

## LOOKING TO LEARN – GRADES K-2

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**DESCRIPTION:** Look, think, discuss, and play games while learning about shapes and color. This tour is a great way to introduce kids to art.

**OBJECTIVES:**

1. Students will identify primary and secondary colors.
2. Students will discuss how artists use color in a variety of art.
3. Students will observe the difference between geometric vs organic shapes.
4. Students will explore how art can inspire our imaginations to see or tell a story.

**PRE-VISIT ACTIVITY:**

Instruct teacher to have their students create a color wheel that demonstrates mixing primary colors to make secondary colors. (See additional attachments for resources.)

**INTRODUCTORY QUESTIONS, ACTIVITY, OR REMARKS:**

Welcome! We are in the gallery today to find shapes and colors in the art that is here. Once we talk about shapes and colors, we will discuss how important they are to tell the story of the artwork. First, let's identify primary and secondary colors, and geometric and organic shapes using some pictures. (See additional attachments for resources.)

**GALLERY ACTIVITIES & ARTWORKS (Artworks may change):**

(1) Jef Bourgeois, *Slippery When Wet (Chappaquiddick)*, 1994. Mixed Media.

(1a) Activity: Discussion

- What shapes do you see? Can you see organic and geometric shapes?
- What is your favorite shape in this picture? Why?
- Do you see any repeated shapes? Pattern? Symmetry?
- What do you think is happening in this picture? Does it make you think of anything?
- What would you title this artwork?
- What do you like? Is there anything you don't like?

(1b) Activity: Cutout Shapes

- For the whole group, use a sheet of mural paper on the floor (to keep the group together)
- Provide an assortment of cutout shapes (or older students might cut out their own)
- Have a conversation about the final project\
- NOTE: Please do not use glue in the galleries.

(2) Joan Miró, *Sous la Grêle*, 1969. Color aquatint.

(2a) Activity: Discussion

- What colors do you see? What primary colors? What secondary colors?
- Do the colors make you feel any particular way? Happy, sad, excited, etc.?
- What shapes do you see? Which ones do you notice first? Do any repeat?
- What do you like about this print? Why? What don't you like? Why?
- Does this remind you of anything? What would you title it?

(2b) Activity: *Color Dance* by Ann Jonas

- Read *Color Dance* to review primary and secondary colors
- Give each student a colored streamer; Let students trade colors by determining which 2 colors blended together create a different color,
- Students wave streamers while walking in a circle, a straight line, an "S-line", curvy line. Individually students use streamers to create their own dance.

(3) Tarmo Watia, *Finnish Pot on Yellow*, n.d. Oil on canvas.

(3a) Activity: Discussion

- What colors and shapes do you see?
- Do the colors make you feel a certain way?
- What do you think is happening? What do you see that makes you say that?
- If you were part of this painting, what would you be doing?

(3b) Activity: Let's have a picnic!

- Draw a tablecloth on large chart paper or mural paper
- Have students come up and each draw what they would bring to a picnic
- Keep others engaged discussing what is being drawn, what they want to draw next
- Discuss each shape and color used

**CONCLUSION REMARKS/ACTIVITY:**

By looking closely, we can see shapes and colors in art. Art is often the way an artist sees the world around them; a world of which we are all a part. Shapes and colors are important to be able to tell a story through art. What did we see in the artworks?