



## Lesson Plan

**Course Title:** Principles of AAVTC

**Session Title:** Elements of Art

**Lesson Duration:** One class period

1. Cover the elements of art: Line, Shape, Color, Texture, and Value.
2. Gather images of each of the elements of art leading into class discussion and assessment of collected images.

[Lesson length is subjective and will vary from instructor to instructor]

### Performance Objective:

Upon completion of this lesson, the student will be able to classify and assess the elements of art in print media, art, and the environment.

### Specific Objectives:

1. Identify the elements of art.
2. Describe the characteristics of line.
3. Describe the characteristics of shape.
4. Classify color and describe how it is created.
5. Describe the characteristics of texture.
6. Describe the characteristics of value.

## Preparation

### TEKS Correlations:

#### 130.82(C)

- (1) The student applies English Language arts in Arts, Audio/Video Technology, and Communications cluster projects. The student is expected to:
- (A) demonstrate use of content, technical concepts, and vocabulary.
- (2) The student applies professional communications strategies. The student is expected to:
- (E) apply active listening skills to obtain and clarify information.
- (10) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to complete work tasks.
- (11) The student develops a basic understanding of the Arts, Audio/Video Technology, and Communications cluster. The student is expected to:
- (B) develop an understanding of the elements and principles of art.




### Instructor/Trainer





#### Instructional Aids:




1. Computer Aided Presentation – Elements of Art
2. Blank Elements of Art Handout (one per student)
3. Elements of Art Quiz/Key




#### Materials Needed:

1. Large sheet of paper such as bulletin board paper or blank chart paper.

2. Markers in various colors, or other mark-making media		
Equipment Needed: 1. Projection system to display computer aided presentation.		
Learner		
Materials Needed: 1. Magazines, Newspapers, or Internet resources 2. Scissors and glue sticks		
Introduction		
MI	Introduction (LSI Quadrant I):	
	<p><b>DO: Create a group drawing.</b> Place a large sheet of blank paper at the front of the classroom. As students enter the classroom, have each student draw a single line on the paper. The students will choose what color to make their line, where to place their line, and how their line should look. Every student's line will make up an important part of the final drawing. When finished, there should be a variety of different lines, in different colors, placed in different directions.</p> <p><b>SHOW:</b> As class begins use the drawing that has just been created to introduce the elements of art. Use the drawing as an example of how the different individual elements are combined to create an entire picture.</p> <p><b>SAY:</b> Introduce the elements and talk about which ones are present and which ones have the most emphasis.</p>	
Outline		
MI	Outline (LSI Quadrant II):	Instructor Notes:
	1. Identify the elements of art. A. Line B. Shape C. Color D. Texture E. Value	Introduce each of the five elements and gauge students' background knowledge through class discussion.
	2. Describe the characteristics of line. A. Is longer than it is wide B. Refers to various types of mark-making C. Can be actual or implied D. May not be continuous or physically connected	Look for resources in print and the environment to clarify the various ways in which line is used.

	<p>3. Describe the characteristics of shape.</p> <ul style="list-style-type: none"> <li>A. An area of two-dimensional space</li> <li>B. Defined by edges or lines</li> <li>C. Can be geometric or organic</li> <li>D. Shape versus Form</li> </ul>	<p>Look for resources in print and the environment to clarify the various ways in which shape is used.</p> <p><b>Note:</b> Form is similar to shape but is defined as a defined area of three-dimensional space.</p>
	<p>4. Classify color and describe how it is created.</p> <ul style="list-style-type: none"> <li>A. The Color Wheel</li> <li>B. Primary Colors</li> <li>C. Secondary Colors</li> <li>D. Tertiary Colors</li> <li>E. Warm Colors</li> <li>F. Cool Colors</li> <li>G. Complementary Colors</li> <li>H. Analogous Colors</li> </ul>	<p>Use the color wheel on slide 5 of the computer aided presentation to explain the placement and classification of colors.</p> <p>As students look for examples of color have them give specific color classifications, i.e., primary, secondary, tertiary, warm, cool, complementary, analogous</p>
	<p>5. Describe the characteristics of texture.</p> <ul style="list-style-type: none"> <li>A. Actual</li> <li>B. Implied</li> </ul>	<p>Look for resources in print and the environment to clarify the various ways in which texture is used.</p> <p><b>Note:</b> Implied texture is harder for students to grasp due to its abstract nature.</p>
	<p>6. Describe the characteristics of value.</p> <ul style="list-style-type: none"> <li>A. Tints</li> <li>B. Tones</li> <li>C. Shades</li> </ul>	<p>Look for resources in print and the environment to clarify the various ways in which value is used.</p> <p><b>Note:</b> Due to the similar definitions of these terms they are often incorrectly used interchangeably. If students are struggling distinguishing between the definitions a quick paint mixing demonstration could help clarify the terms.</p>

