

Art Exploration Activity:

Discovering Elements of Art

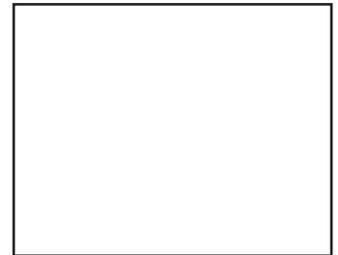
Materials:

- Drawing paper
- Pencils
- Crayons or markers
- Charcoal (optional)
- Paints (watercolour or acrylic)
- Brushes
- Sponges
- Textured objects (e.g., fabric, leaves, textured paper)
- Erasers
- Rulers

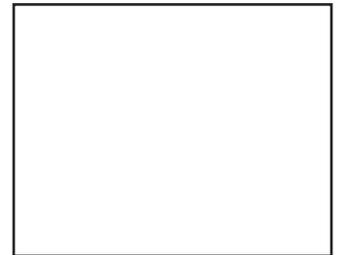
Introduction:

Task: Write a sentence about what each of the five art elements is: line, tone, texture, shape, and mark-making. Draw a simple example of each one.

Line: _____



Tone: _____



Texture: _____



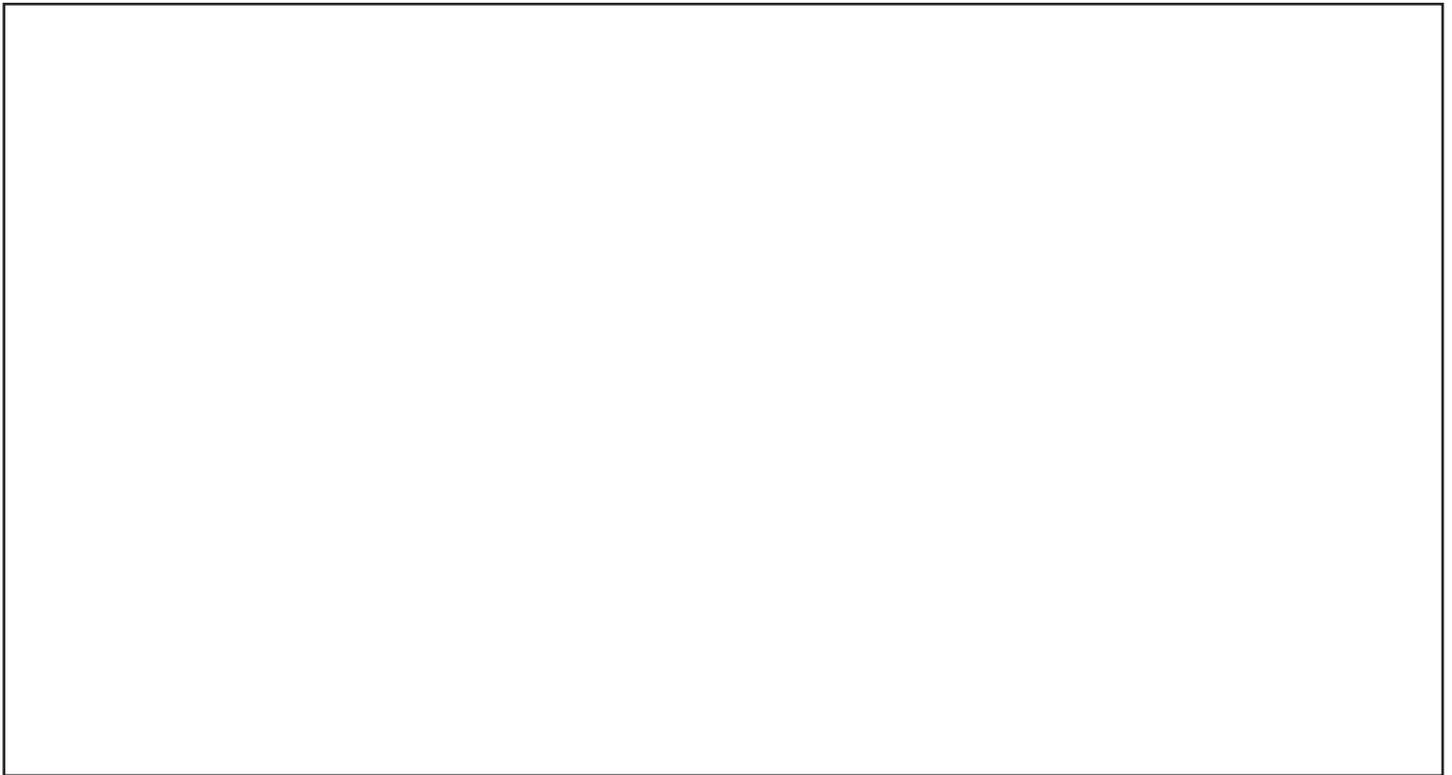


Shape: _____



Question 1: **Line**

