

DCM Exhibitions – Staff Training Materials

Young at Art (PART B)

Exhibition Particulars:

- *Young at Art* (YAA) is a creative exploration space where visitors learn about the elements of art, experiment with them, and apply what they've discovered in the creation of their own artwork. Artwork created by visitors in *Young at Art* at **Creative Stations** can (and should!) be taken home.
- **Creative Stations** – There are five Creative Stations: *Shapes Creative Station*, *Color Creative Station*, *Sculpture Creative Station*, *Watercolors Creative Station*, and *Fluorescent Fun Creative Station*. Each highlights a different element, but visitors should feel free to combine elements at Creative Stations.
- **Watercolor Dryer** – In the watercolor area is a playful-looking contraption that visitors can use to “quick dry” their watercolor artworks before they leave.
- **Puzzle Machine** – Near the Shapes Creative Station is a Stamping Station that houses a cylinder covered with a puzzle piece die cut. Visitors feed their artwork in one side and as it rolls under the cylinder, it is cut into a puzzle.
- There are **activity “challenges” at Creative Stations**. These printed challenges are placed either in Plexiglas stands on the tables or in Plexiglas sleeves on the wall. Staff in the exhibition coordinate which challenges are out at any given time and what supplies are needed to support those challenges.
- There are also **activity “challenges” at some components** that highlight experimentation. These are: *Line, Please!*, *Take Your Line for a Spin*, and *Sculpt-your Art*.
- Keeping track of various **materials** and replenishing them when and where they're needed will be a critical job of staff in this exhibition.

Component Descriptions:

Orientation/Content Label

There are three large, oval-shaped signs in *Young at Art*: one at each entrance and one near the watercolor area. The signs introduce visitors to *Young at Art* and provide brief descriptions of the six elements of art explored in the exhibition. Two of the six elements of art are addressed on each oval. The introductory text on each oval is the same.

Introductory Text:

Art is made of color, line, shape, texture, space and form. These are the “elements” of art. In *Young at Art*, you can explore each of them. Look for symbols on this sign, and match them to activities around the gallery. At creative stations, you can combine the elements to create your own unique artwork!

Oval Panel #1:

Line

Lines come in all sizes, lengths, directions, angles and curves. Lines make shapes, outlines or edges, and they can lead your eyes into and around an artwork. You can create different kinds of lines with different tools, and then combine them in your artwork.

Texture

Texture is the way something feels – it might be smooth, bumpy, or rough. You can add texture to your artwork by gluing things to it, adding layers to it or using it to make a rubbing. If you find a texture you like, include it in your artwork!

Oval Panel #2:

Shape

Shapes are everywhere! Squares, triangles and circles are shapes you see every day, but you also can create unique shapes of your own. You can build your artwork with shapes or use them in a pattern. Look through a shape to frame what you see!

Form

When a square becomes a cube, it has form. A shape takes up space on paper, but a form is different: it's 3-D and you can hold it. When you mix the other elements of art with form, you create sculpture. Without form, the other elements fall flat!

Oval Panel #3:

Color

Color makes the world vivid and bright. The colors you choose for your artwork show your personality or how you're feeling. Those colors make your artwork original! Try mixing colors to make new ones, and experiment with different combinations in your artwork!

Space

Space is the empty part between and inside things in your artwork. Space goes side-to-side, top-to-bottom and front-to-back. It helps your eyes understand what is close and far away. You can play with the space in your artwork until it looks right to your eye!

A. Take a Closer Look

Description

Visitors view provided samples of various textures and objects at high levels of magnification and look for shapes, lines, geometric patterns, and unexpected irregularities within the pattern. (They can also magnify an item they may have with them in their pockets!) Guiding questions on label copy encourage visitors to look closely, but also to analyze what they see. Paper and pencils are provided for visitors to sketch a pattern they've seen. Sketches can be taken from here to other exhibit components where visitors can add to them or change them in some way.

