



# Elements of Art | **SPACE**

## 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: Art installation****Suggestions****Paper**

- Thicker paper options: watercolor, bristol board, mat board, chip board, cardboard (ideally with a white outer layer)
  - Remember, some harder to cut with just scissors.
  - Thicker, rigid boards best for larger, long, or tall drawings to stay upright

**Drawing/Sketch**

- Explore different illustration styles, inspirations: graphic novels, animation, video games.
  - Simple can be as equal or more effective as detailed.

**Outlining**

- Can be omitted, depending on desired art style/direction.
- Depending on size and printing options, photocopy finished lined pieces if exact multiples desired.
  - Exploring different coloring options with multiples

**Coloring**

- Dry mediums: Crayons, pencils, markers, charcoal, pastels
  - Depends on student's idea, available resources, timeframe.
  - If using washable markers, avoid placing in areas with moisture.
  - Properly seal surfaces for charcoal and pastels
- Wet mediums: Watercolor, acrylic, tempera, spray paint
  - Use suitable paper or board.
  - Set up appropriate workspaces and protection.

**Cutting**

- Offer different scissors, some blade designs are better for curves, angles, etc.
- Students grade 6-12 offer craft knives & cutting mats. Useful to cut detail and difficult negative space.

**Installation**

- Useful installation materials: 1"-2" Tape, string, poster putty, weighted objects
  - Check surfaces and areas won't be damaged by materials and authorized approval for use.
- Mix and match student drawings into different scenes.
- Dependent on size, propped drawing may require stronger or modified structures made from cardboard to stand, adjust accordingly.
- If idea incorporates water (i.e. fountain, puddle, rain), drawings may need water resistance
  - Clear tape or lamination (may cause surface glare)
  - Clear polyurethane coating, clear acrylic spray paint, lacquer spray sealers
  - Konnyaku paper sizing
- » [ACTIVITY RESOURCE: The Use of Konnyaku in Hand Papermaking](#)
- » [ACTIVITY RESOURCE: Make Momigami with Konnyaku Starch](#)

**Challenges****Magazines and photos (Option for Gr.K-2)**

- Use preexisting materials and cut out subjects to place into new scenes.
- Photograph yourself, objects, etc. and cut out to insert self into scenes.
  - » [ARTIST INSPIRATION: Yorch Miranda](#)
  - » [ARTIST INSPIRATION: Rudy Willingham](#)

**Celluloid (Cel) (Option for Gr. 3-5)**

Celluloid: a transparent sheet on which objects are drawn or painted for traditional, hand-drawn animation.

- Draw on clear acetate sheets with sharpies, paint markers, liquid white out/acrylic paint.  
Can attach acetate to a window or small clear plexiglass, easier to incorporate view and draw images into.
  - » [ARTIST INSPIRATION: Marty Cooper](#)
- Play with perspective and angles. Can be done spontaneously and it's like doodling over reality.

**Black Silhouettes**

- Focusing on shape and form of both setting/perspective and the silhouette interacting with it.
- Draw on black paper and cut with a craft knife. Can use acetate sheets to help figure out shapes (see celluloid above)
  - » [ARTIST INSPIRATION: Keith Lapinig](#)
- Artist inspiration with Kara Walker or a study of cartoon character silhouettes.

