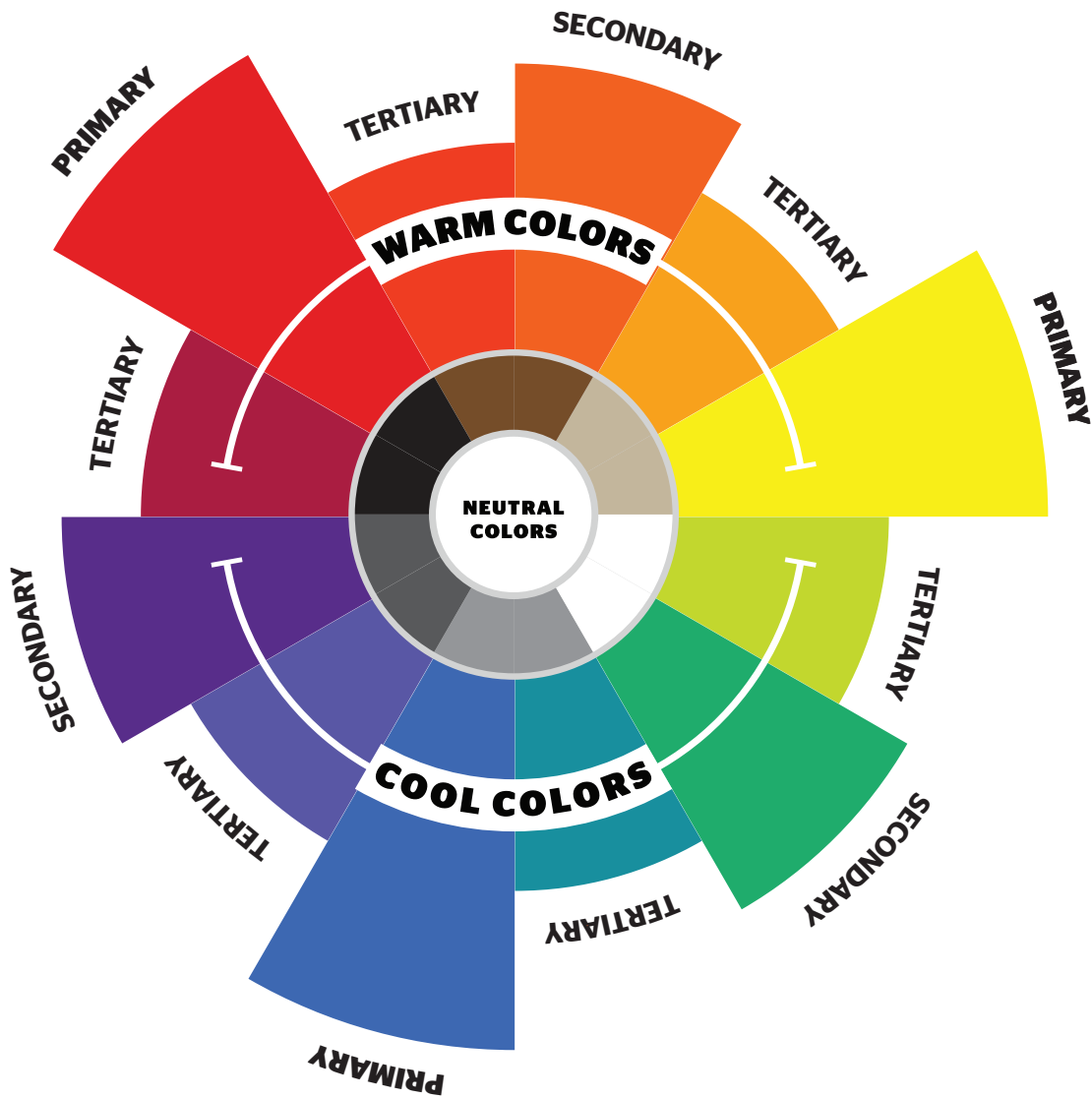


Monochromatic: An artwork comprised of a variety of tints, shades, and tones from a single hue.



LEFT
 Yoshida Chizuko (Japanese, born 1924)
Diamond Shaped Star, Blue, 1972
 Relief print; ink and color on paper with embossing
 Gift of James A. Michener, 1976 (16927)

RIGHT
 Kusaki Ippei
Blue Tree, 1980
 Woodblock print
 Gift of Philip H. Roach Jr., 2010 (31785)



Complementary colors: On a traditional color wheel, complementary colors are placed opposite each other. Complements make each other appear brighter.

Warm colors: Reds, oranges, and yellows.

Cool colors: Purples, blues, and greens.

Neutral colors: Greys, browns, and blacks.

Alternate primaries: Cyan, magenta, and yellow. Mixing this assortment of colors can create an even broader range of colors than is possible with red yellow blue.





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Supply List

Below is the suggested supply list to accompany the Elements of Art Color art project.

Feel free to change and adapt the materials to fit the needs and abilities of your students.

- Sheets of plain white paper
- Scissors
- A glue stick
- Assorted papers, some good options are:
 - » Discarded Magazines
 - » Newspapers
 - » Wrapping or origami papers
 - » Discarded old Books or old map
 - » And anything you find and want to use.