



Classroom Extension Activities

How Artists Create: K-2

In the classroom, students will extend their virtual program experience by learning about the elements of art, practicing close viewing of works of art, and creating artwork of their own.

Additional classroom and at-home activities can be found at
<https://www.tacomaartmuseum.org/tam-at-home/create-with-tam-at-home/>

Close Viewing: Illustrations

Whole class or small group, 15-30 minutes

Before or after museum program

Learning Target: Students will analyze the visual art in a picture book and compare their predictions with the story.

Standards:

CCSS ELA

RL.7

- (K) Describe the relationship between illustrations and the story in which they appear.
- (1) Use illustrations and details in a story to describe its characters, setting, or events.
- (2) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

WA State Visual Art

Re7.2.K: Describe what an image represents.

Re8.1.2

- (K) Interpret art by identifying subject matter and describing relevant details.
- (2) Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.

Materials:

Picture book (suggested books: *Dragonfly Kites* by Tomson Highway, *Triangle* by Mac Barnett, *Call Me Tree* by Maya Christina Gonzalez)

Lesson Procedure:

Select a picture book to read with your class. Find a page in the book with little or no text, but a vivid illustration. (Alternately, look at the front cover or title page.) Show this page so that all students can see it, explaining that you will be looking at this illustration to figure out what the story is about.

First, have students quietly look at the image for at least 30 seconds. After 15 seconds or so, you may prompt them with instructions such as:

- Have your eyes start at the top of the picture and slowly work their way down to the bottom
- Have your eyes start at the left side of the picture and slowly work their way across
- Look carefully at what is in the corners of the picture
- Look carefully at what is in the center of the picture

Then, use Visual Thinking Strategies questions to help students analyze the image.

- Ask, "What do you notice?"
 - Call on one student to point out something they notice in the art.
- Ask, "What do you see that makes you say that?"
 - Ask that same student to describe why they said what they did. (For example, "It looks like clouds because the shapes are fluffy and layered.")

- o Paraphrase what the student said – this is a good opportunity to incorporate target vocabulary, make connections with other learning or what other students said, and check for understanding.
- Ask, “What else can we find?”
 - o Call on another student to point out something they notice, and repeat the process, asking them to describe their reason.
- Repeat until at least 5 students have had the chance to share something they noticed.

Once students have had the chance to closely look at the image, now start to connect the image to the story. Have students discuss with a partner their predictions about the story, then share out a few predictions with the class.

Read the picture book out loud to the students.

To wrap up the lesson, discuss the accuracy of their predictions. Were they correct in guessing what the story was about? How did the illustration connect to the overall story?

Extensions:

Repeat the lesson with different books, or even with the same book using different page spreads. You may also choose to repeat this lesson structure in different settings – for example, as a whole-class lesson and also in differentiated reading groups.

Close Viewing: Artwork

Whole class or small group, 15-30 minutes

Before or after museum program

Learning Target: Students will analyze the visual art in a picture book and compare their predictions with the story.

Standards:

WA State Visual Art

Re7.2.K: Describe what an image represents.

Re8.1.2

(K) Interpret art by identifying subject matter and describing relevant details.

(2) Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.

Materials:

A work of art, projected where all students can see it. Recommended works of art can be found in TAM's Teacher Resource collections [here](#). The [Teacher Resource: Elements of Art](#) collection contains works that are good examples of one or more elements of art, and is made up of works exclusively by women and artists of color. However, you could use any work of art for this lesson, including works from other Teacher Resource collections.

Lesson Procedure:

Begin by activating students' prior knowledge about the elements of art. You may wish to focus on a specific element for the lesson, or study them holistically. If focusing on a specific element, co-create a definition of it or revisit a previously-created definition. If you are studying all of the elements, write a list of the elements or refer to a list posted in the classroom.

Project the chosen image so all students can see it. First, have students quietly look at the image for at least 30 seconds. After 15 seconds or so, you may prompt them with instructions such as:

- Have your eyes start at the top of the picture and slowly work their way down to the bottom
- Have your eyes start at the left side of the picture and slowly work their way across
- Look carefully at what is in the corners of the picture
- Look carefully at what is in the center of the picture

Then, use Visual Thinking Strategies questions to help students analyze the image.

- Ask, "What do you notice?"
 - Call on one student to point out something they notice in the art.
- Ask, "What do you see that makes you say that?"
 - Ask that same student to describe why they said what they did. (For example, "It looks like clouds because the shapes are fluffy and layered.")
 - Paraphrase what the student said – this is a good opportunity to incorporate target vocabulary, make connections with other learning or what other students said, and check for understanding.
- Ask, "What else can we find?"

- o Call on another student to point out something they notice, and repeat the process, asking them to describe their reason.
- Repeat until at least 5 students have had the chance to share something they noticed.

If you are focusing on one element of art, bring students' attention to that element/principle with questions such as:

- How do the colors in this work of art make you feel?
- What shapes do you see in this work of art? Do you see any shapes that combine to make a bigger figure?

If you are focusing on the elements and principles holistically, focus the conversation with questions such as:

- Which element of art is especially obvious in this work?

Lines of All Kinds

Whole Class, 1 hour +

After museum program

Learning Target: Students use three elements of art – lines, colors, and shapes – to create a work of art.

Standards:

WA Visual Arts

Cr2.1:

- (K) Through experimentation, build skills in various media and approaches to art-making.
- (1) Explore uses of materials and tools to create works of art or design.

Cr3.1.1: Use art vocabulary to describe choices while creating art.

Cr1.2.2: Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

CCSS Math

K.G Analyze, compare, create, and compose shapes.

1.G, 2.G Reason with shapes and their attributes.

Materials:

Thick white paper (cardstock, tagboard, mixed media or watercolor paper, etc.)

Crayons and/or oil pastels

Paint (tempera or watercolor), paintbrushes, and water cups

Lesson Procedure:

Explain: Artists use many different techniques to create their artwork. These building blocks of art are called the “elements of art.” Three of the elements of art are Line, Shape, and Color.

Discuss the different types of lines, drawing examples on the board:

- Different directions: horizontal, vertical, diagonal
- Different styles: straight, zig-zag, curvy, curly

Discuss the different types of shapes, drawing examples on the board. (You can also have this discussion after students draw lines, but before discussing the shapes students created, as developmentally appropriate.)

- Geometric shapes, like you might learn about in math (squares, triangles, circles, etc.) – most geometric shapes use straight lines, and they all have regular, easy-to-describe forms (for example, a triangle has three sides)
- Organic shapes, that are more fluid and free-form

Distribute paper and crayons or pastels. Have students draw different types of lines across their paper. Encourage students to draw at least three different lines, starting from the edge of the

paper and seeing where the line takes them. They can use a different color for each line, or use the same color every time.

Once the lines have been drawn, look at the shapes that have been created. How many students have geometric shapes on their paper, like squares or triangles? How many have weirdly-shaped, squiggly organic shapes?

Have students paint their shapes, using any combination of colors they want.

Extension:

Read one of the following picture books, or a similar book, to discuss one of the elements of art:

Line:

- *Ish* by Peter H Reynolds
- *Harold and the Purple Crayon* by Crockett Johnson

Shape:

- *Round is a Tortilla* by Roseanne Thong
- *Round is a Mooncake* by Roseanne Thong
- *Perfect Square* by Michael Hall

Color:

- *Green is a Chile Pepper* by Roseanne Thong
- *Red is a Dragon* by Roseanne Thong
- *The Black Book of Colors* by Menena Cottin
- *I Feel Teal* by Lauren Rille