Elements of Art

Self-guided tour

Teacher's Manual & Student Activities



Museum of Texas Tech University

For more information call (806) 742-2432

Visit the Museum website at http://www.museum.ttu.edu

Elements of Art

Table of Contents

The Museum of TTU	3
Quick facts about the Museum of TTU	3
Mission Statement	3
Group Reservations	3
Instructions for teachers	4
Key Concepts Overview	4
Teacher Discussion & Activities	5
Student activity sheets	14
Vocabulary	18
N.C. Wyeth biography	20

University element of Texas Tech University. It consists of several components: the main Museum building, the Moody Planetarium, the Natural Science Research Laboratory, the research and educational elements of the Lubbock Lake Landmark, and the Val Verde County research site.	he Museum of Texas Tech Iniversity
---	---------------------------------------

Quick Facts about the Museum of Texas Tech University	 The Museum Association was founded in 1929, the year of the beginning of the Great Depression. The original location of the museum was the basement of Holden Hall on the then Texas Technological College campus. The basement museum, named the West Texas Museum, opened its doors to the public in 1936. Although the museum initially owned only a handful of objects, it now preserves over 2 million objects.
	million objects.The current museum building opened in 1970, the same year its name changed to the
	Museum of Texas Tech University.

Mission Statement	The mission of the museum is to collect, preserve, interpret, and disseminate knowledge about natural and cultural material from Texas, the Southwest, and other regions related by natural history, heritage, and climate. The Museum's collections, exhibitions, programming, and research complement the diverse interests of Texas Tech and its role in public and professional education in local, state, national, and international communities. Through classroom instruction, practicum, and field work, the Museum provides both theoretical and practical education. It is dedicated to acting as a responsible partner to Texas Tech and the
	community of museums.

Group Reservations	Reservations for touring the Museum are required, even for self-guided tours. Bookings must
1	be made at least 2 weeks prior to your visit. Call (806) 742-2456 to reserve your tour
	time.

Elements of Art

Instructions for Teachers:

The *Elements of Art* program is designed to help you use the Museum as your classroom. The activities listed in this packet are suggestions for teaching the elements of art using artwork throughout the Museum. Included in the packet are suggestions for teaching with artworks alongside student activities to be completed after each discussion.

To facilitate your visit, please ensure that each student has an activity sheet and pencil (no pens, please – they can damage artworks). Clipboards can be made available to you at the Museum. Please request them when you make your booking.

Please let us know you're coming. Call our booking line at (806) 742-2432 at least two weeks prior to your visit.

Materials you will need to bring to the Museum: this manual, pencils (one per student), and copies of the Student Activity Sheet (pgs. 8-11) per student. Students will need 1 set of activity sheets per artwork being viewed. This packet has suggestions for viewing 2 artworks, one guided by you and another follow-up activity applying the principles learned in the first exercise.

Key Concepts Overview	Elements of art:
	• Line
	• Form, shape, space
	Color, value, hue
	• Pattern
	• Texture
	• Movement
	Artwork observation and interpretation
	Making informed judgments

Gather in the Diamond M Gallery.

Preparation to view the artwork

Mention that today students will be viewing artworks from a western style, painted in the last 100 years.

Everyone will see the artwork, but through different eyes. Our cultural backgrounds and past experiences shape our responses to the artwork. There are no wrong answers.

First Impressions

Go to the artwork in the Diamond M Gallery. Paintings in the north end of the gallery are from the N.C. Wyeth collection; those in the south end of the gallery represent a variety of artists.

Ask students to record their immediate reactions to the work.

What words come to mind when they see the work?

Remember, there are no wrong answers.



Student Activity

Record your first impressions about the artwork.

Description

Have students closely observe the artwork and record what they see, such as many lines, a red circle, etc. This stage should be short; do not interpret yet.

Student Activity

Record what you see when you look at this artwork.



Analysis

Have students observe the artwork again.

Ask them to record what grabs their attention in the work.

Generate discussion by asking them what they think the artist worked

particularly hard at while making this piece.

What is the focus or subject of the work?

