About this Resource

This resource will allow you to lead your students through a close looking exercise to introduce and practice using the Language of Art in preparation for their WordShop visit.

This approach to looking at art is based on the Art of Seeing Art method created by the Toledo Museum of Art. It is discussion-based and will help you and your students explore a work of art in the Toledo Museum of Art’s collection.

How to use this Resource:

• Print out the document for yourself.
• Read through the document carefully as you look at the image of the work of art.
• Print and cut out the Elements of Art and Principles of Design cards at the end of this document.
• When you are ready to engage your class, project the image of the work of art on a screen in your classroom using an LCD projector.

This exercise is meant for use in the classroom. There is no substitute for seeing the real work of art at the Toledo Museum of Art. We are open Tuesday and Wednesday 10 a.m.–4 p.m., Thursday and Friday 10 a.m.–9 p.m., Saturday 10 a.m.–5 p.m., and Sunday 12 p.m.–5 p.m. Docent-led WordShop tours are available free of charge.

Visit http://www.toledomuseum.org/visit/tours/school-tours/ to schedule.

Goals:

To apply the Language of Art: Elements of Art and Principles of Design to a discussion about a work of art.

Objectives:

• Students will identify the Elements of Art and apply them to describe a work of art.
• Students will identify the Principles of Design and apply them to describe a work of art.

Connections to the Common Core State Standards:

CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
**Materials:** Elements of Art and Principles of Design Cards

**Length:** 20–25 minutes

**Step 1:** Project the work of art at the end of this document so that it is visible to all students. (An image has been attached to this lesson plan for your convenience, but feel free to use any image you find relevant to your classroom.)

**Step 2:** Give each student an Elements or Principles card. Ask them to take a few minutes to look closely at the work of art and try to find the Element or Principle on their card.

**Step 3:** After allowing an appropriate time for silent observation (2–3 minutes), ask those students with Elements of Art cards to share the prompt on their card and where they were able to find it. Invite the larger group to expand on or respond on the student’s observations.

**Step 4:** After all the Elements cards have been read, repeat the process with the Principles of Design cards.

**Step 5:** Ask the class to consider and summarize what information has been learned about the work of art through close looking. At this stage you might wish to share contextual information as a means of enriching the discussion.

**Ask the class to discuss the following question:**

How does having a Language of Art help us to talk about what we are seeing? How could you use the descriptive words to improve your writing?
PRIMARY
(RED, YELLOW, BLUE)

SECONDARY
(ORANGE, GREEN, PURPLE)

COOL
(BLUE, GREEN, PURPLE)

WARM
(RED, YELLOW, ORANGE)
NEUTRAL
(BLACK, WHITE, GRAY, BEIGE)

HORIZONTAL

DIAGONAL

VERTICAL
CURVY

JAGGED

THICK

THIN
Organic

Geometric

Smooth

Bumpy
DEEP

SHALLOW

SYMMETRICAL
(elements used on one side of the design mirror those on the other)

ASYMMETRICAL
(elements on each side are different but look balanced)
RADIAL
(arrangement of elements or spaces around a center point)

ANOMALY
(using a contrasting color, shape or texture to make a subject stand out)

ISOLATION
(separating a subject from other distracting elements to draw attention to it)

FOCUS
(use of sharp detail to draw the eye)
SHAPES/LINES
(use of similar, related shapes and/or lines to create a visually satisfying effect)

COLOR
(use of similar, related hues or values to create a visually satisfying effect)

ILLUSION OF MOVEMENT
(movement is suggested through the use of various elements)

MOVEMENT
path your eye takes through the work of art
KINETIC MOVEMENT
(part or all of the work of art is actually moving)

MONUMENTAL SCALE
(the relative size of the work of art compared to the human body)

MINIATURE SCALE
(the relative size of the work of art compared to the human body)

NATURALISTIC
(the relative size of the parts in comparison to the whole create a realistic effect)
**PROPORTION**

**REGULAR**
(the intervals between the elements and/or the elements themselves are similar in size and length)

**EXAGGERATED**
(the relative size of the parts are larger or smaller than expected in relation to the whole)

**RHYTHM**

**FLOWING**
(repetition of elements gives a sense of movement and is often more organic in nature)

**PROGRESSIVE**
(increasing or decreasing size, value or spacing of repeated elements)
PROXIMITY
(elements are grouped by closeness)

REPETITION
(elements are grouped by similarity)

ALIGNMENT
(elements are arranged so that their edges are lined up)

CONTRAST
(using different colors, shapes, lines or textures to create visual interest)