

Summer 6-2015

# Art Foundations

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# Lines

**Objective:** Students will explore and become familiar with the different types of lines and how they can be used to communicate certain ideas or feelings.

Participants will make artwork inspired by artist Karl Krull who creates figures or landscapes with depth using continuous lines.

**Materials Needed:** Drawing paper, drawing pencils, erasers, worksheets and Handouts. Teacher should have color copy of Handout to show images in color if students were not provided color copies.

**Procedure:** Students begin with pencils, erasers and the worksheet a “What is a Line?”. The worksheet will be filled out on as a group, but before drawing the lines in the spaces provided on the worksheet, have the students use their index finger to “draw” the line in the air in front of themselves.

Upon completing the worksheet provide students a half sheet of paper to complete the following exercise; have a list of words and ask participants what kind of lines they would use to express the word. Participants must *only* use lines to express the words.

Examples of Words:

-cat	-lion	-spring	-summer	-winter
-fall	-flower	-love	-anger	-sadness

After you have gone through the list of words, discuss as a group what types of lines they used to express the words. When a participant shares what type of line they used ask them why they chose that line.

Following this exercise, introduce participants to the artist Carl Krull, use handout. First look on the slide titled “Lines” Have students look at and discuss what types of lines they see in the four artworks, what they think the lines convey? Did the artist successfully use lines to communicate a message?

Next, explain Carl Krull's process of creating his Olmec drawings. Have the students create artworks inspired by his "seismic" drawing style.

### Carl Krull Notes

1994-1999 M.A. The Jan Matejko Academy of Fine Arts, Krakow, Poland

1997-1998 The San Carlos Academy of Fine Arts, Mexico City

He uses line to express volume. Volume = a shape in three dimensions  
Krull's process in making his "seismic" drawings was while his wife was driving during a road trip across the USA, Krull sat in the passenger's seat drawing on a piece of paper that was secured onto a large tube. He kept drawing a line from one end to the other, only rolling the tube when he needed more blank space to draw in.

# CARL KRULL



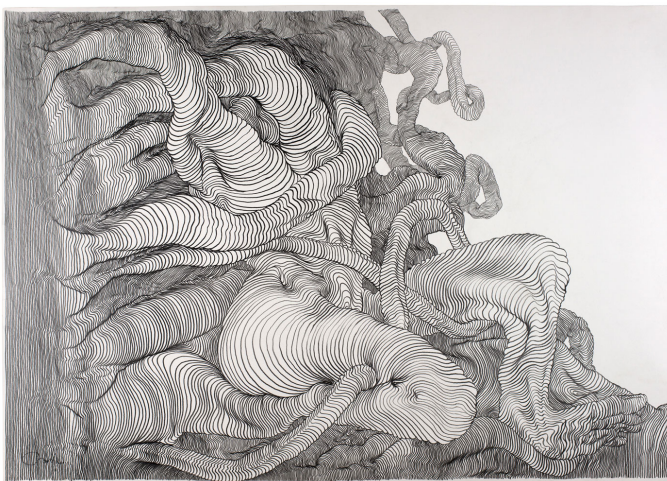
Carl Krull with his work at V1 Gallery



Seismogram III 30x20cm 2014



Seismic mural Copenhagen, Denmark 2014



Graphite #7 100x141cm 2012



Olmec #3 172x118cm 2014

# Lines



Wood #5 - blue/red 22x30cm 2007



Self 100x80cm 2003



Paula Frisch  
Traveller 6" x 9" 2013



Albecht Durer  
Young Hare | 25.1cmx22.6cm



# What is a Line?

A **line** can be defined as the mark of a point moving in space. A line may be two-dimensional, three-dimensional, implied, or abstract. It can vary in width, direction and length.

