

Directions for Elements of Art Graphic Organizer

Lost and Found: Looking online or through magazines find small samples that visually define the element listed.

Designed: Create an original small composition that applies your knowledge of the element listed. This should appear as a small work of art or a pattern that the student has created. Focus on strong design.

Individual Types: Look at the element category. Create a small composition that applies your knowledge of a specific type of that element.

Seeing In Action: Find or provide an art image that showcases the element provided. Do a small response that discusses how the element is seen in the work of art.

MATERIALS AVAILABLE: COLORED PENCILS, COLORED MARKERS, OR CRAYONS.
RULER, PENCILS, MAGAZINES, SCISSORS, AND SHARPIES.

TIME ALLOTTED: 2-5 PERIODS, DEPENDING ON THE EXPECTATION OF THE TEACHER
AND THE TYPE OF SCHEDULE. 2 BLOCK PERIODS WERE USED.

Designed

ELEMENTS OF ART
NOTES

LINE

5 Types

Lost & Found

VERTICAL

HORIZONTAL

ZIGZAG

CURVED

DIAGONAL

Seeing in action

In this artwork titled CIPHERS AND CONSTELLATIONS BY MIRD
This is a description of everything I see in this artwork that involves the lines I have learned about.

THIS ARTIST HAS USED LINE IN A VARIETY OF WAYS FOCUSING MOSTLY ON CURVED LINE. THE ARTIST CREATES A PLAYFUL CHILDLIKE DRAWING WITH MOSTLY PRIMARY COLORS. THE VIEWERS EYE IS MOVED ACROSS THE CANVAS MOSTLY WITH LINE

LINE: IS A IDENTIFIABLE PATH CREATED BY A POINT MOVING IN SPACE

BLIND CONTOUR: AN EXERCISE IN DRAWING IN WHICH THE ARTIST FOCUSES ON DETAIL WITHOUT LOOKING AT THE PAPER

MODIFIED CONTOUR: OR LIFTING THE PENCIL A CONTINUOUS LINE THAT FOCUSES ON DETAIL

DEFINITION

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TO CONSIDER: LINE

STUDENTS MUST USE THE LINE TYPE PROVIDED BUT I DO NOT LIMIT THEM TO ONLY THAT TYPE OF LINE. HOWEVER THE LINE TYPE MUST BE THE MOST EVIDENT IN THE DESIGN.

EACH SPACE SHOULD BE NEAT AND SHOW STRONG CRAFTSMANSHIP. COLOR IS NOT NESSECARY BUT CAN BE USED ON ALL ORGANIZERS.

SHAPE

Elements of Art Notes

Designed



Types



Seeing in action

In this artwork titled YELLOW-RED-BLUE BY KANDINSKY
This is a description of everything I see that involves the shapes I have learned about.

THE ARTIST CREATES AN ENERGETIC WORK OF ART BY
COMBINING A VARIETY OF **ORGANIC** AND **GEOMETRIC**
SHAPES. UPON FIRST GLANCE THE SHAPES ARE
ABSTRACT BUT LOOKING CLOSELY YOU CAN CREATE
IMAGES OUT OF THE OVERLAPPING **SHAPES**.

Definition

ELEMENT OF ART THAT CREATES AN ENCLOSED SPACE WITH
THE USE OF OUTSIDE BOUNDRIES. HAS LENGTH + WIDTH

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TO CONSIDER: SHAPE

USE ANY BOOK OR DEFINITION AVAILABLE.
MAKE SURE THIS MATCHES YOUR EXAM OR
CLASS DESCRIPTION. DEFINITIONS VARY
WHEN IT COMES TO THE ELEMENTS OF
ART.

STUDENTS ARE ENCOURAGED TO CREATE
COMPLEX DESIGNS. IDEAS CAN ALSO BE
FOUND WITHIN THE "LOST AND FOUND
SECTION" IF A STUDENT IS HAVING A
DIFFICULT TIME. THE INSTRUCTOR CAN
ALSO ASSIGN SPECIFICS TO EACH SPACE.

FORM

ELEMENTS
OF
ART NOTES

Types

Designed



Ceramic

THREE-D ART MADE WITH CLAY
MAY INCLUDE ARTWARE, TILE,
SCULPTURE AND TABLEWARE

Assemblage

CREATED ON A DEFINED SURFACE
THAT CONSISTS OF 3D ELEMENTS
EITHER DESIGNED OR FOUND

Relief

TECHNIQUE WHERE THE SCULPTED
ELEMENTS REMAIN ATTACHED TO
A BACKGROUND AND PROJECT
OUTWARD

Kinetic

THREE-D ART THAT MOVES
EITHER NATURALLY OR THROUGH
MACHINE. WIND, MOTOR, VIEWER

Installation

THREE-D ART THAT IS SITE
SPECIFIC AND DESIGNED TO
TRANSFORM A SPACE

Lost and Found



Defined

ELEMENT OF ART THAT IS THREE DIMEN-

SIONAL AND ENCLOSES VOLUME, MIGHT INCLUDE

HEIGHT, WIDTH, AND DEPTH

Seeing in action

In this artwork titled COCA COLA PLAN BY ROBERT RAUSCHENBERG
This is a description of everything I see that involves the forms I have learned about.