Take a Closer Look features a giant magnifying glass and inquisitive eyeballs that convey to the visitor that art and science often intersect. Though magnifying an object is typically the product of a scientific

pursuit, in this case taking a closer look shows visitors the lines, patterns and textures that are inherent in both natural and human-made objects. Super-magnifying objects can introduce visitors to a way of observing the world around them and finding “art” in the unlikeliest of places.

Learning Opportunity

Take a Closer Look encourages visitors to look at the world around them in a different way, noting that both nature and industry often provide patterns that can inspire artwork, surface decoration, fabric design, and architectural features.

Guided Discovery Questions

Ages 4-5: What happens when you look at something under a magnifying glass?

Ages 6-8: What do you notice about this object’s line, color, pattern and texture that you didn’t see before?

Ages 9-12: What patterns or lines do you see in this object that you’d want to try to draw? Do they remind you of anything else you’ve seen?

Key Takeaways for this Component

- Textures, like paint, crayons, chalk or oil pastel, can appear very different up close and far away.
- Exploring textures of all kinds under magnification can inspire us to use textures in our artworks.

Engagement Tips & Tools

- Use Conversation Cards to facilitate an inquiry-based approach to learning.
- Use products from the retail store that correlate with the Young at Art experience.
- Use a magnifying glass to encourage visitors to locate additional textures around the gallery. Ask visitors if these textures remind them of anything they saw at the Magnification Station. Have visitors explain how they can determine how a texture might feel without touching it, and encourage them to look for shadows and highlights from the light. Help visitors recreate the textures they located by drawing the patterns and shapes they observe, or creating a rubbing with paper and pastels.

B. Take Your Line for a Spin

Description

At first glance, *Take Your Line for a Spin* might appear to be a decorative column within the *Young at Art* exhibit. The column is actually two, separate spin-able drums coated in chalkboard paint. Visitors spin the drums (which move independently of one another) and draw chalk lines on the drums as they rotate. Visitors experiment with spinning the drums at varying speeds, using single or multiple chalk pieces at a time, and drawing a variety of lines.

Learning Opportunity

Visitors experiment with drawing different types of continuous lines (waves, parallel, straight, zigzag, divergent, convergent, etc.) to inform the way they use lines in their own artworks.

Guided Discovery Questions

Ages 4-5: Which do you enjoy drawing more, a slow line or a fast line? A thin or thick line? A straight or wavy line?

Ages 6-8: How easy is it to draw parallel lines (one at a time)? What happens to the lines as you try to control them?

Ages 9-12: If you make a tall vertical zigzag on the drum, what do you notice about how you have to hold the chalk?

Key Takeaways for this Component

- Lines are expressive. Experimenting with line provides a unique opportunity for learners to express themselves. The learner can determine its pathway, which enhances his/her understanding of being an independent creator.

Engagement Tips & Tools

- Use Conversation Cards to facilitate an inquiry-based approach to learning.
- Use products from the retail store that correlate with the Young at Art experience.
- Invite visitors to use the chalkboard line drawing tool to make multiple lines at a time. Encourage visitors to try different Illustration techniques by changing the movement of their arms or the spinnable drum while drawing. Help visitors discover what can be drawn with this tool (i.e. waves, rainbows, buildings, etc.).

C. Get into the Outline

Description

For visitors of all ages who have resisted the urge to draw on their walls at home, *Get into the Outline* allows them to unleash their artistic impulses without having to find a sponge and a bucket after they finish their masterpieces! The Epson Brightlink used here takes Smart Board technology – increasingly found in K-12 classrooms across the country – a step further with a software-driven projector that allows the visitor to draw on any surface with an electronic stylus.

Visitors stand against the wall and have a friend or caregiver trace their outlines. They discover that a simple line drawing can express energy and movement. They also can use the mirrors on either side to draw their outline (contour) by observing their own shape and reproducing it on the wall.

Learning Opportunity

Visitors link the idea of a contour drawing with gesture—i.e., the sillier the pose, the more interesting the contour will be. This helps visitors understand how to convey a body in motion when depicting a figure in their own artwork.

