

Creating Art With Kids has exploratory and supplementary activities based on the elements of design:

Point
Line
Shape
Color
Texture
Pattern
Space

Each chapter focuses on one element of design with introductory information and vocabulary, exploratory activities, ideas for putting the element in context, curriculum connections, lists of artists and artworks, and suggested children's picture books for supplementary use.

Two selected pages from each of the first three chapters -- Point, Line, and Shape -- are included in the following sample pages.

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Point



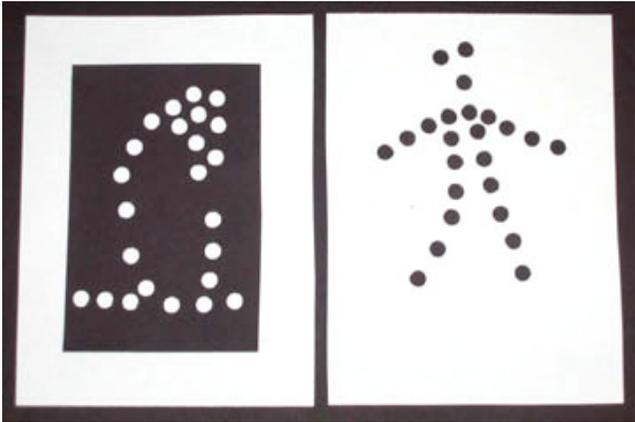
In mathematics, a point is a single mark in space which has no height or width. In art a point is a small dot, like the mark which might be left if you touch paper with the tip of a pencil, a paintbrush, or your finger. Pointillism is art which is produced by painting or drawing with small dots or very tiny brushstrokes.

A series points will create lines or shapes. Several points that touch each other can make an actual line. An implied line is created with points that are not touching. When you look at two points, your eye fills the space between them, causing you to 'see' a line. If there are several points, the eye will "connect" them and you "see" a shape. When points are far apart, there is a feeling of lightness, while points that are closer together give an area a darker or more dense feeling. Thus, points can be used to create shadows or give a shape a three-dimensional feel, depending on how far apart they are.

Vocabulary

<i>Pointillism</i>	a style of artwork that uses dots or small, defined brush strokes
<i>implied line</i>	a line that your eye makes by moving from one point to another
<i>actual line</i>	a line that you can actually see
<i>light</i>	a feeling that can be created with light shading
<i>dense</i>	a feeling that can be created with darker shading

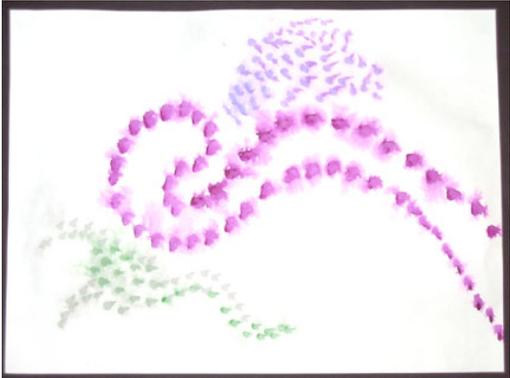
Student Work Using Point



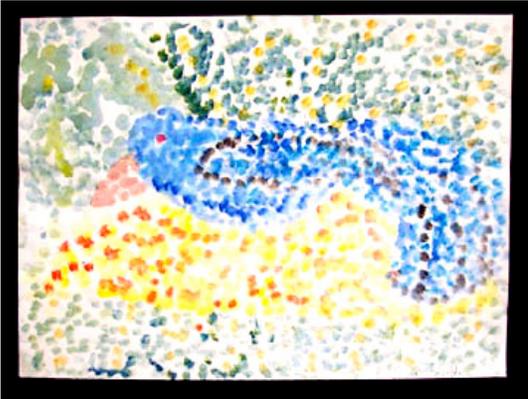
punched and glued paper dots



torn construction paper mosaic



'bleeding' points



watercolor pointillism



Explorations with Line

Glued Dot Lines

Materials: construction paper squares for base; container of assorted colored 'dots' from Hole Punching activity; glue stick or white glue

Procedure: glue dots or sequins onto white paper to make straight and/or curved lines.

Cut Lines

Materials: scissors; a collection of a variety of sizes of construction paper squares, either blank or, for young children, some with curved lines and some with straight lines copied onto them

Procedure: cut the construction paper into narrow strips to make long "lines" of paper. Make straight and curved lines. Keep the cuttings in a container to use for line-gluing.

Poked Hole Lines

Materials: colored construction paper with lines drawn faintly; insect probe or straightened-out paper clip; felt mat or small carpet squares

Procedure: Use probe to poke holes close together on the line. Tear the paper apart on the perforated line.

Glued Lines

Materials: white construction paper squares for base; very narrow strips of colored construction paper or tagboard; glue

Procedure: Glue cut paper strips onto paper base, experimenting with direction and space between lines. Create shapes, designs, or outlines of familiar objects.

Spaghetti Pictures

Materials: uncooked spaghetti; colored construction paper; glue

Procedure: Glue spaghetti onto paper one piece at a time to make a picture or a design. Color the spaghetti first if desired using alcohol and food coloring.

Finger paints are a good medium for experimenting with lines. Mix tempera paint with liquid starch to a desired consistency

Fingertip Line Paintings

Materials: white paper 6x6; paint

Procedure: Dip tip of finger into paint. Use dots of paint to make a variety of straight and curved lines.