Student Activity

Record what grabs your attention in the work. What is the subject of the work?

Teacher Discussion

Analysis: Elements of Art

Line: Discuss lines in the artwork, looking specifically at width, direction,

movement, length, curvature, and color.

Where are lines combined with other lines to create textures and patterns?

Student Activity

Sketch a line drawing of the painting you are viewing.

Analysis: Elements of Art

Form, Shape, Space: Discuss how form and shape define objects in space within the artwork. Search for organic and geometric forms within the artwork; discuss symmetrical and asymmetrical forms.

Is the artwork realistic, naturalistic, or abstract? Why?

Student Activity

Choose 2 shapes and sketch them.

Teacher Discussion

Analysis: Elements of Art

Movement: How does the artist imply movement in the artwork?

How does your eye move through the artwork – what does the artist want you to look at first? How does the artist accomplish this?

Does your eye hop from one thing to another in the artwork? What colors, lines, etc. are repeated?

Or does your eye flow smoothly from one area to another? How does the artist accomplish this through lines, colors and shapes?

Student Activity

Draw a picture with an animal or person as the subject. What kind of movement is in your picture?



Teacher Discussion

Analysis: Elements of Art

Color, value and hue: What colors does the artist use in this artwork? Select one color – where in the artwork is the color lighter and/or darker? Why did the artist use lighter and darker gradations? What effect do they have on the subject and objects in the background?

What did the artist use primary colors for? What did the artist use secondary colors for? Why?

Student Activity

List the primary colors used by the artist. List the secondary colors used by the artist.

Teacher Discussion

Analysis: Elements of Art

Pattern: Does the artist repeat any shapes or forms in the artwork? Texture: Describe what the texture of the artwork might be. Look at the subject,

forms, etc. within the artwork and describe what they might feel like.

Student Activity

Circle the textures you think are in the artwork: soft hard sharp smooth wet dry rough bristly cold hot fuzzy sticky

List any others.



Interpretation

What do you think the theme of the artwork is? Why do you think the artist created this artwork? What does the artwork mean? What do you think is the artist's view of the world?

Student Activity

Imagine that you are writing a letter to a friend. Describe the artwork to your friend. Write 2 or 3 sentences.

Background information Give students information about the artist.

Student Activity

Write the name of the artist. Write the title of the artwork.



Informed judgment

Have students review what they wrote as their first impressions.

Have their thoughts and feelings about the artwork changed now since their first impressions?

If so, how have they changed?

What made them change their minds?

If not, explain.

Student Activity

Write your impressions of the artwork. Circle the ones that are the same as your first impressions.

Teacher Discussion

Put students into small groups or pairs. Have them move to different artworks in the Gallery and complete a new Student Activity sheet for an artwork that they choose.

Student Activity Sheet

Record your first impressions about the artwork.

Record what you see when you look at this artwork.

Record what grabs your attention in the work.

What is the subject of the work?

Sketch a line drawing of the painting you are viewing.

Choose 2 shapes and sketch them.

Draw a picture with an animal or person as the subject. What kind of movement is in your picture?

List the primary colors used by the artist.

List the secondary colors used by the artist.

Circle the textures you think are in the artwork:

soft hard sharp smooth wet dry rough bristly cold hot fuzzy sticky

List any others.

Imagine that you are writing a letter to a friend. Describe the artwork to your friend. Write 2 or 3 sentences.

Write the name of the artist. Write the title of the artwork.

Write your impressions of the artwork. Circle the ones that are the same as your first impressions.