Guided Discovery Questions

Ages 4-5: How are contours like drawings in coloring books? What do you usually do in coloring books?

Ages 6-8: When someone draws your outline, how do you know it's *you*? How can you add more details about yourself to a contour drawing?

Ages 9-12: Create a still figure and a figure in motion. Have someone trace your contour while you stand straight up and then again in an "active" pose. How are they alike and different?

Key Takeaways for this Component

- A contour is the outline of something. Contour drawings are simple, but can communicate emotion and gesture through a *lack* of detail.

D. Texture Touch

Description

Visitors might recall placing their hands into bowls of spaghetti or peeled grapes at a haunted house, and being convinced they were touching brains and eyeballs instead! In *Texture Touch*, visitors use their sense of touch to explore and consider nine different textures hidden from view. At this giant-sized seashell, visitors reach into a tube to touch a texture and then describe its qualities. Lifting an adjacent flip door reveals the texture's identity, and poses a question that encourages discussion or exploration of that texture somewhere within the gallery. Visitors can observe others reaching in and touching the various textures from the back of the shell via a series of clear portholes.

Visitors make predictions based on their foundational knowledge regarding different textures. When they discover the answer, they are prompted to look for those textures around the gallery, or to experiment with them at a Creative Station. Visitors also learn about the benefit of exploring something with two senses: sight *and* touch.

Learning Opportunity

Visitors consider how texture adds dimension to the world around us, and how they can use texture to add variation to their own artworks.

Guided Discovery Questions

Ages 4-5: How does this feel? What have you touched that feels like this?

Ages 6-8: What do your eyes tell you about this texture that your hands couldn't on their own? Do your eyes help you to understand it better?

Ages 9-12: What synonyms (or antonyms) could you use to describe this texture? What are some things you can draw that you would use the same words to describe?

Key Takeaways for this Component

- Learning about art and creating art isn't just about looking and seeing. Often, textures can inspire creativity through the sensory perception of touch.

Engagement Tips & Tools

- Use Conversation Cards to facilitate an inquiry-based approach to learning.
- Use products from the retail store that correlate with the Young at Art experience.
- Invite visitors to use silly putty to make an imprint of the textures they are exploring. Encourage visitors to observe and describe the properties of the textures. Help visitors connect these to textures they may have seen or touched in the past.

E. Color Combinations

Description

At *Color Combinations*, visitors experiment with mixing colors and have the opportunity to transfer what they learn to their work to the Watercolor Station. At *Color Combinations* visitors "mix" primary and secondary colors, but not with paint. Instead, visitors experiment with different color combinations by pushing a set of six layered, flat, plastic translucent "paddles" of color toward the center of a lit dome, which projects a light through the paddles to the top of the dome. By looking at the dome, visitors see immediately the results of the color combinations they make with the primary colors of red, yellow and

blue (on one side) and the primary colors + secondary colors of orange, green and purple (on the other side).

The activity underscores the basics of color mixing (a secondary color is the product of mixing two primary colors together), but encourages visitors to push those “basics” further by mixing colors in an endless variety of combinations. To accomplish this added layer of understanding, each of the translucent plastic paddles is divided into subtle gradations of its color, which allows the visitor to mix, for example, a 25% red with a 50% blue and discover that color mixing can be more complex than just mixing equal parts of saturated color together. Ultimately, visitors will be able to take their newfound knowledge of color mixing to the nearby *Watercolors Creative Station*, and experiment with mixing paints to make the same colors in their own compositions.

Learning Opportunity

Visitors discover how primary and secondary colors, as well as different values of each color, can be mixed to create unique and more complex colors.

Guided Discovery Questions

Ages 4-5: What happens when you mix two primary colors?

Ages 6-8: What do you get when you mix two secondary colors?

Ages 9-12: What happens when you mix a secondary hue (color) with a primary hue? (See “tertiary” below.) What happens when you combine different values?