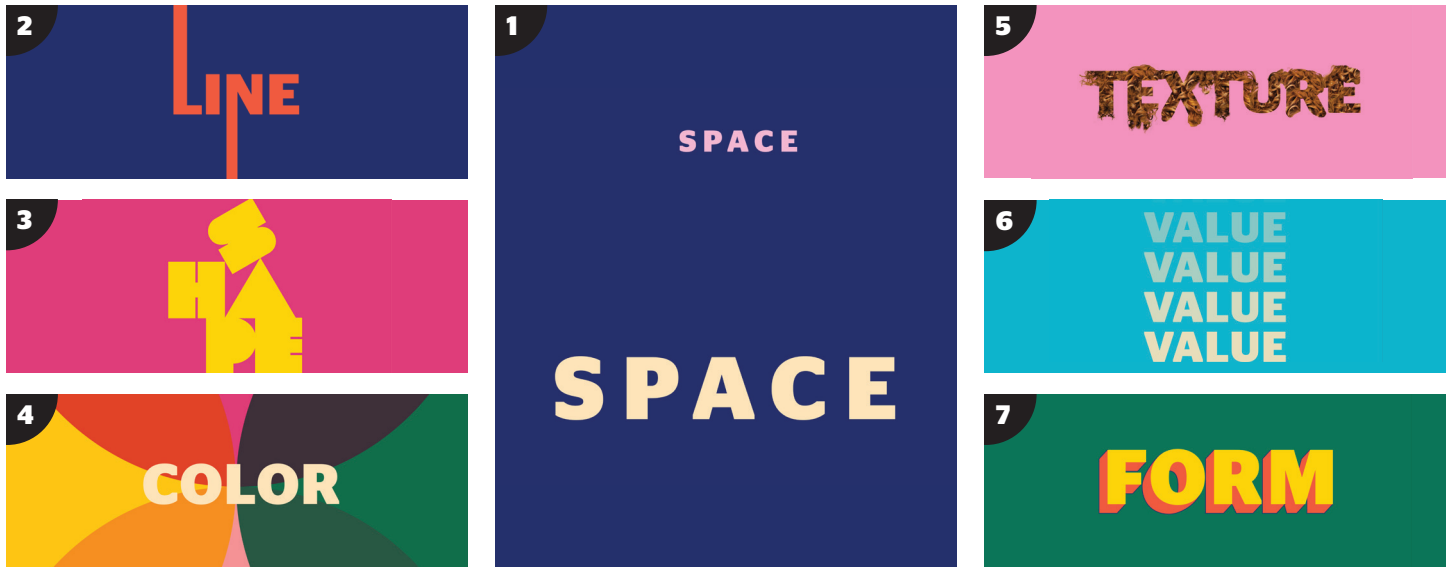
**Trompe l'oeil & Optical Illusions**

Trompe l'oeil: a style of painting in which objects are depicted with photographically realistic detail. Something that misleads or deceives the senses. (Merriam Webster)

- Using simple shapes and perspective-1, 2, 3pt, isometric.
  - » [ARTIST INSPIRATION: Aakash Nihalani](#)
  - » [ARTIST INSPIRATION: 1010](#)

**Stop motion animation/video**

- Celluloid option above is applicable here.
- Inspirations:
  - » [ARTIST INSPIRATION: Kijek / Adamski - Curtin University Degree](#)
  - » [ARTIST INSPIRATION: Kijek / Adamski - Katachi](#)
  - » [ARTIST INSPIRATION: Blublu](#)
  - » [ARTIST INSPIRATION: Kosuke Sugimoto](#)

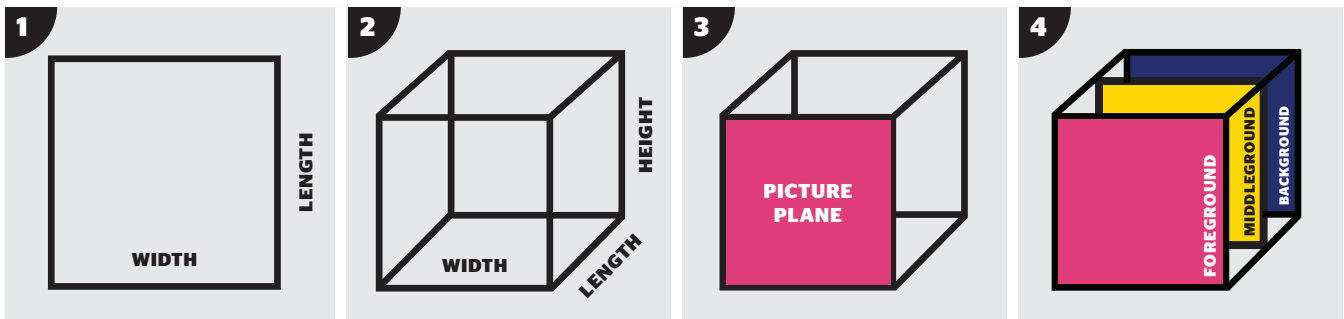


**Elements of art:** The building blocks used by artists to create a work of art (line, shape, color, value, texture, space, form). These components can be isolated and defined.

