Lesson Overview:
This lesson encourages children to explore line, shape, and color in a playful way. During the 90-minute program, students will have the opportunity to view artworks in the High Museum of Art’s collection, draw in the galleries, engage in interactive activities and extend their understanding of how artists incorporate the elements of art.

Learning Objectives:

Essential Question
- How do artists use line, shape, and color to create meaning?

Students will be able to …
- Incorporate the elements of art into their own artworks
- Identify how artists use line, shape, color, and texture
- Identify elements of art in works on view at the High Museum of Art
- Create a book documenting what they experienced at the museum

Performance Tasks:
Inquiry-based observation of artworks, gallery games, and art making

Mini Glossary
Line: A geometric mark that extends along the path of a single point and has both direction and length
Shape: An area defined by an edge on a 2-D surface plane
Color: A quality caused by a phenomenon of light—such as red, blue, or yellow—that you see when you look at something
Texture: The way a work of art feels when touched

Instructions:

1. **Introduction** - This 90-minute program takes place in the galleries and in art-making workshops at the High Museum of Art. The Teaching Artist will greet students in the lobby of the museum. The Teaching Artist will introduce the following:
   - What is an art museum? Teaching Artist will ask students if they collect anything. If so what do they collect? What do they do with their collection? At the High Museum, we collect work
   - Museum manners- The Teaching Artist will review museum manners. Mirror or Slow-looking sloth are optional tools.

2. **Galleries** - The Teaching Artist will lead students through a variety of interactive activities in the museum to explore line, shape, color, and texture. Students will create a journal that demonstrates their understanding of these elements of art.
<table>
<thead>
<tr>
<th>Tour Stop</th>
<th>Paper Type and Materials</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Line</td>
<td>- Colored construction paper</td>
<td>Students will utilize wikistiks to replicate lines they see in a work of art. The emphasis is on the type of line- curvy, zig-zag, bent, etc.</td>
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<tr>
<td></td>
<td>- 1 Wikistik per student</td>
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<tr>
<td>Shape</td>
<td>- Scratch Art Paper</td>
<td>Students will use a stylus to draw shapes seen in the work of art. Teaching artist will emphasize shapes are created when lines connect.</td>
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<td></td>
<td>- Wooden Stylus</td>
<td>Challenge students to draw a shape they see without picking up the stylus.</td>
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<tr>
<td>Color</td>
<td>- White paper</td>
<td>Students will identify colors they see in works of art as a group. Then, they will select see-through stickers to place on their color page of the book. Students will experiment to see how the sticker colors change when layered.</td>
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<tr>
<td></td>
<td>- See-through stickers</td>
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<tr>
<td>Texture</td>
<td>- Paper bag page</td>
<td>While we aren’t able to touch works of art on display in the museum, we can often tell that they have a texture by looking at them. Texture is the way that something feels. Discuss various textures of works of art on view. Students will then</td>
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<tr>
<td></td>
<td>- Texture Plates</td>
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<td></td>
<td>- Peeled construction paper crayons</td>
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<tr>
<td>Teaching Artist's Choice</td>
<td>Additional stops can be added if time allows!</td>
<td>Additional blank pages will be included for students to</td>
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3. **Art Extension (30 minutes):** Return to the workshop. Students will design the covers for their books using multimedia materials. Covers should represent what they saw or found interesting in the museum.

At the end of the workshop, ask for volunteers to share what they have created with the class.

**Advance Prep:**
- Prep gallery books
- Put multimedia materials on classroom tables
- Display visual schedule
- Display visual timer

**Cleanup:**
- Put away supplies
- Change paper on tables as needed
- Stack chairs on the tables
Pre-K Georgia Early Learning and Development Standards (GELDS):

**Use of Senses**
PDM3.4a Acts and moves with purpose and independently recognizes differences in direction, distance, and location.
PDM3.4b Demonstrates spatial awareness through play activities.

**Developing a Sense of Self**
SED1.4b Identifies personal characteristics, preferences, thoughts, and feelings.
SED1.4c Shows confidence in a range of abilities and the capacity to take on and accomplish new tasks.
SED1.4d Shows independence in his/her own choices.
SED2.4a Effectively uses words, sentences, and actions to communicate needs, ideas, opinions, and preferences.

**Developing a Sense of Self with Others**
SED5.4b Plays cooperatively with a few peers for a sustained period of time.
SED5.4e Shows respect for peers’ personal space and belongings.

**Play**
APL4.4a Engages in elaborate and sustained imagined play and can distinguish between real life and fantasy.
APL5.4a Willingly joins in sustained cooperative play and learning with others to complete a task.
APL5.4c Demonstrates inventiveness, imagination, and creativity to solve a problem.

**Receptive Language**
CLL1.4a Listens and responds on topic to conversations and group discussions for an extended period.
CLL1.4b Listens to and follows multi-step directions.
CLL1.4c Extends/expands thoughts or ideas expressed.

**Expressive Language**
CLL4.4c Describes activities, experiences, and stories with more detail.

**Geometry and Spatial Thinking**
CD-MA6.4b Combines simple shapes to form new shapes.

**People and Community**
CD-SS2 The child will demonstrate an understanding of his/her community and an emerging awareness of others’ cultures and ethnicities.
CD-SS3.4a Creates simple representations of home, school, and community.
CD-SS3.4b Identifies and describes aspects of his/her community.

**Visual Arts**
CD-CR2.4a Uses materials to create original work for self-expression and to express individual creativity.
CD-CR2.4b Observes and discusses visual art forms and compares their similarities and differences.
CD-CR2.4c Shows appreciation for different types of art and the creative work of others.

**Thinking Skills**
CD-CP2.4b Uses observation and imitation to transfer knowledge to new experiences.
CD-CP2.4c Uses information gained about familiar objects and people and can apply to a new situation.