Hue: This is what we usually mean when we ask “what color is that?” The property of color that we are actually asking about is “hue.” For example, when we talk about colors that are red, yellow, green, and blue, we are talking about hue. Different hues are caused by different wavelengths of light. Therefore, this aspect of color is usually easy to recognize.

Value: When we describe a color as “light” or “dark,” we are discussing its value or “brightness.” This property of color tells us how light or dark a color is based on how close it is to white. For instance, canary yellow would be considered lighter than navy blue, which in turn is lighter than black. Therefore, the value of canary yellow is higher than navy blue and black.

[Source: <http://thevirtualinstructor.com/Value.html>]

Tertiary Color: The third set of hues is known as tertiary or intermediate colors. These hues are made by mixing primary and secondary hues that are next to each other on the color wheel. The six tertiary or intermediate colors are yellow-green, blue-green, blue-violet, red-violet, red-orange, and yellow-orange. (Note that the names for the tertiary colors always begin with the primary color then the secondary color; yellow-orange not orange-yellow, for example.)

[Source: <http://thevirtualinstructor.com/Color.html>]

Key Takeaways for this Component

- Color not only represents our perceptions of nature and the world around us, it also can represent how we feel.
- The more we understand how to mix colors and create values that reflect what we see or how we feel, the more accurate (and unique) our artwork becomes.

Engagement Tips & Tools

- Use Conversation Cards to facilitate an inquiry-based approach to learning.
- Use products from the retail store that correlate with the Young at Art experience.
- Use the color wheel to demonstrate what happens when you combine certain colors. Indicate where the primary, secondary and tertiary colors are arranged on the wheel, and explain how the wheel can be utilized to determine color complements.

F. Sculpt-your Art

Description

At this interactive activity, visitors discover a selection of blocks and hoses that can be connected together to construct durable, three-dimensional structures and sculptures. Visitors are encouraged to sculpt intuitively, following their creative impulses to put certain shapes, colors and components together in unique combinations.

Activity challenges posted here prompt visitors to take construction and sculpting to a problem-solving level that coordinates the efforts of small groups. Newcomers to the existing sculpture/structure can add their own interpretations or solutions throughout the day. At closing time, all the components store neatly underneath the table.

Learning Opportunity

Visitors learn that a finite group of objects can be assembled and reassembled into an (almost) infinite number of creative combinations. This emphasizes the fact that we each bring our own creative ideas to the art-making experience, both in solving a problem and in creating an original composition.

This activity also addresses the central notion that “form follows function” by posing “functional” challenges that can be met with creative solutions (e.g., *Build a two-level bridge for cars and pedestrians, or Build a seat that can support an adult!*).

Guided Discovery Questions

Ages 4-5: What colors and shapes do you like to sculpt with most? Why?

Ages 6-8: How can you make your sculpture stronger?

Ages 9-12: If you were going to build a bridge, an arch, a tower, a ramp, etc., how would you do it?

Key Takeaways for this Component

- Form is the foundation for three-dimensional artwork.
- Working with three-dimensional media usually requires that we think differently about what we’re creating and what process we’re using to reach our goal.

Engagement Tips & Tools

- Use Conversation Cards to facilitate an inquiry-based approach to learning.
- Use products from the retail store that correlate with the Young at Art experience.
- Use the beach ball or collapsible cube to demonstrate the difference between a shape and a form. Ask visitors to describe the shape of the deflated ball (two-dimensional), and the form of the

inflated ball (three-dimensional). Ask visitors to describe the shape of the collapsed cube (two-dimensional), and the form of the inflated cube (three-dimensional).

G. Re-View

Description

Whether it's through an empty paper towel roll or a viewfinder at a scenic vista, we all enjoy looking at our surroundings from a different perspective. Using two strategically placed viewfinders in *Young at Art*, visitors view the gallery through differently shaped cutout "frames," which they can change by sliding a card up and down through the viewfinder.

Visitors discover the effects of the different shapes. *Does looking through different shapes change the focus of the view? What is in the space between the visitor and the farthest wall?* At the Shapes Creative Station, visitors can use shapes to frame their own artworks.