**two-dimensional line:** a mark made on a surface created by a tool.

**three-dimensional line:** marks or objects that are real lines; they exist physically.

**implied lines:** lines you cannot see, but that direct the eye

**horizontal lines**

run parallel

**vertical lines**

run up and down

**curved lines**

are curly and express movement

**diagonal lines**

are slanting

**zigzag lines**

are a combination of diagonal lines

**squiggly lines**

irregular curve or twist

**broken lines**

are a combination of short lines

**thick lines**

bold, weighted

**thin lines**

narrow

# Color

**Objective:** Participants will explore and become familiar with color theory. Participants will learn the vocabulary associated with color theory and demonstrate understanding when they present their artwork to the class.

**Materials Needed:** Drawing pencils, erasers, watercolor paper, drawing paper, worksheets, wax paper, small plastic container for water, water, paper towels, paint brushes of various sizes, and acrylic paints in black, white, red, yellow and blue.

**Procedure:** Provide participants with materials to draw and paint, they should only have one paint brush at this point. Have them draw a triangle lightly on their watercolor paper. Then have them paint a red, blue and yellow circle on each end of the triangle. Have them label the colors and explain that these are *primary colors*. Have the participant draw another triangle with the points in-between the sides of the triangle. Participants will then mix the primary color that are next to each other to make *secondary colors*, label each color (purple, orange, and green) and place it on the edge of the newly drawn triangle. The participants will then mix and place the *tertiary colors* by mixing the secondary color with the primary color next to it. Have them place the mixed color in between the six areas the triangle made. Have them label the colors. The participants can now mix a secondary color and the primary color directly across it. They will see that the colors turn brownish grey, explain that these colors will cancel each other out if mixed but provide examples of when placed together they will make each other stand out, complimentary colors. Now ask participants what colors make white or black? Explain neutrals. They just completed a color wheel! Participants will now begin to fill out worksheet as a group and explain the color groupings; monochromatic, warm and cool.

Upon completing the worksheet provide students a half sheet of paper to complete the following exercise; have a list of words and ask participants what color they would use to express the word. Participants must *only* use color to express the words.

### Examples of Words:

-love      -anger      -sadness      -happiness  
-hot      -cold      -day      -night      -peace

For the assignment, have the participants create an art work using one of a combination of the color schemes we discussed in class:

-warm    -cool    -warm+cool    -complimentary  
-monochromatic    -etc

Provide the students with the various paint brush colors. End project 30 minutes before class to allow enough time for clean up. Have each participant explain how they used color theory in their art work. Encourage and help them to use the vocabulary discussed in lesson, they can use color wheel and worksheet for help.

### Color Notes:

**What is color?** the absorption or reflection of light.

The color wheel was developed by Sir Isaac Newton by taking the color spectrum and bending it into a circle. If you follow around the color wheel, you will find the same order of the color spectrum- red, orange, yellow, green, blue, indigo(blue-violet), and violet. Some remember it by the acronym ROY G. BIV.

THE COLORS THAT WE SEE ARE REFLECTED. ALL OTHER COLORS ARE ABSORBED

*What do you think that means? examples-*

**Color AKA Hue-** pure color.

*Hue is the term for the pure spectrum colors commonly referred to by the "color names" - red, orange, yellow, blue, green violet - which appear in the hue circle or rainbow.*

*Theoretically all hues can be mixed from three basic hues, known as **primaries**. When pigment primaries are all mixed together, the theoretical result is black; Therefore pigment mixture is sometimes referred to as subtractive mixture. **Tone-** lightness of darkness of a color.*

**Value-**the lightness or darkness of a hue/color.

**Tint-** created by adding white any color/hue. the light value of a hue

*What kinds of colors?*

ex. red+white= pink

blue+white=light blue

**Shading** created by adding black to any color/hue. the dark value of a hue.

*What kinds of colors?*

ex. green+black= dark green

blue+black=dark blue

**Intensity-** brightness or dullness of a color.

*How can we make a color dull?* by adding its complimentary color

INTENSITY refers to how pure a color is. The purity of a color is determined by whether or not a color is mixed with other colors and to what degree. The most



intense colors are those that are not mixed with other colors. Less intense colors are those that are mixed with other colors (including black or white). These colors are called more muted. Like complementary colors, intense colors attract attention. A color scheme that attracts the most attention is the use of complementary colors with a high degree of intensity.

