

Art Fundamentals

Gain a better appreciation of what makes great art by learning the seven art fundamentals!

Description: Participants will explore specific art fundamentals by creating quick works of art.

Purpose: to learn the seven art fundamentals and how they work

Time: 10-15 minutes

Age/Grade level: Everyone (but does need one reader per group)

Suggestions: As a presenter, you should plan ahead how to divide the groups. There should be a total of 7 groups. An ideal group size would be 2-5 people. For example, if you have a large club, you could have just the youth participate. If your club is small, include the adults.

Materials: the seven art fundamentals descriptions cut apart (next sheet in binder), crayons or markers and paper (for Variation only)

What to Do:

1. **Introduce** the presenters.
2. **Get the participants' attention** with this thought: "Close your eyes and imagine that you just took a photo of a colorful garden, a bright red race car, or a tropical island. What would it be like if you changed it to a black-and-white photo? What would happen if you made a line drawing of it? Would it be difficult to get the original feelings of the photo without color, value or texture? What if you could not use lines at all? Now open your eyes. The elements color, value, and texture that you took away are examples of art fundamentals. You can see how they are important to any kind of art. Not every piece of art uses every single art fundamental. But at least one is needed. They are line, shape, form, value, space, texture and color."
3. Ask the participants, "**What are some types of media artists use?**" To get them started, give a few examples: oil paintings, pottery, digital animation. Let them share a few that they know, then say, "In this activity, we are going to use a unique medium—we are going to create human sculptures to help illustrate and explain the seven art fundamentals."
4. Tell the participants that you are going to divide them into 7 groups. "In your individual groups, you will read about one art fundamental, create a human sculpture that shows it, then share what your art fundamental was and how it is shown by your sculpture. So, **1—read, 2—sculpt, 3—share**. When your group has decided what your sculpture will be and has practiced it, sit down (or stand—presenter's choice). Are there any questions?"
5. **Divide your 7 groups**. Give each one an art fundamental description slip. Let them begin.
6. There are some **prompts** on the description sheets, but if groups get stuck, there are more on the next page.
7. When all the groups are done, have each group **present**. Have them get into their sculpture and have the other groups guess which fundamental it shows. Once it is guessed, have the group tell how their sculpture shows that particular fundamental.
8. **Wrap up** with the reflection questions below.

Prompts: Use these when groups get stumped.

Line: How can you show a leading line, such as a path?

Shape: Have you ever heard anyone tell you to stand in a circle for an activity?

Form: Name a 3-D shape (i.e. cube, sphere or triangular prism, tree trunk, rock, bear)

Value: Can you create a shadow or point out highlights? Does anyone have a pair of shades? ☺

Space: Can you position yourself to show that you're farther away from the viewer (physically)?

Texture: Can you point out the different textures around you (clothes, shoes, skin, hair, floor, etc.)?

Color: How are the colors of the clothes your group is wearing related? Are they shades, tints, warm or cool?

Reflection Questions:

1. What is a new thing you learned?
2. What was the most challenging part? The easiest? Why?
3. How did this activity change the way you see art?
4. Congratulations! You created a piece of art! How does it feel?

Variation: Instead of using human sculptures, you could use crayons or markers and paper (some for each of the 7 groups) to illustrate the art fundamentals. For art students, you could extend the time and go deeper by encouraging participants to sketch more than one idea for sculptures/drawings (called thumbnails), before choosing one. They could also be required to think more creatively by including a story, message or specific scene in their sculptures.

Developed by: Rebekah Stege, St. Lawrence Eager Beavers 4-H Club

Source(s): thevirtualinstructor.com (10-1-2017),

<https://www.homedit.com/color-theory-and-why-color-matters/color-wheel-use/> (10-12-2017)

The Seven Art Fundamentals Descriptions

Cut apart and give one to each group.

Line is a point that moves

- Controls the viewer's eye
- Describes edges
- Shows movement and form

Directions: Show a line using your bodies

Shape is the area in a closed contour (2-D)

- Geometric (triangle, circle, square)
- Organic (daisy, cookie-cutter shapes)

Directions: Show a shape using your bodies

Form is a 3-D shape

- In paintings or drawings, the illusion of form is created by adding value (lights and darks)
- Such as cube, sphere, rock, bear or tree

Directions: Show a form using your bodies.

Value is the illusion of light on an object

- Dark values are called shades
- Light values are called tints
- Value shows highlights, mid-tones, and shadows

Directions: Find areas of different value. If you were to draw a person in your group, where would you put a shadow, a highlight, or a mid-tone?

Space is the area around, above, and within an object (a similar concept is perspective)

Ways to show space:

- Overlapping
- Size. Distant objects appear smaller
- Detail. More distance = less detail
- Color. Warmer, brighter colors appear close
- Value. Objects look darker when they're farther away

Directions: Position yourselves to show space. Is a person close to the viewer? Is another person farther away? How can the viewer tell?

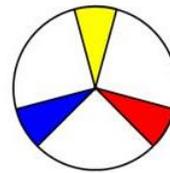
Texture is how an object appears to feel

- Rough or smooth, matte or gloss
- Imitate textures such as fur, leaves, or marble
- Create texture with medium, such as thick paint (impasto)

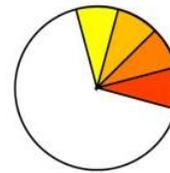
Directions: Point out texture around you, or create a texture, like water, by doing the wave.

Color is reflected light

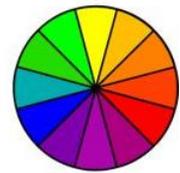
Color Wheel:



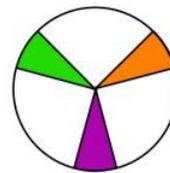
primary



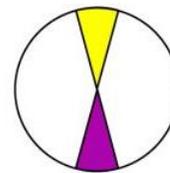
analogous



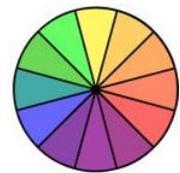
hue



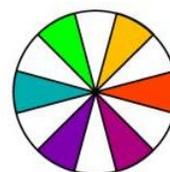
secondary



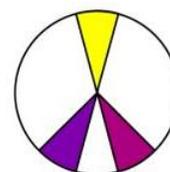
complementary



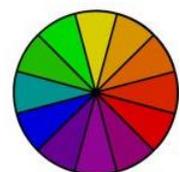
tint



intermediate



split complementary



shade

- Color schemes: analogous (neighboring colors), monochromatic (one color), complementary (opposite), warm or cool colors

Directions: Show types of color families by comparing the colors of the clothes your group is wearing.
