



Marion Nicoll  
Canadian(1909 -1985)  
*Spring* 1959  
Painting  
Collection of Glenbow Museum  
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Explore the Basics: Line, Shape & Colour  
Teacher's Program Guide

**TeacherResources**  
**AtGlenbow**

# TeacherResources AtGlenbow

## Teacher's Program Guide for School Visits

*Explore the Basics* is an introductory art program designed for grades Kindergarten to 3. This program explores the basic elements of design – line, shape and colour – and the techniques artists use to convey meaning in their art. The program begins with a discussion about several of the artworks in one of Glenbow's art exhibits and culminates in a group collage that is disassembled at the end of the program.

Because we live in a visual culture, visual literacy is an essential skill for students to have and continually develop. This program focuses on building visual literacy skills by slowing down, looking carefully and interpreting the images in a meaningful way.

This guide will assist you in preparing for your visit to Glenbow Museum. It contains pre-visit lessons, vocabulary terms as well as follow up activities. Engaging in the suggested activities before and after your visit will reinforce the ideas in the program and link classroom learning to the Museum experience. Most activities require few materials and can be adjusted to meet the age and needs of your students.

## **CURRICULUM CONNECTIONS**

### **Art**

- Reflection – Component 3
- Depiction – Component 4
- Expression – Component 10

### **Language Arts**

- 1.1 Discover and Explore
- 1.2 Clarify and Extend
- 3.1 Plan and Focus
- 4.3 Present and Share
- 5.1 Work within a Group

### **Science**

- Grade 1 – Creating colour

## **VOCABULARY**

**Abstract** - the artist changes the appearance so it no longer looks realistic. Artists use abstraction in many ways and for many different reasons. The artist may leave out details, shift the point of view, exaggerate, simplify or otherwise distort the image.

**Collage** – an artwork made up of various materials

**Colour** – the shade or hue of something, colours can be warm and cool, primary and secondary

**Composition** – is the placement or arrangement of visual elements in a work of art, as distinct from the subject of a work. It can also be thought of as the organization of the elements of art according to the principles of art.

**Gallery** – a room in a museum dedicated to a particular focus

**Geometric** - Using simple man-made shapes such as circles, squares, and triangles.

**Line** – a basic element of art. There are many different types of lines. They can be combined to make shapes or used to create textures.

**Organic** - associated with shapes and line in the natural world.

**Shape** – a combination of lines to create geometric or organic forms such as a circle, triangle, square, rectangle, etc

# LESSON PLANS

## PRE-VISIT ACTIVITIES

1. Give students 30 seconds to find a place in the classroom they have never really noticed (under their desk, in a closet, behind the teacher's desk, etc.). Once you find a place, sit and note what you see. Can you see the clock? Whiteboard? Your desk? How does your classroom look differently? What shapes, colours and lines can you see? (Students can write down these observations or make a mental note of them)

Now ask students to pair up with one other student. Who has played "I Spy" before? Explain the rules.

*To play, find something in the classroom using colours or shapes. For example, 'I spy something green'. Keep guessing until you figure out the shape or object. Then switch!*

Come back and share...what were some of the things you spied?

2. You can have the students create their own collaborative art work using objects from the classroom. Discuss with them the concepts of line, shape, and colour and how those can be combined to create a composition. Remind them that they are working collaboratively as artists so they need to be flexible with their ideas.

Follow these instructions:

- *Divide the students into 4-6 groups.*
- *Create 4-6 squares on the floor using masking tape. They can be any size but they have to fit in their designated area.*
- *Assign a colour to each group.*
- *In each square, the group will put objects they have found in the classroom in the colour they were assigned. (Be sure to indicate what is off limits)*
- *Give them 10-15 mins. To complete their art works.*

Take a walk around the room and view the art works. What do they notice about the art? What is different? What is the same? Can they identify various line, shapes or colours?

Remind them they will be visiting the museum where they will be able to view many original art works.

## POST-VISIT ACTIVITY

**Materials:** *Tempra or acrylic paints, Brushes, Water buckets, Large paper for painting*

1. Visit [www.glenbow.org/collections/art/](http://www.glenbow.org/collections/art/) to view a few of the artworks from Glenbow Museum's collection. Look at the images using the following questions:

- **What do you see?** *Describe the lines, shapes and colours.*
- **How is it put together?** *What is the first thing you see? Is anything repeated? What is the most important line, shape or colour?*
- **What is it about?** *Imagine you are in the middle of this work of art. Think about the sounds, smells, tastes. How does it make you feel? Does it remind you of anything (a memory)? What is the artist telling you? Is there a story, feeling or idea?*
- **Your last word...** *Do you think this is a good work of art? Why? What do you like most? Would you change anything? Would you like to see more work by this artist? How does this painting make you feel?*

2. Art works are filled with emotions or feelings. Lines, shapes and colours are the language of the artist.

- *What are 'happy' colours?*
- *What would a sad line look like?*
- *What shape best describes angry?*

Using paper or journals ask the students to make some lines, shapes and colours and what the matching feeling or emotion might look like or be.

3. Practice painting emotions using lines, shapes and colours. Create four equal spaces on a piece of paper by folding. Using paints and large brushes, experiment with mixing colours, making a variety of lines and creating geometric and organic shapes. Fill each of the four spaces with different emotions by creating your own abstract composition.

Discuss the activity.

- *What did you like about it?*
- *What would you change?*
- *What is easy and difficult about painting emotions using only lines, shapes and colours?*

4. Create an art display of the art works created in the exercise. Invite others to come visit your art gallery.

## **RESOURCES**

### **Websites**

#### ***The Artist's Toolkit***

<http://www.artsconnected.org/toolkit/explore.cfm>

An interactive site for learning art basics; elements and principles of art.

#### ***National Gallery of Art***

The ***Kid Zone*** is wealth of activities for students interact with to learn about art.

<http://www.nga.gov/kids/>

### **Books**

#### ***Look! Zoom in on Art!*** by Gillian Wolfe

A collection of art works and various perspectives to look at them.

#### ***Picturescape*** by Elisa Gutierrez

A wordless picture book about a boys visit to a museum and the art he sees there.

## **OUR COLLECTIONS:**

<http://www.glenbow.org/collections/>