

In the next section, you will find an explanation of all you need to know about the *elements of art*. As mentioned earlier, these elements form the academic skeleton of all three programs in *Series I*. They are the building blocks of visual art. They are to artistic composition as the noun and verb are to sentence construction. Read this section carefully. The seven elements presented here will become common vocabulary in art class. Your students will learn to identify them and talk about them, and as they get older, they will begin to apply them in their art work.

### The Elements of Art:

- **Line:** A line is a *path of movement* for the eye to follow. It can be created by a pencil or a brush. Or it can be a perceived line caused by repeating shapes, colors, or textures that draw the eye along a path in space. Drawn lines can have many qualities. They can be curved, straight, jagged, fuzzy, long, short, loopy, wavy, and even dotted.
- **Shape:** A shape is a *space that is enclosed by line*. A shape can be *geometric* like a square, triangle, circle, or rectangle. Or it can be an irregular shape like a milk spill which, being abstract in nature, is referred to as an *organic* or *abstract* shape. A shape can be outlined with a pencil or, like a blotch of paint or a milk spill, it can appear to have no apparent line defining its edge. Shapes can repeat. The repeating rectangles forming a brick wall, or the triangular shapes of evergreen trees can create a path or line that the eye will follow.
- **Pattern:** When *lines or shapes repeat at regular intervals*, a pattern is formed. Patterns can be identified by the nature of the repeating designs. The pattern formed by the bricks on a brick wall is called a brick pattern. Repeating parallel lines are called *stripes*. *Plaids, checkers, and polka dots* are examples of repeating lines and shapes that form patterns.
- **Texture:** Texture is the *surface quality of an object*. It is described to the children as *the way something feels when they touch it*. It can also be defined as the way something is perceived to feel in a drawing or a painting. Thus we can refer to the textural qualities of a painted object. We see texture in children's paintings in the lines they use to represent hair, fur or grass, or perhaps in a fluffy-looking cloud or the scratchy lines on a tree trunk. Texture itself does not normally create a pattern, but the repetition of the same textured area could create a textured pattern. And just as repeated shapes can draw the eye along a path, so also can repeated textures cause the eye to move from one texture to another.
- **Space:** Most children at this level have not reached the maturity to fully comprehend the representation of three-dimensional space on a two-dimensional surface. However, the nature of this curriculum allows concepts to be presented to everyone in the group and yet be grasped by only those who are mature enough to assimilate them. The concepts presented in *Series I* are