**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).

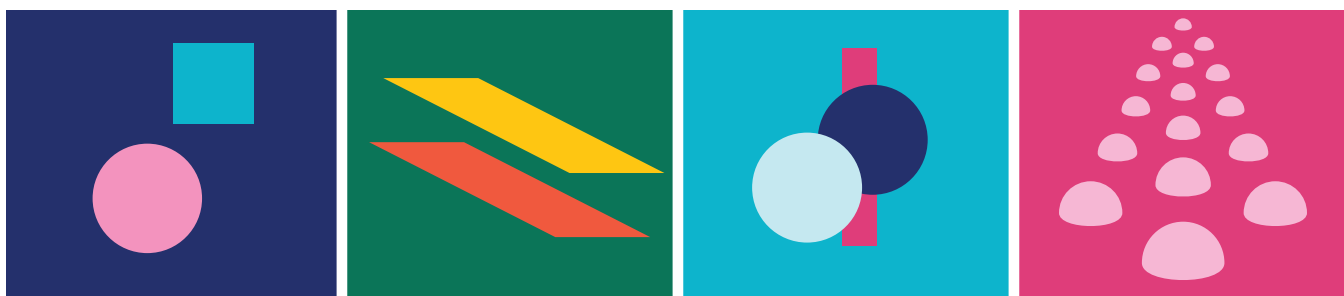
- 1 Space:** Space refers to the area between and around objects. The space around objects is often called negative space; negative space has shape. Space can also refer to the feeling of depth. Real space is three-dimensional; in visual art, when an artist creates the feeling or illusion of depth, we call it space.
- 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 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.
- 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 **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.
- 2 **Three-dimensional:** Having three dimensions: length, width, and height. A 3D work has measurable depth. It is an object that can be walked around and viewed from different sides and angles.
- 3 **Picture plane:** The flat, two-dimensional surface on which artists paint or draw.
- 4 **Picture space:** The imaginary area behind the picture plane. Has three different zones: foreground, middle ground, background



### TECHNIQUES TO CREATE SPACE

**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.



Vertical stacking

Diagonal perspective

Overlapping

Diminishing size and interval

**Atmospheric perspective:** Is informed by how we perceive color and surface textures of distant objects.

**Linear perspective:** Is based on the way that we perceive parallel lines. It tricks our eyes into seeing space within the flat picture plane surface.

**Simultaneous perspective:** Refers to having a variety of viewpoints or perspectives within a single scene.



**Emphasis:** Refers to a technique which draws attention to an area or areas in a composition.

**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.

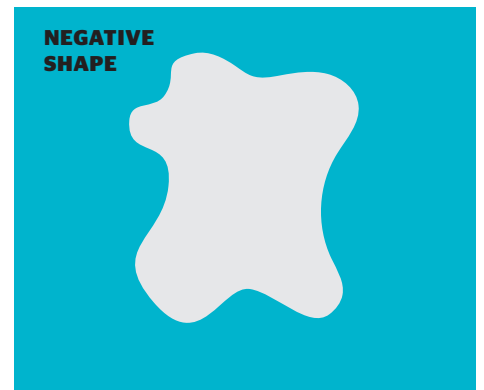
**Pattern:** Refers to the repetition of a design element, which establishes a visual beat.

## THE SPACES OF SHAPES

**Positive shape (figure shape):** Positive shapes are generally those which are the subject matter within a work of art. Positive shapes are also known as figure shapes.

**Negative shape (ground shape):** 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).

**Figure-ground relationship:** 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.



**Sculpture:** Refers to a three-dimensional artwork that can be seen from multiple angles or viewpoints.

**Kinetic art:** Depends on motion for its effect.

**Site-specific artwork:** Is designed for a specific location and is in conversation with the space in some way.



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## **Supply List**

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

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

- Pencil and eraser
- Colored markers
- Thick cardstock or watercolor paper
- Glue or tape
- String or yarn
- Scissors or a craft knife and cutting mat
- A camera or device with a camera