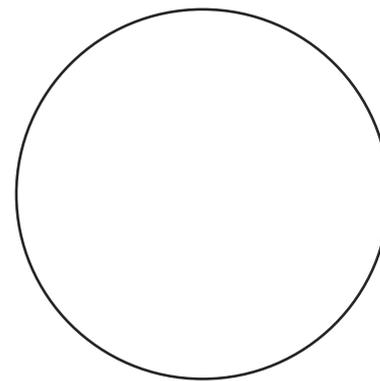
1.1 Draw different kinds of lines (straight, curved, zigzag, wavy, dotted) and create a picture using only lines.



1.2 Write a sentence about what kinds of lines you used to create your picture:
For example: I drew a house using straight lines.

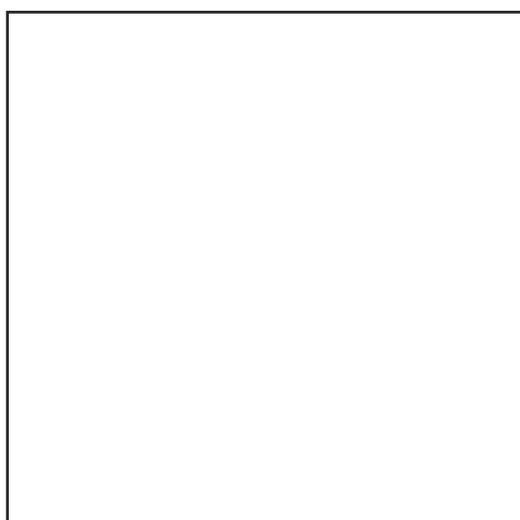
Question 2: **Tone**

2.1 Shade a circle to make it look like a ball.
Write a sentence about why you made some parts dark and some parts light.

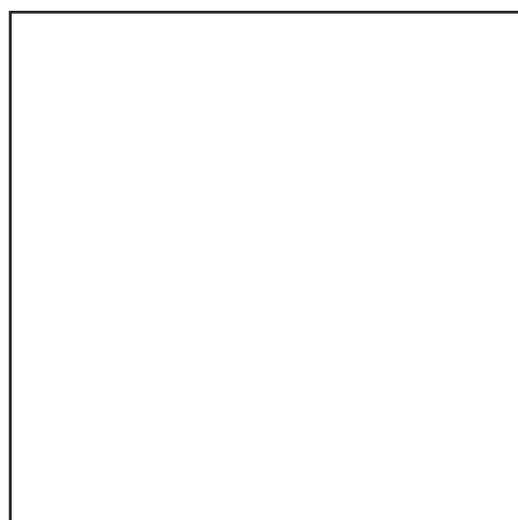


Question 3: **Texture**

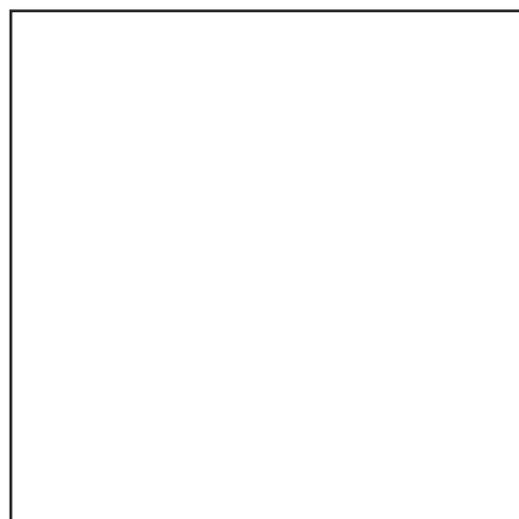
3.1 Make rubbings of textured objects and create textured patterns with paint and sponges.