**Primary colors.** red, yellow and blue. these colors cannot be made by mixing other colors. All other colors on the color wheel can be made by adding these colors.

examples- red+yellow= orange red+blue=purple blue+yellow=green

**Secondary Colors-** Made by mixing equal parts of any two primary colors.

Secondary colors are created by mixing equal parts of any two primary colors *What are the secondary colors? Orange, green, and purple.*

**Tertiary Colors-** mixing a secondary color with primary color that is next to it. There are SIX.

red-orange, red-purple, yellow-orange, yellow-green, blue-green, and blue-purple.

**Neutrals-** White, black, grey, different browns (aka tan). Ideally neutrals contain equal parts of each of the three primary colors.

When neutrals are added to a color only the value changes, however; if you try to make a color darker by adding a darker color to it the color (hue) changes.

Consider that black and white are thought of as neutrals because they do not change color.

**Cool colors-** grass, water, ice. colors will tend to appear calming and soothing

**Warm Color-** fire, sun. colors will tend to appear energetic and exciting

**Mood-** *The state of mind or emotion communicated in a work of art through color, composition, media, scale, size, etc.*

Examples of cool vs warm colors: yellow lavender burgundy red green orange blue brown ocher gold turquoise crimson tan chartreuse violet purple aqua peach

**Monochromatic color-** A color scheme uses only one color and the tints and shades of that color

Use of only one hue or color that can vary in value or intensity.

#### **A. What color is emotion?**

What color do you see in your mind when you think of/imagine feeling the following emotions.

They are also influenced by color associations from our culture.



Wassily Kandinsky  
*Improvisation 31 (Sea Battle)*, 1913  
oil on canvas, 140.7 x 119.7 cm (55 3/8 x  
Bruce Fund



Chris Carter  
"T"  
watercolor painting 22" x 30"



Bobbie Burgers  
Angels Or Demons #1  
66x66 2015



Vincent van Gogh  
*A Pair of Shoes*  
oil on canvas (14-3/4 x 17-3/4 inches)



# What is Color?

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**Color** can be defined as reflected light. Made up of hue, value and intensity.

**Hue**-the name of a color

**Value**-the lightness or darkness of a color

**Intensity**-the brightness or dullness of a color

**Primary Colors**-these colors cannot be made by mixing other colors. All other colors on the color wheel can be made by adding these colors.

\_\_\_\_\_

**Secondary Colors**-made by mixing equal parts of any two primary colors.

\_\_\_\_\_

**Tertiary colors**-colors that are made by mixing a primary color with a secondary color that is next to it.

\_\_\_\_\_

\_\_\_\_\_

**Neutrals**-do not clash with other colors.

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# What is Color?

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**Cool Colors**-a color that suggests a cool temperature. Seem to move away from viewer.

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**Warm Colors**-a color that suggests to have a warm temperature. Seem to move towards the viewer.

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**Monochromatic Colors**-A color scheme uses only one color and the tints and shades of that color.

**Tint**-created by adding white any color.

**Shade**-created by adding black to any color.

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**Complementary Colors**-Colors opposite each other on the color wheel.

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**Analogous Colors**-colors that are next to each other on the color wheel.

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# Value

**Objective:** Participants will be able to explore how depth is created with value. They will practice different ways value can be shown. Participants will also be introduced to nonobjective, abstract and portrait styles of art and show their understanding of value in the art project and in the discussion of each other's art.

**Materials Needed:** Drawing paper, drawing pencils, color pencils, erasers, worksheets and handouts. Teacher should have color copy of handout to show images in color if students were not provided color copies.