Painted Lines

Materials: white paper; brushes; paint

Procedure: Use tip of brush to paint freeform lines. Experiment with length and width of curved, straight, vertical, horizontal, and diagonal lines.

Using Line In Context

One-Minute Faces

Materials: white copy paper; bright colored markers

Procedure: Two partner students each have one marker and one sheet of paper, and face each other at a table. Without lifting their marker off the paper, looking at their partner's face the whole time and without even a glance at their paper, they draw a face in one minute using one continuous line. Have students hold their markers just above the spot where they want to start. At the "go" signal, they start drawing and after one minute, the "stop" signal is given. Do this about three times and choose the best one for mounting on colored construction paper. These would be similar to Pablo Picasso's *Head*.

Contour Drawings

Materials: markers, pencils, crayons, or colored chalk; white construction paper

Procedure: Draw shapes, figures, or objects using outlines only or closely-placed parallel lines. *Option:* Try doing an entire drawing using only one line, i.e., never removing the pencil from the paper.

Line People

Materials: white copy paper; bright colored markers

Procedure: This is similar to One-Minute Faces in that students are to draw an entire body in one minute while not looking at their papers. One student volunteers to be a "model" while others draw. The student model should stand on a chair or table and must stand still in any pose for two minutes. After the first try, choose a different model. Do at least three tries.

Plein air refers to art work that is done outdoors with direct observation of nature.

Plein Air Line Drawings

Materials: white copy paper; bright colored markers or colored pencils; clipboards

Procedure: Plein Air is a term which means that the artist goes outdoors and draws his or her observations of nature. Before starting this activity, choose a natural setting where students will draw. This can be as simple as sitting around a tree on the playground, or walking to a park if one is nearby. Before beginning to draw, have students choose a vantage point where they have a clear vision of the subject and talk about the lines they can see. Explain that the drawings will use lines only; they should not color in any parts. Any shading should be done with lines drawn close together. Use Peter Parnall's illustrations in Byrd Baylor's *The Way to Start a Day* or *Everybody Needs a Rock* to show examples of the use of lines to draw natural settings.

Hatched-Line Drawings

Materials: white construction or drawing paper; drawing pencils or colored pencils

Procedure: Draw a landscape, still life, or figure using lines to outline all desired objects and shapes. Use hatching and cross-hatching to create shadows and other darker areas.

Curriculum Connections

Mathematics	Geometry: Pattern Blocks and Tangram Activities Human Body Proportions Scaled Reproduction Divide any photograph equally into a grid with enough squares for every student, then cut it up. Have each student draw a reproduction of just one section on a square sheet of paper, paying particular attention to the shapes. When finished, put all the squares together to reconstruct the work.
Science	Nature Observation Drawings Do some plein air drawings, focusing on the shapes found in natural items like rocks, shells, leaves, etc. Sun Prints Use found natural objects with interesting shapes and sun print paper to make sun prints.
Language Arts	Compare Geometric Shapes and Solids Choose two geometric shapes or solids. Draw both figures at the top of the paper. Write a paragraph describing both shapes, including all similarities and differences, using appropriate math language, i.e., <i>edge</i> , <i>face</i> , etc. Shape Poetry Write poetry about objects on paper cut to the shape of the object, or write the poem to create the actual outline of the shape.
Social Studies	Geography: Outline Maps; Land Forms States Identify states by shape. Flags Compare flags from different countries or design your own. Quilt Project Have each student make an actual quilt block out of fabric. Sew them together, add batting, backing, and edging. Donate to a local shelter.

Artists and Works Using Shape

Pablo Picasso: *Three Musicians*; *Enamel Saucepan*; *Woman With a Blue Hat*

Henri Matisse: *The Snail*; *La Chute D'Icare*; *Jazz*; *Icarus*

Paul Klee: *Senecio*; *Moonrise*; *Piccola Stanza*; *Flora on the Sand*

Alexander Calder: *Constellation Mobile*; *Boomerangs* (mobiles)

Wassily Kandinsky: *Swinging*

Amedeo Modigliani: *Elena Pavlovski*; *Jeanne Hebuterne with White Collar*

Victor Vasarely: *Vega-Nor*

Sarah Joe Qinuajua: *A Father and Son Trapping a Fox*; *Bringing Bearded Seal and Fish*

More Shapes: totem poles; quilts

Shape in Children's Books

Eve Bunting. *Going Home*. Eve Bunting

Eric Carle. *Little Cloud*; *The Very Hungry Caterpillar*

Lois Ehlert. *Leaf Man*

Beau Gardner. *Guess What?*

Paul Goble. *The Girl Who Loved Wild Horses*

Tana Hoban. *White on Black*; *Black on White*; *What is That?* (board books)

Bell Hooks. *Skin Again*

Ann Jonas. *Round Trip*

Ezra Jack Keats. *The Snowy Day*

The Metropolitan Museum of Art. *Museum Shapes*.

Catherine Sheldrick Ross. *Squares (Shapes in Math, Science & Nature)*

Tiphaine Samoyault. *Give Me a Sign: What Pictograms Tell Us Without Words*

Charles Shaw. *It Looked Like Spilt Milk*

Fulvio Testa. *If You Look Around You*