Learning Opportunity

Visitors use the viewfinders to explore the space around them and consider how different shapes affect their view. By looking through a variety of differently shaped windows, visitors are encouraged to consider creating an artwork to show what they saw through the viewfinders.

Guided Discovery Questions

Ages 4-5: What shape do you like to look through the most? Why?

Ages 6-8: How does looking through a different shape change the way you look at what's around you? Do you prefer the shapes with curves or angles?

Ages 9-12: How can placing a shaped frame around your artwork change the "impact" or "presentation" of your piece?

Key Takeaways for this Component

- Shapes are an important part of the world around us.
- Looking at our surroundings through an unusual or unexpected shape can change the way we perceive those surroundings and inspire a new way of expressing what we see.

Engagement Tips & Tools

- Use Conversation Cards to facilitate an inquiry-based approach to learning.
- Use products from the retail store that correlate with the Young at Art experience.
- Use colored paddles to explore additional colored filters. Ask visitors what they predict will happen when two or three colored filters are layered on top of one other. Allow visitors to take the paddles around the exhibit to explore how various objects appear through different layers of color.

H. Simply Shaped Scenes

Description

At *Simply Shaped Scenes*, visitors encounter a three-sided building topped with a whimsical umbrella. "Shapes" are the theme, and here visitors are invited to transform detailed scenes of Las Vegas and surrounding areas into simplified compositions, using magnetic geometric shapes. On two sides of the building, visitors translate the scenes in front of them into arrangements of fundamental shapes. On the third side, visitors create their own compositions on a magnetic surface unguided by an image.

Learning Opportunity

When analyzing a composition and describing the way elements are configured, art historians or critics often refer to simple shapes when they say “triangular” (triangle) or “circular” (circle). Compositions also can be built on simple shape combinations to create a sense of depth or gravity. In this case, the visitor reduces a photograph to its simplest shapes to learn how those shapes are the building blocks of a composition. They also can construct a composition on a blank magnetic “canvas.”

Guided Discovery Questions

Ages 4-5: What shapes make a building? What about a car?

Ages 6-8: When you look at the photograph, what shapes do you see very clearly? How will you use shapes to fill in the parts that aren’t as obvious?

Ages 9-12: How can you use shapes to plan out a drawing? What can they help you do?

Key Takeaways for this Component

- Our surroundings can be viewed as simplified compositions of basic shapes.
- By breaking down a composition into basic shapes, we can learn how to analyze an image’s composition, or to plan a complicated drawing before adding detail.

Engagement Tips & Tools

- Use Conversation Cards to facilitate an inquiry-based approach to learning.
- Use products from the retail store that correlate with the Fantasy Festival experience.
- Use a tangram puzzle to illustrate how shapes combine to create new shapes and more intricate images. Challenge visitors to complete a puzzle. Ask them what shapes they used to create their image.

I. Shaping SpacesDescription

At *Shaping Spaces*, visitors explore shapes as well as positive and negative space. Three circular puzzles are mounted to the vertical surface. Below them, a bin contains a selection of puzzle pieces that are color-coded to correspond with the circles. Using observation and trial and error, visitors assemble the puzzle pieces of the same color to create a frame of shapes around an empty space in the middle of the circle. The puzzle pieces represent “positive space” and the empty space in the center represents “negative space.” Even though there is nothing in the center, it still forms a shape.

Visitors learn from assembling the puzzles the difference between positive and negative space, and how both play a role in artwork. Visitors are encouraged to experiment further at a Creative Station.

Learning Opportunity

When lines enclose space, shapes are formed. Just as drawing one’s contour allows someone to see the line that contains his or her body, framing a shape allows the visitor to understand that a shape isn’t just the line or the space it contains: it’s both.

Guided Discovery Questions

Ages 4-5: Why don’t some of the frame puzzle pieces fit? What has to be “right” for them to fit?

Ages 6-8: Do you like to draw shapes and leave them empty or fill them in? What happens if you do some of both in an artwork?

