

Learning About Art

Works of art on display in the Albany Institute's galleries serve as models for students to learn about the elements and principles of art and how to use art-specific language to communicate what they see.

New York State Standards:

Elementary

The Visual Arts – Standards 1, 2, 3, 4

ELA – Standards 1, 3, 4

GLOSSARY

Asymmetrical balance - A composition organized where one half differs from the other.

Background - The area of a two-dimensional work of art that appears to be furthest away from the viewer.

Color - The reflection or absorption of light from a given surface.

Composition - The plan, placement, or arrangement of the objects in a work of art.

Contrast - The use of opposites—such as light and dark, rough and smooth—in close proximity to each other.

Emphasis - Any technique that stresses or gives dominance to a single feature or several features of an artwork.

Foreground - The area in a two-dimensional work of art that appears to be closest to the viewer.

Form - Three-dimensional object enclosing volume. Cubes, spheres, cones and pyramids are forms.

Genre Painting - The depiction of subjects and scenes from everyday life.

Geometric Shape - Any shape or form that is mathematical in origin.

Harmony - A way of combining elements of art in order to accent their similarities and join the aspects of a composition.

Hue - The name of a color.

Intensity - The purity and saturation of a color.

Landscape - A painting, photograph or other work that depicts scenery such as mountains, valleys, trees, rivers, forests, etc.

Middle ground - An area that lies between the foreground and the background in a two-dimensional picture or scene.

Organic Shape - A shape or form that might be found in nature.

Pattern - The repetition of any thing.

Portrait - A work of art that represents a specific person, group of people, or animal.

Rhythm - The look and feel of movement created through color, shape or line.

Shape - A two-dimensional area or plane.

Space - The distance or area between, around, above, below or within something.

Symmetrical balance - A composition in which one side duplicates, or mirrors, the other.

Texture - The way a surface feels (actual texture) or how it may look (implied texture)

Value - The lightness or darkness of a color.

Pre Visit Lesson

For Grades K – 2

Learning Outcomes:

Students will:

Learn about line and pattern and how they are related.

Be creative and work cooperatively to create artwork.

Teacher planning:

Time required:30 – 45 minutes

Materials/resources: White or black paper, Markers, Chalk, Colored pencils, Chairs

Technology Needed: tape/CD player/computer with speakers, music CD or tape

Preparation: Teachers should become familiar with the definitions of line and pattern.

Line: A mark, created by any medium, that has no depth and defines space.

Pattern: Repetition of line, shape, color, rhythm, etc.

Be prepared to cite examples to which the children can relate.

Activity: Set up chairs back to back, like you would in musical chairs. (If you don't want to move the chairs, the children can play musical desks)

Give each student a large piece of paper and a marker. The paper will stay at the desk or on the seat of the chair, but the students will take the marker with them. If it is possible, each student should have a different color marker or colored pencil.

Tell the students to draw lines on the paper without lifting their marker off the paper what the music starts. Please demonstrate for the students.

Choose inspirational music for the children to draw to. When the music starts, students should begin to draw lines without picking up their marker/colored pencil. When the music stops, each student should rotate to a different chair or desk and continue to draw lines without lifting the marker.

After the students have stopped at all the chair stations or how ever many you choose to do, display their work and talk about pattern.

Ask:

What kind of patterns can we see?

What makes up the patterns? Colors? Different lines styles, i.e., straight, curvy, wiggly.

If the students need help, please gently point out some leading observations.

Assessment: Students may be evaluated on understanding, implementation and participation of the line and pattern activity.

New York Curriculum Alignment:

The Visual Arts - Standards 1, 2, 3, 4

ELA – Standards 1, 3, 4

Post Visit Lesson

For Grades K – 2

Learning Outcomes:

Students will:

Learn about color and texture

Learn how to represent objects through color

Teacher planning:

Time required: 30 – 45 minutes

Materials/resources: Paper, Markers/colored pencils/paint, Textured materials – bark, rug, flower petals, different textiles, animal skin, stone, etc.

Have the students look around the classroom.

What are some textures found in your classroom?

Begin by talking to the students about the way certain objects feel. Small examples of marble, a painter's palette, etc. can be circulated around the class before you ask the following:

How does marble (sculpture) feel?

How might the surface of a painting feel?

Have the students describe how natural objects like leaves, snow, rain, grass, flowers, dog/cat fur, dirt, a feather, a stone, the sun, might feel?

Activity: Each student will represent an object through color alone. Have the students create a drawing or painting with the idea that a color represents a feeling or object. For example, a student might choose to color their paper red to represent the sun. Along with this activity, each student can make a color key and explain their reasons for choosing selected colors. Before they share the key, have the class try to guess what object each color is representing.

Assessment: Students may be evaluated on understanding, implementation and participation of the color and texture activity.

New York Curriculum Alignment:

The Visual Arts - Standards 1, 2, 3, 4

ELA – Standards 1, 3, 4

WEB RESOURCES

Basic Information

[Access Art](#)

A collection of visual arts learning resources. For learners of all ages and educators.

[Art Safari](#)

An activity, presented by MOMA, about looking at art for children and adults.

[The Alphabet of Art](#)

Provides useful art historical information in text and charts about the elements of art and the ways in which different cultures have used them.

[Color Matters](#)

Devoted entirely to the study of color and the connections between color and academic fields and general interest.

Terms and Symbolism

[ArtLex Visual Arts Dictionary](#)

An online dictionary of more than 3,600 terms used in discussing art and visual culture. Images, quotations, pronunciation notes and cross references are also included.

[Art Hot Links](#)

A comprehensive listing of links to museum websites, virtual galleries, artists and teacher resources.

[Art Room](#)

Created by a professor at the University of Florida, "Art Room" is designed around the idea of "activity" centers that encourage kids to create, to learn and to explore new ideas, places and things on their own.

Teacher Resources

[Eyes on Art](#)

Activities and teacher resources which challenge the way you look and feel about art.

[Art to Zoo](#)

The Smithsonian offers two free, detailed lesson plans for teaching students about landscape painting. Vocabulary lists, study questions and recommended print and online resources are included.

[edHelper.com](#)

For all education disciplines and grade levels. Provides activities, lesson ideas, information and much more.

[Trash Matcher](#)

Creative ideas for art projects which include using recycled and found materials.

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