**Procedure:** Begin by reviewing what value meant from the previous lesson on color theory, ask participants first to see if they remember. Participants will begin this class session with the worksheet, go through it as a group. Upon completing the sheet, have the participants turn the page to discuss the three art styles listed. Explain the art styles and the mediums/processes in which they were made.

The participants will create artwork in their choice of the three styles of art using value. Toward the end of the class session, have the participants reflect on each others art and encourage them to use the vocabulary used today and in previous class sessions.



# What is Value?

**Value** is the darkness or lightness of a color/hue.



## **Shade**

the dark value.

## **Tone**

the mid-value.

## **Tint**

the lighter value.

Different ways to create change in value

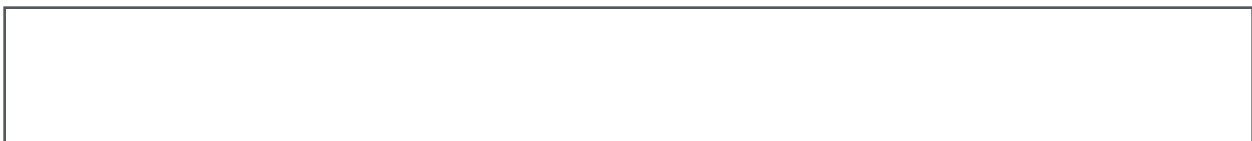
**Hatching-** a series of lines going in the same direction



**Cross-Hatching-** intersecting two or more lines going in different directions



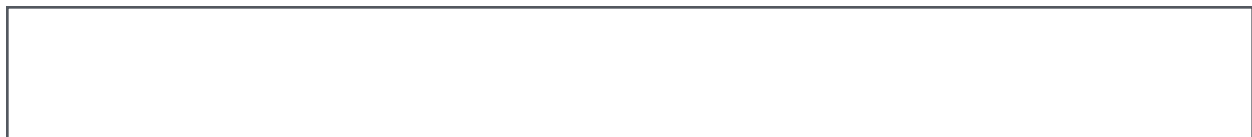
**Blending-** a smooth a gradual change in value



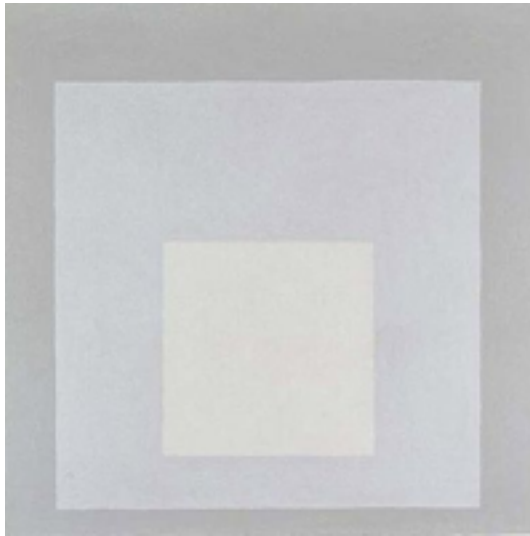
**Stippling-** repetition of dots



**Add your own!**



**Nonobjective Art-** Does not have identifiable subject matter.



^Josef Albers – “Homage to the Square”  
Oil on board – 1963



^Jackson Pollock – “Lavender Mist”  
Oil on canvas – 1950.



^Willem de Kooning— “Woman”  
Oil, cut and pasted paper on cardboard, 1950



^Elizabeth Catlett— “Sharecropper”  
1968-1970, Linoleum cut

**Abstract Art-** is greatly distorted from original subject matter. Usually emphasizes elements or principles of art instead of attempting to capture reality.

**Portrait Art-** artwork created of an image of a person (self, one person or of a group) or animal. Portraits are usually representative of the individual portrayed.





# What is Shape and Form?

**Shape** is a two-dimensional (2-D) area that is measured by height and width. A shape is flat.

**Form** is the illusion of a three-dimensional (3-D) object or actual object that is measured by height, width and depth. Form shown in shading when drawing a 3-D form on a flat surface. Form is also seen in 3-D artworks such as sculptures, architecture, and various crafts.

