

## Elements of Art and Feeling

*How do elements of art convey feeling?*

**Grades 9-12 Lesson:** Elements of Art and Feeling

**Grade Band:** 9-12

**Arts Subject:** Visual Arts

**Other Subject:** English & Literature

### SUMMARY

In this 9-12 lesson, students will explore elements of art through the works of historical and contemporary artists. They will examine the relationship between elements of art and feelings. Students will choose between creating original art or curating a presentation to express a feeling with lines, shapes, rhythm, colors, and/or patterns.

### PREPARATION

#### Learning Objectives

Students will:

- Identify and describe elements of art.
- Infer the mood or feelings of an art piece.
- Respond to art.
- Create original art with lines, shapes, rhythm, colors, and/or patterns conveying a feeling.
- Curate a presentation of visual art examples, demonstrating elements of art and the feeling the artist conveyed.
- Present works of art or presentations to an audience.

### Standards Alignment

#### National Core Arts Standards

[VA:Re9.1.1a](#) Establish relevant criteria in order to evaluate a work of art or collection of works.

[VA:Cr1.1.1a](#) Use multiple approaches to begin creative endeavors.

[VA:Pr4.1.1a](#) Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

#### Common Core State Standards

[ELA-LITERACY.RI.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[ELA-LITERACY.RI.11-12.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

### Recommended Student Materials



**Editable Documents:** *Before sharing these resources with students, you must first save them to your Google account by opening them, and selecting “Make a copy” from the File menu. Check out [Sharing Tips](#) or [Instructional Benefits](#) when implementing Google Docs and Google Slides with students.*

- [Vocabulary: Elements of Art](#)
- [Slide: Elements of Art](#)

### Videos

- [Elements of Art](#)
- [The Elements of Art - Stop Motion Film](#)

### Websites

- [Virtual Views](#)
- [“Antigone” by Zilia Sánchez](#)
- [“Movement in Squares”](#) by Bridget Riley
- [Color Palette Generator](#)

### Teacher Background

Teachers should be familiar with three elements of art: line, shape, and color. Review all artwork and media prior to implementation.

### Student Prerequisites

Students should be familiar with the basic elements of art and identifying emotions.

### Accessibility Notes

Modify handouts, text, and utilize assistive technologies as needed. Provide preferential seating for visual presentations and allow extra time for the project creation process.

## INSTRUCTION

### Engage

- 1. Share the [Virtual Views](#) gallery by The Museum of Modern Art (MoMA).** Have students select a gallery or two to explore. Have students select a piece of artwork that they will discuss with a peer.
- 2. Divide students into pairs or small groups to share the art piece they selected.** Students will discuss parts of the art that caught their attention. Teachers should facilitate through the groups, listening for elements of art described by students.
- 3. Introduce students to [Vocabulary: Elements of Art](#).** Explain to students that many of them were already describing elements of art. Review the vocabulary terms with students and have them draw connections between math, art, and conveyed feelings. Watch [The Elements of Art - Stop Motion Film](#) to reinforce meaning of the elements.

## Build

- 1. Display the [Slide: Elements of Art](#) or share works of art, separated by their use of lines, shape, and color in their maximum and minimum contrast.** Students can explore postcards, magazine cut-outs, printed images, print images, or digital examples from the presentation.
- 2. Display several works of art around the room.** Give each student 3-5 sticky notes and engage in a gallery walk. Students will walk around the room analyzing the works of art, responding to the following questions: *What element of art is evident in the piece of art?*
- 3. Allow time for students to analyze the art and respond to their sticky notes.** The teacher should facilitate through the room, discussing the art with students.
- 4. Divide students into small groups to discuss their responses.** Ask them to elaborate on the element of art, detailing the stylistic features included by the artist.
- 5. Display [“Antigone” by Zilia Sánchez](#).** Tell students that Sánchez said, “I paint with feeling. And the feeling is inside. That’s how art is.” The artwork “conveys the strong emotions and women's struggle” and was inspired by the mythical character Antigone. Discuss the two statements with students. Ask: *How are elements of art a form of expression?* Together, they can release or raise awareness about a certain feeling. Art is a way to recognize deep emotions or those of another person.
- 6. Have students return the gallery walk with new sticky notes.** Ask students to respond to the question: *What feelings or thoughts are conveyed in the piece of art?* Students will revisit their small groups to share their findings.

## Apply

- 1. Create or respond to art.** Have students choose an activity to demonstrate the relationship between elements of art and feelings. This activity can be completed individually or in small groups.
- 2. Display the project options for students.** Give students and/or small groups the choice to pick which activity they want to pursue.
  - Paint/Draw/Cut Shapes:** Select an element of art to include in your creation. Identify a current, past, or known feeling to inform your original work. Students can also use an intuitive improvised feeling, as demonstrated in [“Movement in Squares”](#) by Bridget Riley, to express feelings of the moment.
  - Presentation:** Curate a presentation of visual art forms expressing a current, past, or known feeling through an element of art. Students can select from paintings, drawings,

prints, photographs, sculptures, or ceramics. Have students note the common theme (feeling) among the examples and how the element of art accentuated that sentiment.

**2. During the creation or responding process, have students consider the following questions:** *What is informing the feeling? (memories, music, voices) What lines, shapes, rhythm, colors, or patterns reflect the feeling?* Channel Sánchez's statement, "I paint with feeling. And the feeling is inside."

**3. Allow time for students to work on their projects.** For students that need support in identifying colors related to emotions, share the [Color Palette Generator](#) or paint color palette samples from a home improvement store. The [Elements of Art](#) video series can also enhance student understanding of each element.

### Reflect

**1. Display or present the student work.** Have students discuss and compare the works. Ask students: *What elements of art are present? What feelings are conveyed by the artist (student)?*

**2. Assess students' knowledge of elements of art with feeling.** Evaluate their use of lines, shapes, rhythm, colors, and/or patterns. Determine the effectiveness of the elements to convey a feeling.

### Credits

Original Writer, Teresa Ghiglino

Adaptation, Jen Westmoreland Bouchard

Editor, JoDee Scissors