



Elements of Art | **SHAPE**

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: Notan

Expanding and Adjusting the Activity

Paper Shapes

- Use different (regular/irregular) geometric shapes for your inner paper.
- How would an organic shape work as the inner paper for your design? (i.e. heart, head, etc.)

Colored / patterned papers

- Use colored paper: 1 for the large paper, 1-2 for the small paper (if using two, stack both and cut design).
- Allow students to color or pattern in negative or positive spaces of design.
- Multipack variety of origami paper, wrapping paper, etc. any uniquely patterned paper sources. Handle paper with care if thin or reinforce by adhering additional paper.
- How does the added element of color and/or pattern(s) affect how shapes appear in a Notan design?

» [ACTIVITY RESOURCE: Notan Student Examples](#)

Scale up

- Explore creating larger scale notans, more paper=more area to explore
- Create a landscape scene, portrait, etc.

Text

- Use different languages-Letters, Kanji, Sanskrit, etc
- Remember to thicken or bold any text (i.e. bubble letters)
- How can we play with the shapes of text within our designs? (i.e. Letters with horizontal/vertical symmetry)

» [ACTIVITY RESOURCE: Notan Student Examples \(left, 4th\)](#)

Break the “Rules”

- Notan within a Notan: Have students create complexity by forming notans within each other.
- Combine smaller individual notans into a larger arrangement.
- What happens if we sometimes apply symmetry and rearrange some parts? How can change the design with the all the pieces we have? How many unique designs can we make with the same pieces?

» [ACTIVITY RESOURCE: Notan - A term that architectural illustrators should know](#)

» [ACTIVITY RESOURCE: Notan Example](#)

Additional examples:

» [Eller's Artist](#)

» [Art Mash](#)

» [Mrs. Herida's Art Room](#)



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Facilitation Guidelines

Supplies and Process Techniques

Paper

- Start with black and white paper to practice, allows students to focus solely on design and shapes.
- Recommend black as the smaller square, hides pencil marks/erases better.
- Paper sizes: inner paper roughly 1/3 of the outer paper (i.e. 4"x4" & 12"x12").
 - » Allows enough space and border for finished designs.
 - » Paper sizes are flexible, adjust dimensions or shift designs as needed.

Design

- Simple-use one paper edge as line of symmetry, like a mirror (Grade K-2)
- Complex-use all of a shape's edges as lines of symmetry
- For a square, a student can divide it into 4 equal sections, either 4 triangles (diagonal lines) or 4 small squares (intersecting middle horizontal and vertical lines)
 - » As students' practice, they may change how much space each design element takes up.
- Encourage designs that are simple and decently sized at first, too small=difficult to cut and lots of tiny pieces

Cutting

- Students may find scissors with shorter, pointed blades helpful in cutting certain shapes, curves, etc.
- Some shapes may require a craft knife to cut, usually shapes with no line connecting to a paper edge. Some options:
 - » Encourage student to alter design or if they are willing, to create a cut to get to and cut the shape out.
 - » Teacher/adult cuts out the shape with craft knife or makes a starting cut for students then finish with scissors.
 - » For older, capable students (Gr.6-12), offer craft knives & cutting mats. Allows for greater detail work.

Gluing

- Use scrap paper larger than inner paper, ideally w/o ink print (might rub/transfer to work)
- Have a moist paper towel to clean sticky glue fingers.



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.

- 1 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.
- 2 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.
- 3 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.
- 4 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.
- 5 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.
- 6 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.
- 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.

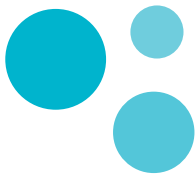
Two-dimensional: A two-dimensional surface is one that is flat. Having only two dimensions: length and width, a 2D work of art does not have measurable depth.

Picture plane: The flat, two-dimensional surface on which artists paint or draw.

Rectilinear: A shape bounded by straight lines or edges.

Geometric shapes: Geometric shapes are defined as shapes that have a precise regular appearance and are generally seen in relation to mathematics and machine-made objects. The structures of snowflakes are a rare example of geometric shapes found in nature.

EXAMPLES OF GEOMETRIC SHAPES:



Circle



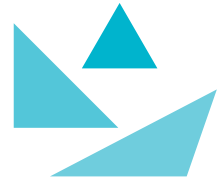
Square



Rectangle



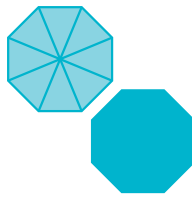
Oval



Triangle



Hexagon



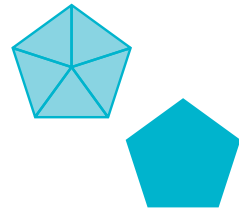
Octagon



Trapezoid



Lozenge

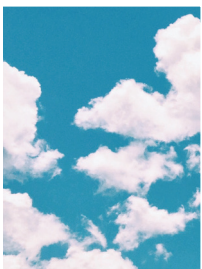


Pentagon

Curvilinear: A shape bounded by curved lines or edges.

Organic shapes: Organic shapes are defined as shapes that are irregular, uneven, or asymmetrical in appearance and tend to have a curvy flow to them. Nearly all shapes found in nature are organic in appearance.

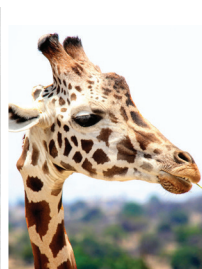
EXAMPLES OF ORGANIC SHAPES:



Clouds



Puddles



Animal shapes



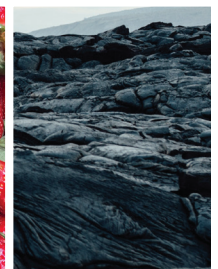
Tree limbs



Leaves



Fruit



Rocks

Biomorphic: A biomorphic shape is an organic, curvilinear one that feels strangely familiar, and seems to have the appearance or qualities of a living thing, but is unrecognizable as one.

Portrait: A picture of a person or group of people.

Composition: The organization or arrangement of figures and objects within a work of art; or the organization of the elements of art in a work of art.

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).

Pattern: Pattern refers to the repetition of a design element, which establishes a visual beat.

Contrast: Refers to the arrangement of opposing components in a work of art. It occurs when two or more related elements of art are strikingly different. Contrast is an important principle of design and is used as a way to create variety, visual interest, and tension.

EXAMPLES OF CONTRAST:



Symmetrical shapes: If a shape can be divided in half so that the two halves match exactly, this is a symmetrical shape. Something that is symmetrical is the same on both sides. All other shapes are considered asymmetrical.

THE SPACES OF SHAPES:

Positive shape (figure shape) and negative shape (ground shape): In many forms of art shapes may be considered positive or negative depending on how they are used. Positive shapes are generally those which are the subject matter within a work of art. Positive shapes are also known as figure shapes.

Negative shapes are those in the background or around the positive shapes. Negative shapes are also known as ground shapes (the ground of the picture plane). By viewing images as silhouettes, it is sometimes easier to locate the positive shapes and the negative shapes. Interactions between figure and ground shapes (or positive and negative shapes on a picture plane), are referred to as the figure-ground relationship.



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Supply List

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

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

- Large white papers
- Small square black papers
- A pencil and eraser
- A ruler
- Scissors
- A glue stick