**Geometric** shapes or forms that are easy to recognize, man-made, and have mathematical formula to them.

**Organic** shapes and form that usually follow no rules, are typically the kind you see in nature, and don't have names.

Write or draw out examples of geometric and organic form in the corresponding boxes.

**geometric shapes**

**organic shapes**

**geometric form**

**organic form**



# What Is Space?

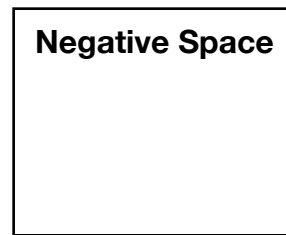
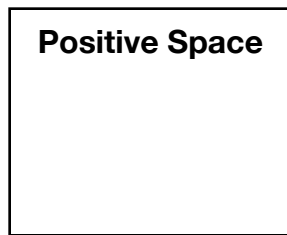
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**Space** is the area where art is organized. It is the area around, between, above, below, or inside objects. Space may be two or three-dimensional.

**Positive Space:** the areas in a work of art that are the subjects, or areas of interest.

**Negative Space:** the areas around the object

Draw an example of a dot representing negative and positive space in the boxes below.



Space can be represented in many ways in a 2-D composition. One way it can be represented is with the use of perspective.

**Perspective** is the technique of representing a form on a flat surface.

**Linear Perspective** has a fixed view and uses a horizon line and *vanishing points* on the line.

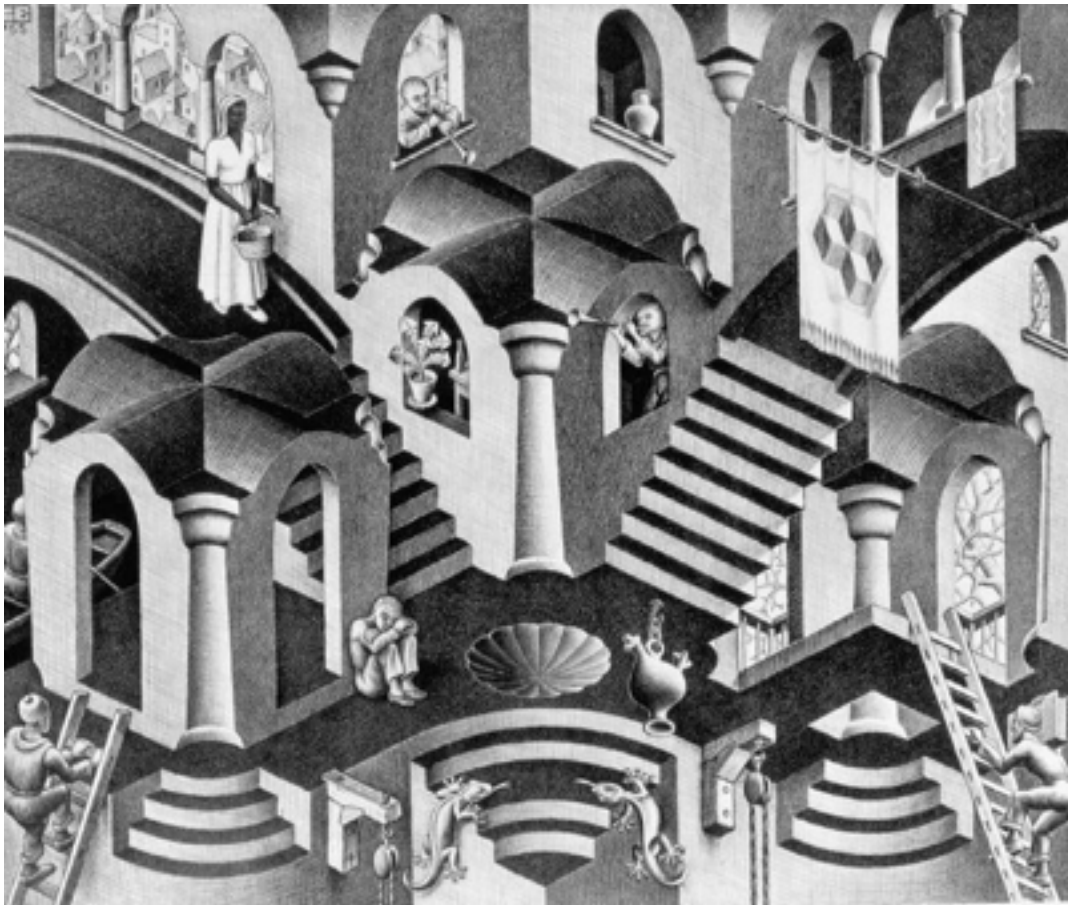
**Vanishing points** are the points on the horizon where lines appear to meet.