IN THIS ASSEMBLAGE SCULPTURE THE ARTIST USES
FOUND OBJECTS SUCH AS COCA COLA BOTTLES
WINGS, AND WOODEN SPHERES ATTACHED TO AN
EXISTING BOX THE ARTIST FOCUSES ON SYMMETRY
IN HIS OVERALL DESIGN

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TO CONSIDER: FORM

FORM IS ONE OF THE MOST DIFFICULT TO VISUALLY DEFINE ON A FLAT SURFACE. STUDENTS SHOULD LOOK FOR IMAGES THAT SHOWCASE 3 DIMENSIONALITY BUT ALSO FOCUS ON STRONG COMPOSITION WITHIN THAT SPACE. DO NOT JUST FIND A 3 D OBJECT LIKE A CHAIR.

IN THE DESIGNED SPACE, VALUE IS NECESSARY TO SHOW THE ILLUSTION OF FORM, OR THE STUDENT CAN USE 3 D SHAPES SUCH AS CUBES OR PYRAMIDS.

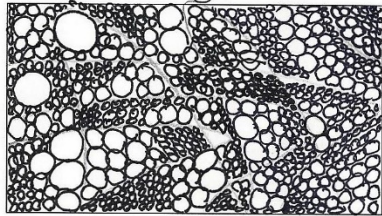
VALUE

ELEMENTS OF ART
NOTES

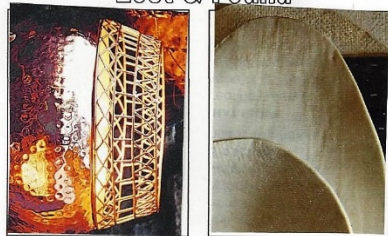
Definition

THE ELEMENT OF ART THAT REFERS TO THE
RELATIVE LIGHTNESS OR DARKNESS. WHITE
IS THE LIGHTEST VALUE WHILE BLACK IS DARKEST

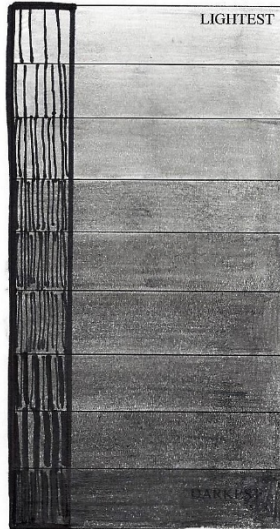
Designed



Lost & Found



VALUE SCALE



Seeing in action

In this artwork titled *HAND WITH GLOBE* BY M.C. ESCHER
This is a description of everything I see that involves the values I have learned about.

IN THIS WORK OF ART THE ARTIST USES VALUE
AND SHADING THROUGHOUT THIS ETCHING. USING
SMALL TIGHT DOTS AND PATTERNS **VALUE** IS
CREATED AND FORMS REALISTIC VALUES TO
MAKE THE HANDS, GLOBE, & REFLECTIVE IMAGE
SUBTLE CHANGES RANGING FROM 1-10 VALUES
HELPS TO CREATE A STRONG FOCAL POINT

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TO CONSIDER: VALUE

THE VALUE SCALE CAN BE DONE IN A VARIETY OF MEDIA INCLUDING COLORED PENCIL. CONSIDER DOING A SMALL SECTION WITHIN THAT SCALE IN PEN AND INK TO ALLOW THE STUDENT TO EXPLORE HOW VALUE IS CREATED IN A VARIETY OF WAYS.

IN THE LOST AND FOUND SECTION STUDENTS SHOULD LOOK FOR STRONG LIGHTING OR SMALL EXAMPLES OF SHADING. ENCOURAGE THEM TO BE CREATIVE WITH THE DESIGN SECTION WHEN ACHIEVING VALUE. SMALL PATTERN WAS USED HERE.

