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 explore various stamping techniques, view artworks in the High Museum of Art’s galleries, 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 shapes, line, and color can be created using stamping and printing techniques
  - Use inventiveness and imaginative play to create a work of art
  - Identify elements of art in works on view at the High Museum of Art

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

**Stamp:** A device incised to make an impression on a surface

Materials:

- Liquid watercolors
- Finger and palm stamps
- Shape stamps
- Bubble wrap
- Toy cars
- Legos
- Stencils
- Plastic eggs
- Crayon eggs
- Rubbing plates
- Hair dryer or fan

Instructions:

Students will begin this 90-minute program in the High Museum of Art workshops. Introduce yourself to the students and explain that today they will have the opportunity to look at and discuss art and create their own artworks. Begin by asking, “What is an artist?” Allow students to share ideas about what an artist is and does.
Explain that today you will be exploring line, shape, and color. Ask students:
- What is a line? Who here can make a line using their arms?
  o Try forming different types of lines with your body (i.e., a line that is straight, a line that wiggles, a line that bends, a line that is made up of dots)
- What about a shape?
  o Explain that a shape is formed when the ends of a line meet.
- Can anyone point out a color they see in the room around them?

1. **Stamping (30 minutes):** We will be using stamping techniques to explore line, shape, and color. Demonstrate how to use the various stamping materials in the classroom (stamping materials should be limited to 3 tables). Give each student a sheet of paper. Allow 15 minutes for stamping exploration. Challenge students to consider how they might create lines and shapes or explore color using the stamps.

   Set aside five minutes for hand washing and cleanup.

2. **Galleries (30 minutes):** Take students into the galleries to explore how artists in the High’s collection use line, shape, and color. Incorporate gallery games and art-exploration techniques to engage students.

3. **Art Extension (30 minutes):** Return to the workshop. If time allows, demonstrate how crayons and rubbing plates can be used to add additional color and texture to art. Ask students what they liked most in the art museum. How might that (work of art, architecture, etc.) inspire them as they continue working on their art?

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

**Possible Modifications:**
- Change the paper size
- Offer pre-cut shapes and glue sticks to continue art exploration

**Advance Prep:**
- Cut construction paper and corrugated paper shapes (if applicable)
- Check the glue bottles and glue sticks (if applicable)
- Prepare stamping supplies and drawing supplies for 3 tables
- Depending on how wet the works of art get, you may need to set up fans or hair dryers to assist with drying

**Cleanup:**
- Put away supplies
- Throw away scrap papers that can’t be reused
- 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.