Bumpy



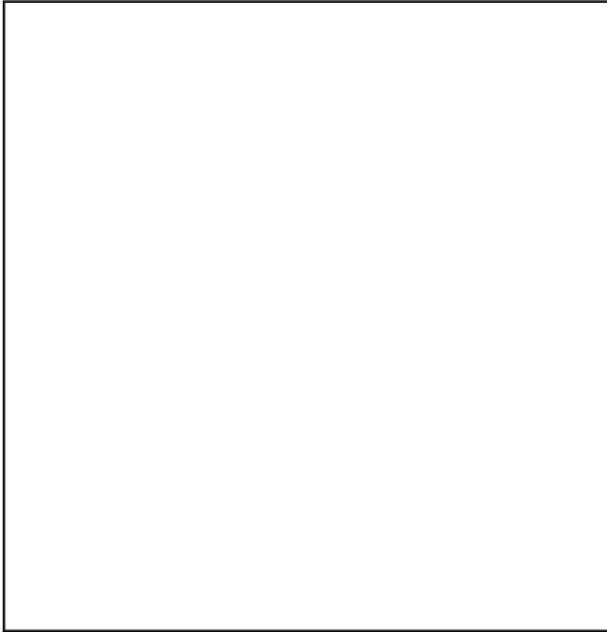
Rough



Smooth

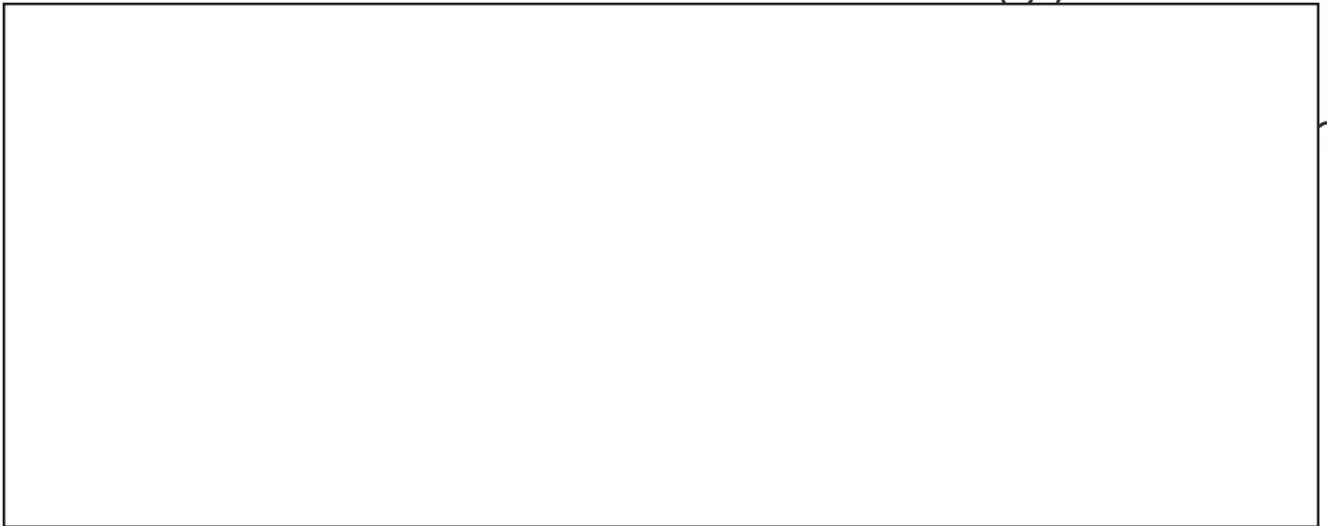
Question 4: **Shape**

4.1 Draw different shapes and combine them to make a picture, like a robot or a flower.
Write a sentence about what shapes you used.



Question 5: **Mark-Making**

5.1 Make a picture using dots, dashes, and squiggles.



5.2 Write a sentence about what kinds of marks you used.
For example: "I used dots and squiggles to make a starry sky."

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Memorandum

Introduction:

Task: Write a sentence about what each of the five art elements is: line, tone, texture, shape, and mark-making. Draw a simple example of each one.

- **Line:** A continuous mark made by a moving point, defining shapes and suggesting movement.
Learners draw any of the following lines: straight, curved, zigzag, wavy, dotted
- **Tone:** The lightness or darkness of a colour, creating depth and contrast.
Learners draw light and dark shadings.
- **Texture:** The surface quality of an object, either actual (tactile) or implied (visual).
Learners make two or more different textures.
- **Shape:** A two-dimensional area defined by lines or curves, which can be geometric or organic.
Learners draw two or more shapes (circles, squares) or organic shapes (leaf shapes).

Question 1: **Line**

Expected Outcome: A drawing with various lines (e.g., a house or tree) showing straight, curved, zigzag, wavy, and dotted lines.

Question 2: **Tone**

Expected Outcome: A shaded circle (or another shape) showing a gradient from dark to light, demonstrating an understanding of tone.

"I used light and dark toning to create depth and contrast."

"I shaded the circle to make it look like a ball by making some parts dark and some parts light."

Question 3: **Texture**

Make rubbings of textured objects and create textured patterns with paint and sponges.

Expected Outcome: Rubbings and painted textures that show various surface qualities (e.g., bumpy, rough, smooth).

Question 4: **Shape**

Expected Outcome: A drawing using basic shapes to form a recognisable image (e.g., a robot or flower).

"I used circles and squares to make a robot."

Question 4: **Mark-Making**

Expected Outcome: An abstract piece using dots, dashes, and squiggles to create interesting markings.