COLOR

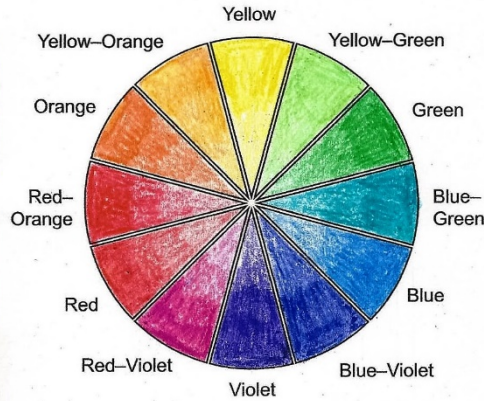
Designed



Lost and Found



ELEMENTS
OF
ART NOTES



Seeing in action

In this artwork titled BROADWAY BY MONDRIAN
This is a description of everything I
see that involves color theory that I
have learned about.
THIS ARTIST USE
THE PRIMARY
TRIAD, RED, BLUE,
YELLOW. HE
REPEATS THE
COLOR AND
PATTERN THROUGH-
OUT THE COMPOS-
ITION. THE
PATTERN IS
CREATED BY
A VARIETY OF
SQUARE SHAPES
THAT MOVES
THE EYES

Color Theory

Primary	RED • YELLOW • BLUE	
Secondary	ORANGE • VIOLET • GREEN	
Intermediate	YELLOW • RED • VIOLET • BLUE • GREEN	
Complimentary	VIOLET • YELLOW	
Split Complimentary	YELLOW • RED • VIOLET • BLUE • GREEN	
Analogous	BLUE • BLUE-GREEN • GREEN	
Monochromatic	RED • LIGHT RED • PINK	
Color Triad	RED • YELLOW • BLUE	

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TO CONSIDER: COLOR

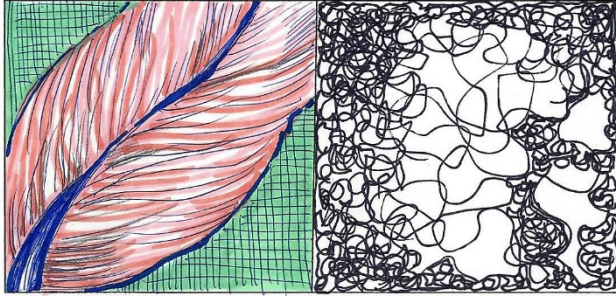
THIS IS ONLY A SMALL INTRODUCTION TO
COLOR.

COLORED PENCILS, CRAYONS, OR
MARKERS CAN BE USED. CHALLENGE
STUDENTS TO CREATE VALUE WITHIN
EACH SPACE TO SEE THE RANGE OF THAT
COLOR.

IN THE DESIGNED SPACE STUDENTS
COULD USE A SPECIFIC COLOR SCHEME,
LOOK AT A MASTER ARTIST, OR JUST BE
CREATIVE WITH THEIR APPROACH TO
COLOR.

TEXTURE

Elements of Art Notes



Designed



LOST & FOUND

Definition Types

Actual Texture	SOME THINGS FEEL JUST AS THEY APPEAR, ROUGH OR SMOOTH.
Implied Texture	CREATED BY AN ILLUSION TO LOOK LIKE SOMETHING IT IS NOT.

In this artwork titled STARRY NIGHT BY VANGOGH
This is a description of everything I see that involves the textures I have learned about.

THIS ARTIST USES AN ABUNDANCE OF PAINT THAT CREATES A HEAVILY TEXTURED SURFACE. BY USING BROAD BRUSH STROKES THE ARTIST CREATES VISUAL MOVEMENT BY GUIDING THE VIEWERS EYE THROUGH A GLOWING NIGHT SKY. ACTUAL TEXTURE NOT IMPLIED **TEXTURE** IS USED IN THIS WORK OF ART.

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TO CONSIDER: TEXTURE

TEXTURE IS ANOTHER DIFFICULT ELEMENT TO DEMONSTRATE ON A FLAT SURFACE. THE EXAMPLES ARE IMPLIED TEXTURE. IF ACTUAL TEXTURE IS DESIRED STUDENTS CAN ADHERE OTHER MATERIALS OR DO RUBBINGS ON THE SURFACE.

IN THE LOST AND FOUND SECTION CONSIDER HAVING STUDENTS LABEL OR DESCRIBE THE TEXTURES BELOW THE EXAMPLE.

Seeing in action

THANK YOU FOR USING MY GRAPHIC ORGANIZER
ON THE ELEMENTS OF ART. THESE ORGANIZERS
ARE A GREAT WAY TO APPROACH NOTES.
STUDENTS CAN WORK INDIVIDUALLY OR IN
GROUPS. APPLICATION IN LEARNING IS KEY.

KEEP AN EYE OUT FOR OTHER GRAPHIC
ORGANIZERS ON THE PRINCIPLES OF DESIGN AND
ART CRITICISM.

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