Ages 9-12: Can you draw an object that has holes in it by just drawing the shapes of the holes? How do you place them in relationship to each other?

Key Takeaways for this Component

- Visitors learn that shapes are present in both positive and negative space.

J. Creative Stations/Areas

In the various Creative Stations, visitors have the freedom to combine the elements of art in their artworks. The visitor might even utilize a process, method, tool or material he/she discovered at one of the exhibit components. The overall **takeaway message** for the Creative Stations is that each individual is creative in his/her own way and has preferences when viewing *and* making art. Individual choices should be explored and celebrated. Exploration of the creative art process is important to a visitor's appreciation of art. In Young at Art, many visitors are creating artwork for the first time, or encountering new mediums. While their creative process may appear to be messy or wasteful, some visitors are simply experimenting with these materials and learning how they are used to make art. The messier a creative station is, the more time visitors have spent learning!

The Creative Stations should be viewed as visual arts “playgrounds” where any number of materials and tools are at the visitors’ fingertips. A variety of both materials and tools encourages the use of both 2D and 3D processes. Ultimately, the different Creative Stations should encourage crossover from one to another, i.e. visitors can begin working on a piece at one Creative Station and continue adding to it at another Creative Station. Art projects that are left behind are decoratively displayed in the shadow boxes along the outer wall of the exhibit.

The Creative Stations:

Shapes Creative Station

Description

A table covered in brightly colored geometric shapes welcomes visitors. “Shape” is the theme, and here visitors have the opportunity to explore how to create shapes out of various materials and what happens when you put different kinds of shapes together. Visitors can experience the challenges with using organic shapes or geometric shapes, and discover new ways to incorporate this element into their artwork.

Engagement Tips & Tools

- Use Conversation Cards to facilitate an inquiry-based approach to learning.
- Use products from the retail store that correlate with the Young at Art experience.
- Use the protractor to measure the angles of shapes in visitor’s artwork and discuss how the angle affects the way the shape looks. Demonstrate how to use a protractor to draw accurate angles, and allow visitors to practice using the tool to create their own shapes.
- Demonstrate how to use the drawing compass to make perfect circles, and how to adjust the diameter. Encourage visitors to practice using the drawing compass to create circles of various sizes. Ask visitors how they could use this tool to enhance their artwork.
- Encourage visitors to draw a self-portrait using the mirror or the 2-D human stencil and ask them to describe the shapes in their portrait (i.e. shape of the head, nose, mouth, etc.).

Color Creative Station

Description

“Color” is the theme, and here visitors have the opportunity to explore how colors can be used together and how color combinations affect the mood of their art. Visitors can learn about warm, cool and neutral colors, color compliments and contrasts. Visitors use various materials to experiment with a range of color hues and saturations within their work.

Engagement Tips & Tools

- Use Conversation Cards to facilitate an inquiry-based approach to learning.
- Use products from the retail store that correlate with the Young at Art experience.
- Use the color tool to show visitors how a change in value (darkness) affects color. Ask them to speculate how to alter the value of watercolor paints, colored pencils or playdough.

Sculpture Creative Station

Description

“Form” is the theme, and here visitors have the opportunity to create simple or complex forms with various materials and mediums. Visitors learn about organic and geometric forms and identify them in the world around them. Sculptures can range in size, color, medium, weight and some may even have a function!

Engagement Tips & Tools

- Use Conversation Cards to facilitate an inquiry-based approach to learning.
- Use products from the retail store that correlate with the Young at Art experience.
- Have a low-temperature hot glue gun to offer visitors who need a stronger adhesive for their sculptures. Assist the visitors with assembling their sculpture and ask them what materials they preferred using.
- Use a stapler to help visitors assemble their sculptures if glue is too heavy and tape is not sufficient. Ask visitors about the inspiration for their sculpture.

Watercolors Creative Station

Description

At the back of the gallery visitors will find two watercolor stations where visitors have access to tempera watercolor paints, paint brushes brushes, water cups and watercolor paper. Visitors can experiment by mixing colors in paint palettes and practicing brush techniques.