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Rubin's vase



M.C. Escher "Convex and Concave"  
1955 Lithograph

Reversing forms two dimensional forms developed around 1915 by the Danish psychologist  
Edgar Rubin.

illusion

# SHAPE, FORM AND SPACE

**Objective:** Participants will explore and understand shape, space and form. In this lesson, participants will see how the three elements are closely related.

**Materials Needed:** Drawing pencils, erasers, watercolor paper, drawing paper, worksheets, drawing sticks, color pencils,

**Procedure:** Participants will begin by working on the worksheet as a group. Be sure to ask them for examples of each. Upon getting to the two point and three point perspective, explain carefully as this can get confusing. HINT: in one point perspective, only length lines go towards a vanishing point the others stay straight. In two point perspective, length and width each go to a vanishing point while height stays straight. In a three point perspective, length, width and height all have their own vanishing point. (the height vanishing point does not go on the horizon line. it goes above or below it.) Also discuss a zero point perspective, also a “scape” image, landscape, seascape, etc. Discuss artist M.C. Escher and how he play with space to create illusion. Also touch on negative and positive space, use ruben vase example for help.

In this assignment have the participants create an image either using negative/positive space or a 0, 1, 2, or 3 point perspective. Toward the end of class have the participants explain how the other participants used space, shape and form in their artwork.

# Sources

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<http://www.sophia.org/tutorials/elements-of-art-line>

[http://www.uh.edu/class/theatre-and-dance/\\_docs/rigdon/KEVINRIGDONElementsandPrincipalsofDesign.pdf](http://www.uh.edu/class/theatre-and-dance/_docs/rigdon/KEVINRIGDONElementsandPrincipalsofDesign.pdf)

<http://www.artincanada.com/arttalk/arttermsanddefinitions.html>

<http://dictionary.reference.com/browse/squiggle>

<https://quizlet.com/6764799/art-chapter-3-vocab-flash-cards/>

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**Two-dimensional line:** a mark made on a surface created by a tool. ex. drawing tool on a surface

**three-dimensional line:** marks or objects that are real lines; they exist physically. ex. wire rope

**Implied lines:** lines you cannot see, but that direct the eye.

Shape and Form

<http://char.txa.cornell.edu/language/element/form/form.htm>

<http://visualartspdsf.blogspot.com/2012/02/organic-and-geometric-shapes.html>

<http://www.sophia.org/tutorials/elements-of-art-shape>

<http://www.projectarticulate.org/principles.php>

<https://quizlet.com/subject/shape-and-form/>

Shape is a two-dimensional area that is defined by a change in value or some other form of contrast.

Shape implies spatial form and is usually perceived as two-dimensional.

Shapes are two-dimensional area that is measured by height and width shape- two dementional are defined by line or color change,

A shape is a closed line. A shape is flat.

