

Dear Parents and Teachers:

Thank you for purchasing the Elements of Art video series. I hope you and your student/child will thoroughly enjoy these lessons. The lessons were developed, directed and filmed in Hawaii and Oregon by me, Terry Holliday. I am a certified Art teacher in Texas as well as an artist and blogger. I taught Art at the secondary level for twelve years in a small rural town in Texas.

These video lessons came about when I moved thousands of miles away from my children and grandchildren. Before the move, I developed homeschool art lessons for my daughter, Lara DeHaven, to use with her children.

After the move to Hawaii, I began producing video art lessons and mailing them to my grandchildren. As I made these lessons, I realized there was a need for art curriculum for homeschool parents and their children. I also saw a need for art curriculum for those in public schools that did not have the option of taking art classes.

The video lessons are aimed at junior high and high school students but can easily be modified to fit instructional needs for elementary students. The lessons can be used and reused as the student/child matures and grows in their art experience. I want you to feel free to use the lessons as you wish to inspire your student/child to do more complicated projects as they become more confident.

Some of the videos are made to be watched completely before starting the projects. Others are made so that the student can watch, pause the lesson, do the assignment and then come back. Flexibility and having fun are key to these lessons. Brainstorm ways to change or modify the lessons to suit your child.

I would like to keep in touch with the students that work through this series of lessons, so please email me with questions, suggestions, or even photographs of your student's work. There is an Art For Homeschool Student Group on Flickr that your child can join to post their work. Keep in touch. My contact information is at the bottom of the letter.

I hope these lessons will inspire the artist within every child.

Sincerely,

*Terry Holliday*

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# Elements of Art Series

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### **Introduction to the Series:** 3:39 Minutes

Brief introduction to the seven Elements of Art and how artists use the elements as a form of communication. Students are asked to create their own mnemonic device for memorization.

### **Lesson One - Line:** 25:49 Minutes

Supplies Needed: Pencil and piece of computer paper

Definition of Line - Variation of line - Difference between line and shape - Five types of lines: horizontal, vertical, diagonal, curved and zigzag - Lines express feelings - Implied line - Demonstration of project - Discussion of finished project.

### **Lesson Two - Value: Part One:** 56:25 Minutes

Supplies Needed: Pencil, colored pencil, ruler, computer paper, small piece of watercolor paper (10" x 1"), watercolor paint set, paintbrush, and water.

Definition of Value - Effects of light - Value Scale examples - Demonstration of project - Stippling - Cross-hatching - Students are asked to make 5 value scales using pencil, colored pencil, and watercolor.

### **Lesson Two - Value: Part Two:** 33:35 Minutes

Supplies Needed: Pencil, 12" x 18" drawing paper, hole punch, watercolor value scale from Part One.

Tips for seeing value - Squinting - Black and white photographs - Numbering Values - Practice seeing at least 3 values - Cellophane - Demonstration using Value Scales - Demonstration Drawing Eggs - Egg Photographs for student use - Extra black and white photographs for student practice.

### **Lesson Three - Shape and Form:** 56:09 Minutes

Supplies Needed: Pencil, eraser, ruler, 2 pieces of paper at least the size of computer paper, and the handout from the lesson packet.

\*Students can actually do this assignment with any art medium they wish. In the demonstration I use pencil. Finished art work will be 8 " x 10".

Definitions of Shape and Form - Henry Moore Quote and Examples of his work - Simple Exercise: Changing Shapes into Forms (Teacher Demonstrations using circle, square and triangle.) - Pause lesson at 19:30 so students can do their assignment. - Making a finished work of art - Discussing subject, shadows and light - Various photographs for reference - Teacher Demonstration (21:00) - Students do assignment. - Additional projects can be done using different medium. - Quote.

### **Lesson Four - Space:** 28:04 Minutes

Supplies Needed: Drawing paper (12" x 18"), black marker, and colored pencils.

Definition of Negative Space - Discussion about drawing from nature - Quote by Pablo Picasso - Fear of blank paper and mistakes - Definition of Positive Space - Practice looking at negative and positive space - Photographs of Kukui nut leaves - Why draw with a marker? - Teacher Demonstration (3:30) - Take your time - Student goes through steps of drawing negative space with supplied slides of leaves - Draw veins - Color background or negative space - Color leaves with complementary color - Final thoughts.

### **Lesson Five - Texture:** 33:06 Minutes

Supplies Needed: Crayons, pencil, 12" x 18" drawing paper, 1 sheet of computer paper, a ruler, collections of items with texture.

**Part One:** Examples of Texture - Words that describe Texture - Actual Texture - *La Pieta* - Visual Texture - *A Flag for Her Captain* - Texture Experiences - Texture Rubbings - Demonstration on Texture Rubbings - Student pauses lesson to make own rubbings.

**Part Two** (9:50): Teacher Demonstration - Pick 4 favorite textures - Divide computer paper into 4 sections - Draw texture on computer paper - Displaying your work - Babbling Brook.

## **Lesson Six - Color: Part One:** 38.30 Minutes

Supplies Needed: paper plate, pencil or marker, quarter, set of watercolor paints with paintbrush, water container and water, and paper towels.

