



Teacher:

Class: 2nd Grade

Duration: 1 class period

Course Unit:

Lesson Title: Looking Closely with the Elements and Principles of Art

LESSON OVERVIEW

During this lesson, students will experience the art concepts of *emphasis* and *movement* in two ways: visually, by investigating works of art, and physically, through dance and other movement. Student will integrate their understanding of these principles to complete their own formal analysis and create their own artwork.

STANDARDS

Tennessee State Standards

Visual Art—Grade 2

- 1.1 Use tools and media consistently in a safe and responsible manner.
- 1.2 Demonstrate an understanding of a variety of techniques.
- 2.1 Identify, understand, and apply the elements of art.
- 3.3 Analyze subject matter, symbols, and ideas in others' art.
- 6.1 Understand connections between visual art and other arts disciplines.

Common Core Connections for Integrated Subjects

CCSS.Math.Content.2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

CCSS.ELA-Literacy.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.2.2 Recount or describe key ideas or details from a text* read aloud or information presented orally or through other media.

CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

*visual image as text

OBJECTIVES

1. Students will be able to describe where they found elements of design.
2. Using a word bank, students will be able to explain how an artist created emphasis and movement in an artwork.

ASSESSMENT/EVALUATION

Informal Assessment

The teacher will observe students as they interact with each other and follow instructions.

Formal Assessment

Using a word bank, students will describe where they found elements of design (in artwork, their surroundings, music, etc.), and how the elements they found create emphasis or movement

Rubric for Assessment

Basic	Proficient	Advanced
<ul style="list-style-type: none"> • Student defined <i>emphasis</i> and <i>movement</i> in his/her own words. • Student described where he/she found one element of art, using at least two words from the word bank. • Student identified either emphasis or movement in artwork or his/her surroundings. 	<p>Using at least three words from the word bank...</p> <ul style="list-style-type: none"> • Student described where he/she found multiple elements of art. • Student explained how an artist used elements of art to create emphasis and/or movement. • Student explained how he/she attempted to create emphasis and/or movement in his/her own artwork. 	<p>Using at least five words from the word bank...</p> <ul style="list-style-type: none"> • Student described in detail where he/she found multiple elements of art. • Student explained in detail how an artist used elements of art to create emphasis and/or movement. • Student explained how he/she successfully created emphasis and movement in his/her own artwork.

MATERIALS

- A PC-to-projector connection
- A large card with the word “EMPHASIS” on the front, in large, bold letters
- A large card with the word “*movement*” on the front, in large, italic letters
- An image of Kandinsky’s *Yellow-Red-Blue*
- Other artworks for students to look at and analyze. These works should illustrate the principles of *emphasis* and *movement*, easily demonstrate lines and shapes, and have distinct colors (e.g., Kandinsky *Fragment I for Composition VII* and *Composition VIII*).
- A white or light-colored pencil for each student
- A sheet of black paper for each student
- A sheet of paper (for making the chart in Part 2, Step 1), and additional drawing materials
- A music player
- A recording of the overture to Richard Wagner’s *Die Meistersinger von Nürnberg* (or another piece of music, especially classical)
- A copy of the word bank that is visible to all students (e.g., written on a board or distributed as a handout)
- Additional art-making materials

ACTIVATING STRATEGY

1. Write on the board the definitions of *emphasis* and *movement*, and have a student read them aloud:
 - a. *Emphasis* is the part of the design that catches the viewer's attention.
 - b. *Movement* is the path the viewer's eye takes through the work of art.
2. Show students the "[Comparing Kandinsky](#)" episode of [ArtQuest: Art Is All Around You](#).
3. Ask students to cite the elements of art featured in the video (line, shape, color), as well as the principles of art (emphasis and movement), and to share what they liked most about the video. Review the definitions of *emphasis* and *movement*, showing them the cards with "EMPHASIS" and "*movement*" on the front. You can animate your presentation of the cards by pushing the emphasis card out from your chest toward the class, and by making a swooping arc with the movement card as you bring it up.
4. [Say:] How can we use the elements and principles of art to look more closely at it and to create our own artwork?

INSTRUCTIONS

PART 1

1. Show the image of Kandinsky's *Yellow-Red-Blue* and review the following definitions of the elements of design. After each definition, ask for a student to identify an example within the artwork.
 - Line: any continuous, slender mark on a surface. "A line is a dot that went for a walk" (Paul Klee).
 - Shape: the outline or edge of a flat object (circle, rectangle, triangle, etc.)
 - Color: what the eye sees when light reflects off an object
 - Space: the distance or area between, around, or within things
2. Tell students to close their eyes, and then to open them and look at the artwork again. Instruct them to point to the object or shape in the artwork that first catches their attention.
3. Have students pair up. Tell them to make the shape they were looking at with their arms and body. [Say:] See if your partner can guess what you are representing.
4. While they are guessing each other's shapes, write these questions on the board:
 - What drew your attention to the object you were representing?
 - How is it different from the other elements in the artwork? How is it the same? Does it have a different size, shape, color, or texture?
5. Congratulate them on a job well done, and tell them to lower their arms. Ask for volunteers to answer the questions.
6. [Say:] Now share your personal answers with your partner.
7. Give them 1–2 minutes for this. Then, model a "view finder" with your hands and ask students, "What am I doing now?"
8. Tell students to make frames with their hands and look through them as if to zoom in on the artwork. Have each student look first at the object that caught their attention earlier. Then, have them move their "view finder" around the artwork as directed by its lines, shapes, and patterns (that is, to where those elements seem to guide their eyes).
9. Ask students to share why they moved their "view finders" the way they did. (You can give them 10 seconds to share with their partner.) Then explain how they have just demonstrated the principle of art called *movement*.
10. Have students use white or light-colored pencils to create a drawing on black paper, basing it on what they saw through their moving "view finders." Give them 5–7 minutes for this.

