

DCM Exhibitions – Staff Training Materials

Young at Art (PART A)

Exhibition Overview:

In *Young at Art*, visitors explore the “language” of art through hands-on investigations of the elements of art: color, line, shape, texture, space and form. Surrounded by whimsical wall murals, visitors explore each of the elements of art at interactive components, and also can combine the elements into unique, individualized artworks at “creative stations” throughout the gallery. To fuel inspiration, visitors have a variety of media at their fingertips, including watercolor and fluorescent melted crayon. A playful watercolor “drying machine” and “puzzle maker” are available for visitors to use in the finishing process. *Young at Art* sparks creativity and imagination while celebrating every child’s inherent artistic mindset.

Target Audiences:

Children ages 4-12 + adults (families), school groups (Pre-K – 7th grade)

Education & Experience Goals:

- Visitors engage with the elements of art (color, line, shape, texture, space and form) as ways of expressing themselves visually and creatively.
- Visitors become familiar and experiment with the elements of art as essential tools for 1) creating original artworks with greater levels of skill and for 2) analyzing and understanding the works of others.
- Visitors follow their interests throughout the exhibition and discover their own artistic aptitudes. “Process” is emphasized over “product.”
- Visitors work individually or cooperatively with friends or family members. Activities support both approaches.
- Visitors draw inspiration from a variety of materials that they can use to create and express themselves.
- Visitors develop or strengthen their own artistic mindset as a result of self-directed interaction with exhibit components. (Artistic mindset: you can see more art in the world and see more opportunities to be artistic.)
- Visitors discuss and reflect on their creations with friends, family members or teachers. The experience launches conversations beyond the Museum.
- Staff supports and extends the visitor experience by facilitating educational interactions at individual components and by leading demonstrations and presentations.

Key Takeaway Messages:

- **Creativity is an individualized endeavor.** Each person brings his or her own unique personality and perspective to the creative process.
- **When creating art, there aren’t any “wrong” answers.** Unlike other aspects of life where there are right and wrong ways to do things, the process of creating art can be fairly unrestricted. One can specialize in particular skills and methods, but experimentation is always an important ingredient.

Appendix A

Background Information:

Elements of Art & Principles of Design

The basic components that artists use in their work can be categorized as one of five “elements of art”: **color, line, shape, form** and **texture**. We see different *colors* because light contains different wavelengths of energy. When light hits an object, we see the colored light that reflects off the object. A *line* -- which can be thick, thin, curvy, straight, etc. – is a mark an artist makes using a brush or other drawing tool. Shape and form are closely related elements of art. A *shape* is a flat area surrounded by edges or an outline, while a *form* is a three-dimensional shape. For example, a three-dimensional circle is a sphere, and a three-dimensional square is a cube. Finally, *texture* is the particular look and feel that a surface has. Artists create texture using many tools, such as brushes, knives, sponges, or their hands.

Young at Art also addresses **space** as an element of art. Space is the empty part between or inside drawn or sculpted objects. Space goes side-to-side, top-to-bottom and front-to-back. It helps the viewer understand what is shown as close and far away.

The ways in which an artist uses the elements of art in a piece are called “principles of design.” The principles of design are: balance, emphasis, movement, pattern, repetition, proportion, rhythm, variety and unity. *Balance* is the distribution of objects, colors, texture and space. If a work of art is symmetrically balanced, for example, the elements on one side are similar to those on the other. The part of a design that catches a viewer’s attention is the *emphasis*. It might be different from other elements in size, color, texture, or shape. *Movement* is the path that a viewer’s eye takes through a work of art. When an object or symbol is repeated in a work of art, it is called a *pattern*. The *repetition* of elements of design can make a work of art seem active. When all parts of a work of art relate well to each other, a feeling of *proportion* is created. *Rhythm* is created when one or more elements of design are used repeatedly to create a mood. *Variety* is the use of several elements of design to guide one’s eye and hold one’s attention. *Unity* is a feeling of harmony among all parts of a work of art.

Sources:

National Gallery of Art

<https://www.nga.gov/education/teachers/lessons-activities/elements-of-art.html>

The J. Paul Getty Museum

http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html

Artistic Experimentation/Creativity

Creativity is a highly individualized endeavor. A person’s individuality impacts the perspectives that he or she brings to aesthetic observations, opinions, and creations. A celebration of experimentation and creativity, along with learned skills and background (such as the elements of art and principles of design) together help to develop a person’s “artistic mindset.” Arts education helps children acquire critical 21st century skills, such as creativity, critical thinking, collaboration and communication.

Source:

Partnership for 21st Century Skills

<http://www.p21.org/our-work/p21-framework>

Resources:

Elements of Art & Principles of Design

<https://www.nga.gov/education/teachers/lessons-activities/elements-of-art.html>

National Gallery of Art, NGA Classroom, The Elements of Art

http://www.getty.edu/education/teachers/building_lessons/guide.html

The J. Paul Getty Museum, Grade-by-Grade Guide to Building Visual Arts Lessons

http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html

The J. Paul Getty Museum, Understanding Formal Analysis (Includes handouts for elements of art)

http://www.getty.edu/education/teachers/student_resources/index.html

The J. Paul Getty Museum, General student resources

http://www.getty.edu/education/teachers/classroom_resources/index.html

The J. Paul Getty Museum, General teacher resources

<http://www.metmuseum.org/learn/for-educators>

Metropolitan Museum of Art, Educator's Page

Artistic Experimentation/Creativity

<http://creativity.denverartmuseum.org/for-teachers/resources/creativity/#8798>

Denver Art Museum, Creativity Resource for Teachers

<http://www.arteducators.org/research/research>

National Art Education Association, Research Resources

<http://artsedge.kennedy-center.org/educators/lessons.aspx>

The Kennedy Center: ArtsEdge, Teacher Resources and Lesson Finder

www.moma.org/learn/moma_learning

Museum of Modern Art's Teacher Toolkit