How We See Color - Light - Rainbows - Colors in White Light - Roy G. Biv - White objects - Black Objects - Quote and Paintings by Vincent Van Gogh - *Seascape near Les Saintes-Maries-de-la-Mer* - *The Sea at Saintes-Maries* - Color Wheel - Demonstration - Student creates Color Wheel - Color Schemes - *Impression, Sunrise* by Claude Monet - Monochromatic - Tint and Shade Demonstration - *The Guitar Player* by Pablo Picasso - Complementary - Warm/Cool - *Water lilies* 1906 by Claude Monet, *View of the Mediterranean* by Vincent Van Gogh, *Rue Montorgueil* by Claude Monet, *Boating* by Edouard Manet - *Bird of Paradise* by Terry Holliday - Triad - *Shot Blue Marilyn* by Andy Warhol - Split-complementary - Analogous - Neutral Colors - Examples of Artwork: By Claude Monet (*Sea Roses, Water Lilies, Palace From Mula, Venice, and House of Parliament, London, Sun Breaking Through the Fog*), By Pierre Renoir (*Girls at the Piano* and *By the Water*), By Edouard Manet (*Portrait of Emile Zola*) - Students tries to determine Color Schemes Used.

## **Lesson Six - Color: Part Two:** 54.22 Minutes

Supplies Needed: watercolor paper (9" x 12"), computer paper, pencil, set of watercolor paints with paintbrush, paper towels, water container and water, glue, scissors, plastic wrap and ruler.

Color Activity - Making a Woven Watercolor with a Complementary Color Scheme - Student will watch demonstration of activity in sections, pausing to do the assignment:

1. Drawing Apple on 6 x 9 inch paper. Begins at 1:13
2. Transferring Drawing two times to watercolor paper. Begins at 4:16
3. Cut the Watercolor Paper. Begins at 7:52
4. Painting Apples. Begins at 8:29
5. Painting the Background. Begins at 15:45
6. Painting the Stem area and shadow. Begins at 22:35
7. Painting Stem and details. Begins at 27:41
8. Measure, Mark and Number Back of both paintings. Begins at 37:54
9. Cut Apple Painting into Strips. Begins at 41:37
10. Weaving the Painting Pieces together. Begins at 42:47
11. Gluing the Woven Watercolor. Begins at 50:26

## 12. Drying the Woven Watercolor. Begins at 51:02

Ways to Modify: Use colors or colored pencils instead of paint. Stop lesson after painting one apple. Change the color scheme to any of the ones mentioned in Part One. Give additional color schemes to older more experienced students. Change the width of the paper strips. Use your imagination.

## **Ways to Modify the Elements of Art Series for younger students:**

I am including some basic ideas on this page to help you modify the lessons. If you have elementary students or students that might get overwhelmed with a large assignment, then shorten the assignment. You might have an elementary age student and a high school student. Both can do the same assignment. Give the younger student more time on their project as well as a smaller paper size or a different medium to use. Give the older student the full assignment. Older students can also do more projects by taking the basic ideas and making them their own.

These lessons can be extended and done over a period of weeks. I do not expect students to finish any one lesson in one sitting. This series could take a month or two or three or four to finish. That is the beauty of having the lessons on DVD. You can come back and do more later. The lessons can also be repeated throughout the years to refresh students of the basics of the Elements of Art.

I want to emphasize that my modifications are just examples. Feel free to modify as best for your child. Art is about expressing one's self. There is freedom in art as there should be freedom in learning about art with these DVDs. Remember you are encouraging and teaching the artist in every child, not teaching the art.

### **Lesson One: Line -**

Assign the student to do the line project using a smaller piece of paper.  
Limit the number of lines used in dividing the paper into shapes.  
Limit the number of lines used from 5 types of lines to 3 or 4 types of line.

### **Lesson Two: Value: Part One -**

- Ask students to do only one or two value scales instead of 5.
- Ask students to do value scales with only 4 values instead of 10.

### **Lesson Two: Value: Part Two -**

- Have students draw one or two eggs with shading instead of a whole page.

### **Lesson Three: Shape and Form -**

- Stop the lesson after the student has done the first exercise of changing shapes into forms.
- Use different media.
- Set up still life at home to draw.

#### **Lesson Four: Space -**

- Use your own leaves instead of the ones photographed in lesson.
- Tape only one or two leaves to a smaller piece of paper.
- Do not color the project.
- Use pencil instead of marker.

#### **Lesson Five: Texture -**

- Use a smaller piece of paper for the rubbings.
- Stop the lesson after the student has done part one.
- Ask student to draw only one or two of the textures from the rubbings.

#### **Lesson Six: Color -**

##### **Part One -**

- Stop the video at the end of painting the color wheel.
- Ask student to use colored pencils to make their color wheel instead of watercolor paints.
- Use paper for color wheel instead of paper plate.

##### **Part Two -**

- Ask student to do only one drawing of an apple. Have student color or paint the one apple drawing using a complementary color scheme.
- Ask student to cut their apple paintings into 2 inch strips instead of 1 inch.
- Have student use regular paper instead of watercolor paper for their woven apples. If using regular paper, student would use colored pencil or crayons instead of paint.