PART 2

1. Instruct students to write at the top of a sheet of paper, "Where do you see these elements of art?" Have them set up a three-column chart below this question, with "lines," "shapes," and "colors" as the column headings.
2. Take the students on a ten-minute field trip (around the room, around the school, or around the neighborhood (consider going through stairwells, entryways, gardens, walkways, or playgrounds). Charge students with recording and describing the kinds of shapes and lines and colors they see during the trip (i.e.,

identifying and characterizing the elements of design) as well as detecting the presence of *emphasis* and *movement* with the “view finder” technique.

3. Back in the classroom, call on a few students to draw on the board the shape of something they saw on their walk. Challenge the rest of the class to guess what the student was looking at. Tell them to say, “I spy a _____” (triangle, circle, etc.).
4. Have students create a drawing of something they saw on their walk, using only geometric shapes.

PART 3

1. Tell students that you are going to play some classical music. [Say:] You can move your body to the music however you like. When I announce a shape, you are to try to form that shape with your body. You can collaborate to make big shapes.
2. Play a recording of the overture to Richard Wagner’s *Die Meistersinger von Nürnberg* (or another piece of classical music). It is nearly 10 minutes long, so you can decide how much time to devote to it, but it would work well to start 4 minutes into the overture. Model for them how to let the music move them by raising your arms quickly with a crescendo.
3. Let the music play for a bit. Then, tell students to freeze. Direct them to notice the lines of their bodies before giving the command to unfreeze. Repeat this once or twice.
4. For subsequent stops, pause the music and announce shapes for students to form.
5. For the last few intervals, don’t pause the music when you say “Freeze!” Tell the students to form shapes that embody the movement of the music, and to freeze in those shapes for 10 seconds.
6. After the shape dance, explain how this kind of music inspired artists like Kandinsky to create visual art with musical movement within it. Tell them that movement is a part of art, whether musical or visual, and that we can find shapes and lines when we look and listen closely!
7. Assign the writing prompt below. Begin by modeling how to describe and explain things using elements and principles of art. Direct their attention to the word bank on the board or distribute the Word Bank handout. Instruct them to write at least 3 sentences in which they use words from the bank to
 - a. describe where they found elements of design (in artwork, surroundings, music, etc.)
 - b. describe how the elements they found create emphasis or movement

Word Bank	
For talking about LINES:	horizontal, vertical, diagonal, straight, curved, wavy, dotted, broken, thick, thin
For talking about SHAPES:	geometric, square, circle, oval, triangle, organic
For talking about EMPHASIS:	light, dark, attention, contrast, placement, size
For talking about MOVEMENT	repetition, lead, direct, focal area, through

ALTERNATE/EXTRA ACTIVITIES

Special Needs Adaptation
 Help the student trace the lines and shapes of their desks and accessible objects. If possible, show them how to trace the lines and shapes they see with their fingers. Then, show them an artwork and have them point at the first thing they see. You can prompt them to identify the biggest or brightest thing and have them point at it. Ask them where their eyes want to go next. You can ask them what the next biggest/brightest thing is, and have them move their finger to point at it. Explain that the way their arm and eyes just moved is the idea of *movement* in artwork. They can write about it using the sentence frames below:

**When I look at _____, the first thing I see is _____. Then, my eyes move to _____.
 This happens because _____.**

Alternate Materials

For the dance portion, any music, especially classical, may be used. For the walk, the students can wander around the classroom if there is no outdoor walk available. You may also hang images of artworks around the room and assign student groups to each one, having each group report their analysis to the whole class.

CLOSURE

1. Remind students of how they can look closely at their surroundings everywhere they go, and how they can analyze any artwork using the elements of art. Give them 1 minute to talk with a partner about what they learned and what they found, and share their sentences from the Assessment/Evaluation assignment (see Instructions, Part 3, Step 7).
2. Ask them what they learned, and in what ways they will look differently and closely at their world and at artwork.

CROSS-CURRICULAR CONNECTIONS

- Dance
- Geometry
- Music
- Physical Education
- Speaking and Listening
- Writing

EXTENDED LEARNING

Videos:

- Angie Armstrong and Briann Bargo, "[How to Look at Art—The Elements of Art, part 1](#)" (2011; available at YouTube.com)
- CCTV, "[Motion Sculptures](#)" (2013; available at vimeo.com)
- Frist Center for the Visual Arts, "[ArtQuest: Art Is All Around You](#)" episodes (available at fristkids.org):
 - "[Comparing Kandinsky](#)" (2014)
 - "[Lines in Architecture](#)" (2013)
 - "[Movement in Art](#)" (2013)
 - "[Shapes in Architecture](#)" (2013)
 - "[What Is Emphasis?](#)" (2014)
- Google Doodle Videos, "[Wassily Kandinsky abstract art Google Doodle](#)" (2015; available at YouTube.com)

Webpages:

- J. Paul Getty Museum, "[Principles of Design](#)," getty.edu
- New World School for the Arts, "[Elements and Principles of Design](#)" (2013), nwsa-2dart.blogspot.com

For additional lesson plans and activities, visit us at fristkids.org. This lesson plan was created by an art education student in the Frist Center for the Visual Arts' Teaching Assistant Program under the guidance of education department staff and/or a mentor teacher. The Teaching Assistant Program is designed to introduce participants to museum education by providing unique teaching experiences in an informal learning environment. For more information about this program or other educational opportunities offered by the Frist Center, please visit fristcenter.org.



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