Engagement Tips & Tools

- Use Conversation Cards to facilitate an inquiry-based approach to learning.
- Use products from the retail store that correlate with the Young at Art experience.
- Allow visitors to assemble their own unique paint brushes using wooden clothespins and natural and synthetic materials. Ask visitors what types of lines they would like their paint brushes to produce. Encourage them to design paint brushes using a variety of materials.

- Use a palette to demonstrate how to mix watercolor paints together. Ask visitors what colors they would like to make, and what colors need to be combined to make the desired color. Have visitors test out their color combinations and help them learn new combinations.

Fluorescent Fun Creative Station

Description

Young at Art can introduce visitors to numerous art-making tools and supplies that otherwise might not be accessible in more conventional settings. In *Fluorescent Fun*, individuals enter an enclosed, darkened space containing two stations where they can “paint” on paper-covered walls with neon-colored liquid chalk and tempera paint.

Visitors use the liquid chalk and tempera paint to create or augment their artworks. Black lights bring the creations to life. Using new art mediums in this atypical way encourages visitors to experiment with new ways of using materials for different expressive effects.

Line, Please!

Description

Visitors approaching *Line, Please!* see an unusually striped zebra standing amidst triangular “prairie grasses.” “Line” is the theme, and here visitors have the opportunity to explore how different tools can make a variety of lines. While label copy and activity challenges prompt visitors to consider different types of lines they can make, the station is predominantly open-ended to encourage curiosity-driven line making.

Media will change from time to time, but can include crayons, markers, chalk, pencils, watercolor paints, and oil pastels, etc. The tools are a combination of expected art tools (e.g., brushes, stamps and sponges) and everyday items (e.g., combs, plastic cutlery, and found objects) that will challenge the visitors’ notions of what an art tool can be.

Learning Opportunity

Visitors will discover that certain types of tools make certain types of lines. Lines can vary based entirely on how the tool is used, or what medium is used to create the line.

Guided Discovery Questions

Ages 4-5: What kinds of lines do you like to draw? What kind of line can this tool make? How many different types of lines can you make with this tool?

Ages 6-8: What happens when you make a series of lines (parallel, perpendicular, etc.)? How can you make a pattern with lines?

Ages 9-12: How can you combine lines to make a complicated pattern?

Key Takeaways for this Component

- Line is one of the most versatile elements of art. Like color, it has the ability to convey the world around us, and can be emotionally expressive.
- Line and color also share the ability to change their visual impact depending upon the tool that creates them. Thickness, direction and gesture are just a few ways that lines come to life and add meaning to an artwork.

Engagement Tips & Tools

- Use Conversation Cards to facilitate an inquiry-based approach to learning.
- Use products from the retail store that correlate with the Young at Art experience.
- Demonstrate shading techniques with blending tools and allow visitors to practice. Explain how shadows fade into highlights and have visitors practice blending gradients. Encourage them to try shading and blending multiple mediums and color combinations.
- Use a step-by-step drawing book to help visitors determine what to draw. As they progress through each step, discuss how they can make their drawing look like it is 3-D.
- Challenge visitors to sketch the human artist model or animal artist model and demonstrate how to trace along the curves of the model using a pencil or your hand, before replicating them on paper. Discuss where light is coming from in the room, and where the shadows and highlights are falling on the model. Have them reposition the model and create additional sketches.

K. Program Space

There is a *Program Space* within *Young at Art* for staff to use when facilitating educational programs with visitors about art-related topics. Programs are designed to augment, reinforce or complement concepts addressed in exhibit components. Key takeaways are tied to individual programs and addressed in program training materials.

One of the first programs to be offered focuses on perspective (creating the illusion of space on a flat surface.) The *Perspective* program takes place at *Get into the Outline* and utilizes the Epson Brightlink as well as special props in a program trunk. However, because the trunk is portable, future programs using the trunk could occur in different places in the exhibition.