Vocabulary

- Images or artwork that uses designs, colors, textures, and shapes that may not look real but emphasizes moods or Abstract feelings. Images are often rendered difficult or impossible to identify in terms of our normal visual experience. Color The hue or value of an object. Hue generally refers to the pure spectrum colors, or the color names – red, orange, yellow, green, blue, violet - that appear in a rainbow. Value is the lightness or darkness of a color. Paint primaries are red, blue and yellow. Printer primaries (for color printers) are magenta, cyan, and yellow. Complements are colors that are opposite to each other on a color wheel or hue circle. When mixed with one another in paint, complements result in muted tones. The organization of shapes, masses, or groups of elements in an artwork. Form and shape imply space; they can be Form two- or three-dimensional. Form and shape can be either organic (naturally occurring) or geometric (named shapes such as square, triangle, circle, cube, sphere that are usually constructed or human-made). Not all constructed objects are geometric; some have irregular contours. Not all naturally occurring objects are organic, as in the example of snowflakes and soap bubbles that are geometric in form. Line The path of a moving point through space, with a dimension of length. It has a position and a direction in space. Lines can vary in width, movement, direction, length, size, position, number, density, curvature, and color. Lines are created by **points**. Lines create shapes or planes, and volume. Lines can be an artificial creation of an artist, but can also be found in nature as structural features (i.e. branches) or as surface designs (i.e. stripes on a zebra or seashell). Combining lines creates textures and patterns, which develops into form and value. Expressive qualities of lines include calligraphy, maps, floor plans, and graphs. Through its character and direction, lines communicate emotion: horizontal lines suggest a restful feeling (objects parallel to the earth that are at rest in relation to gravity give a feeling of repose); vertical lines communicate feelings of spirituality or loftiness, extending upwards beyond human reach to the sky or heavens.
- **Movement** A principle of design referring to the arrangement of elements in an artwork that are organized in such a way as to create a sense of motion.
- Naturalistic Recognizable images of the environment, as would be seen in daily life.

PatternThe repetition of shapes, lines, or colors. Patterns can be found in nature, or constructed by humans. Patterns can be
structured in the following ways: flow (as seen in water, stone); branching (river deltas); spiral; and packing &
cracking (packing - the way a cluster of soap bubbles deforms each bubble that is added to the cluster; cracking –

surfaces that shrink from loss of moisture, such as clay or old paint).

- **Primary colors** The hues red, blue, and yellow that in different combinations create all other colors but white. Mixing other colors cannot produce primary colors.
- **Realistic** Recognizable objects and artworks that portrayed as we actually see them. Realistic art presents lifelike proportions, shadows, textures, and colors.
- **Secondary colors** Colors created by combining two of the three primary colors (red, blue, yellow). Secondary colors are orange (red + yellow), purple (red + blue), and green (blue + yellow).
- Shape A two-dimensional spatial form outlined by lines or changes in color, materials, or shading.
- **Space** The visual or actual area around and within shapes or forms. Positive space defines the contents of a shape or form that is bound by edges or surfaces. Negative space refers to the area around a shape or form.
- **Texture** The way a surface looks and feels smooth, bumpy, cold, rough, warm, etc.
- Value The lightness or darkness of tones or colors.

Newell Convers Wyeth

N.C. Wyeth was born in Needham, Massachusetts on October 22, 1882.

He was the eldest of four sons born to Andrew Newell Wyeth II and Henriette Zirngiebel.

As a child, N.C. loved to draw. At the age of sixteen he attended the Mechanic Arts High School in Boston where he developed his drafting skills. After graduating high school in 1899 he attended the Massachusetts Normal Art School to further his artistic skills. Wyeth finally joined the Howard Pyle School in Wilmington, Delaware in 1902. Pyle, an illustrator and teacher, became an influential figure in Wyeth's life. Pyle believed in illustration as a true art form, and passed his strong beliefs on to his students, particularly Wyeth. Pyle taught that the purpose of illustration was to illuminate an author's text, and to bring to life the written word.

N.C. Wyeth enjoyed early success as an illustrator, completing covers for magazines, books, and the Saturday Evening Post. The first book he illustrated was *The Boys of St. Timothy's* written by Arthur Stanwood Pier in 1904 and published by Scribner and Sons. He also illustrated books by Sir Arthur Conan Doyle, Mark Twain, James Fennimore Cooper, Jules Verne, and Robert Louis Stevenson.

In 1904 he met Carolyn Bockius at a sleighing party in Wilmington, Delaware. They were married on April 16, 1906. Wyeth died in 1945 when his car was struck by a train.