Shapes are flat and two-dimensional, and may be divided into two groups:

**Geometric** are mathematically determined (square, rectangle, circle, oval, triangle)

**organic** Organic shapes are the type you see in nature. (irregular outline)

## **dimensions.**

### **a measurement in length, width, and thickness.**

Two Dimensional (2 measurements- height and width), enclosed space; shapes can be geometric or organic.

negative shapes - shapes defined around the object

geometric shapes-regular shapes that are easy to recognize, man-made, and have mathematical formula to them

**organic shapes**– shapes that follow no rules, typically not man-made, and don't have names

positive shapes-defined by an object, it is the object

## **Space / Perspective**

Space refers to the area in which art is organized. Perspective is representing a volume of space or a 3-dimensional object on a flat surface.

perspective–graphic system that creates the illusion of depth and volume on a two dimensional surface

## **Form**

Form has depth, length, and width and resides in space. It is perceived as three-dimensional. Forms are three-dimensional, and are also **geometric** (cube, pyramid, sphere, cylinder, cone) or **organic** (free-flowing masses) Form- three-dimensional artwork such as sculpture, architecture, various crafts. Also shown in shading when drawing a 3-D form on a flat surface The element of art that describes a three-dimensional object. It takes up space, or appears to take up space. It has height, width and depth. A three-dimensional object (3 measurements- height, width and depth) or the illusion of three dimensions.

Form is a three-dimensional object that is measured by height, width and depth.

Art fundamentals:

<http://thevirtualinstructor.com/artfundamentals.html>

<http://www.newton.k12.in.us/art/3d/images/3delementsprinciples.pdf>

<http://artsconnected.org/media/25/2d/f6daf570af8759ac7bc1c4b79f13/document.pdf>

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[http://www.getty.edu/education/teachers/classroom\\_resources/formal\\_analysis.html](http://www.getty.edu/education/teachers/classroom_resources/formal_analysis.html)

art vocab

[http://www.getty.edu/education/teachers/classroom\\_resources/curricula/esl3/downloads/esl3\\_art\\_vocabulary.pdf](http://www.getty.edu/education/teachers/classroom_resources/curricula/esl3/downloads/esl3_art_vocabulary.pdf)

## **Color**

1. the art element that is created from reflected light;
2. In balance: a brighter color has more visual weight than a dull color
3. perspective: bright colored objects seem closer, while dull or pale objects appear farther away.

<http://msmassadas.weebly.com/college-expectations-vs-reality.html>

### **A. What color is emotion?**

What color do you see in your mind when you think of/imagine feeling the following emotions:

1. Anger
2. Sadness
3. Excitement
4. Anxiety
5. Love
6. Fear



[http://www.getty.edu/education/teachers/building\\_lessons/elements\\_art.pdf](http://www.getty.edu/education/teachers/building_lessons/elements_art.pdf)  
<http://msmassadas.weebly.com/college-expectations-vs-reality.html>  
<http://www.nga.gov/content/dam/ngaweb/Education/learning-resources/lessons-activities/elements-of-art/color-worksheet.pdf>  
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## SHAPE AND FORM **SPACE**

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<http://char.txa.cornell.edu/language/element/form/form.htm>

[http://www.getty.edu/education/teachers/building\\_lessons/introducing\\_shape.pdf](http://www.getty.edu/education/teachers/building_lessons/introducing_shape.pdf)

Space: The area around, between, above, below, or inside objects. May be two- or three-dimensional.

Shape: A two-dimensional area which has height and width. It may be geometric or organic.

Form: A three-dimensional shape which has height, width, and depth. It may be geometric (sphere, cone, cube, cylinder) or organic.

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# VALUE

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Space:

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## TEXTURE!!!

### Design

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Contemporary art

[http://www.getty.edu/education/teachers/classroom\\_resources/curricula/contemporary\\_art/lesson04.html](http://www.getty.edu/education/teachers/classroom_resources/curricula/contemporary_art/lesson04.html)

<http://swcrkcia.wikispaces.com/file/view/artresources.pdf>

<http://www.artincanada.com/arttalk/compositionglossary.html>

Shape notes:

Can be defined by a change in line or value.