Application	
MI	<b>Guided Practice (LSI Quadrant III):</b>
	<p>Teacher will go over the computer aided presentation with the class. During the presentation, engage students in the discussion and have them help identify how the Elements of Art are used in print or the classroom environment.</p> <p><b>NOTE:</b> Many examples of the elements of art are available in magazine, newspapers, on the internet, and the surrounding environment.</p>
MI	<b>Independent Practice (LSI Quadrant III):</b>
	<p>Students will be given a blank Elements of Art handout. The students will define each of the five elements of art in the space provided. Students will then use magazines, newspapers, or online resources to collect and categorize images of each of the elements of art in the space provided. Make sure students are prepared to share their findings with the class.</p>
Summary	
MI	<b>Review (LSI Quadrants I and IV):</b>
	<p>Review the elements of art before students begin working on the Elements of Art handout during Independent Practice. Be available during Independent Practice to clarify any questions that students may encounter.</p> <p>If there is class time remaining, have students use their Elements of Art handout, complete with definitions and examples, to study their new vocabulary words. Working independently or in pairs, students will use their completed handouts to study vocabulary terms in preparation for the quiz.</p> <p>Students will apply these terms in the future as they create projects for future AATVC cluster courses.</p> <p><b>NOTE:</b> Refer to the Teaching Vocabulary Terms and Phrases best practice <a href="http://www.cte.unt.edu/architecture/bestpractices.html">http://www.cte.unt.edu/architecture/bestpractices.html</a> for information on how to best teach vocabulary in the classroom.</p>

Evaluation	
MI	<b>Informal Assessment (LSI Quadrant III):</b>
	While students are collecting and categorizing their Elements of Art handout, they will discuss their findings with other students and the instructor.
MI	<b>Formal Assessment (LSI Quadrant III, IV):</b>
	<ul style="list-style-type: none"> <li>The teacher will assess understanding of objective concepts using the attached handout completed by students and during class discussion. Students will present their examples of the elements of art during class discussion (whole class or small groups).</li> <li>The teacher will assess understanding of objective concepts using the attached quiz.</li> </ul>
Extension	
MI	<b>Extension/Enrichment (LSI Quadrant IV):</b>
	<ul style="list-style-type: none"> <li>Students can research the elements of art on the internet or in books.</li> <li>Students will apply the elements of art to future projects in AATVC cluster courses.</li> </ul>

Name \_\_\_\_\_

# Elements of Art

Define each of the five elements of art in the space provided. Collect examples of each of the elements of art from online and/or print resources and categorize them into the appropriate boxes. Be prepared to share your findings with the class.

**Color** \_\_\_\_\_

\_\_\_\_\_

**Value** \_\_\_\_\_

\_\_\_\_\_

**Line**

**Shape**

**Texture**

Name \_\_\_\_\_

## Elements of Art Quiz

**Choose the correct answer for each item. Circle your choice.**

1. The lightness or darkness of a color:
  - a. Line
  - b. Shape
  - c. Color
  - d. Texture
  - e. Value
2. An area of two-dimensional space defined by edges or lines:
  - a. Line
  - b. Shape
  - c. Color
  - d. Texture
  - e. Value
3. A mark that is longer than it is wide:
  - a. Line
  - b. Shape
  - c. Color
  - d. Texture
  - e. Value
4. The quality of a surface, either actual or implied:
  - a. Line
  - b. Shape
  - c. Color
  - d. Texture
  - e. Value

**Fill in the blank with the correct answer.**

5. List the primary colors:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
6. List the secondary colors:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
7. Define the term complementary color.  
\_\_\_\_\_

8. List two colors that are complements of one another on the color wheel:  
\_\_\_\_\_



## Elements of Art Quiz - KEY

Choose the correct answer for each item. Circle your choice.

1. The lightness or darkness of a color:
  - a. Line
  - b. Shape
  - c. Color
  - d. Texture
  - e. **Value**
2. An area of two-dimensional space defined by edges or lines:
  - a. Line
  - b. **Shape**
  - c. Color
  - d. Texture
  - e. Value
3. A mark that is longer than it is wide:
  - a. **Line**
  - b. Shape
  - c. Color
  - d. Texture
  - e. Value
4. The quality of a surface, either actual or implied:
  - a. Line
  - b. Shape
  - c. Color
  - d. **Texture**
  - e. Value

Fill in the blank with the correct answer.

5. List the primary colors:
  - a. **red**
  - b. **blue**
  - c. **yellow**
6. List the secondary colors:
  - a. **green**
  - b. **blue**
  - c. **violet**
7. Define the term complementary color.

**Colors that appear across from one another on the color wheel.**
8. List two colors that are complements of one another on the color wheel:
  - a. **Yellow & Violet**
  - b. **Green & Red**
  - c. **Blue & Orange**