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 work of art 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

Materials (for galleries)
• Trifold cardstock
• Wikistix
• acetate color stickers
• shape stickers
• color scarves (optional)

Materials (for workshop)
• Acetate
• Stapler/staples
• oil pastels
• paint sticks
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 trifold that demonstrates their understanding of these elements of art.

<table>
<thead>
<tr>
<th>Tour Stop</th>
<th>Materials</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line</td>
<td>- 1 Wikistik per student</td>
<td>Students will use wikistiks to replicate lines they see in a work of art. Emphasis is on the type of line - curvy, zig-zag, bent, etc. Place the wikistik on the top section of the trifold.</td>
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<tr>
<td>Shape</td>
<td>- stickers of varying shapes, sizes, and texture</td>
<td>Students receive several stickers each and place stickers on the middle section of the trifold. Experiment with different sizes, shapes, and textures.</td>
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<tr>
<td>Color</td>
<td>- Acetate stickers</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 the bottom section of the trifold. Students will experiment to see how the sticker colors change when layered.</td>
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</tbody>
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Julie Mehretu, Chris Martin, Medord Johnston, Unknown African American Maker

Terry Adkins, Yacouba Bonde, Frank Lloyd Wright, Fernando Campana/Humberto Campana

Borna Sammak, John La Farge, Mary Heilman, Kehinde Wiley
2. **Art Extension (30 minutes):** Return to the workshop. Students will each receive a transparent acetate sheet to lay over top of the trifold. Teaching Artist and chaperone will staple one end of the acetate to the trifold, so that it can be flipped up and down. Students will then get to add lines, shapes, colors, and textures to the acetate sheet, building on what they saw in the galleries using paint sticks, oil pastels, and stickers. Encourage them to trace the sticker shapes, wiki stix, etc. and to add their own embellishments!

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

**Advance Prep:**
- Prep trifold papers
- Prep materials for bag for galleries
- Put multimedia materials on classroom tables
- Make sure stapler has staples
- 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.