

## Responding to the Arts: Visual Arts

### Exploring Artwork – Grade 4




#### Background:

The following learning experience was developed to demonstrate implementation examples aligned to the [Kentucky Academic Standards \(KAS\) for Visual and Performing Arts](#).

It is important to note that the assignments indicated through these Teacher Notes, and related resource(s) represent one example. This example is not a requirement nor a suggestion for school curriculum. While the Kentucky Department of Education (KDE) is responsible for the development of high-quality academic standards, state law assigns each local district the authority to develop the school's curriculum and determine appropriate instructional resources based on language found in [Kentucky Revised Statute \(KRS\) 160.345](#).

This learning experience includes detailed procedures and all links, handouts, printables and graphics needed to successfully complete each segment. The following formats are used to assist in organizing information:

-  The VPA logo Indicates a companion video with an overview of information included in the section.
- *Italicized text* identifies foundational information from the *KAS for Visual and Performing Arts*.
- Activities for students to complete will appear in a **green, solid-lined box**.
  - These boxes also include the corresponding slide number within the [Visual Arts - Responding to the Arts Implementation PowerPoint](#). These slides include information and graphics that can be projected and shared with students throughout the learning experience.
- Standards language, key vocabulary definitions and clarification statements pulled directly from the *KAS for Visual and Performing Arts* will appear in a box that matches the color of the corresponding artistic process. For this responding learning experience, that color is **coral surrounded by a dash-lined box**.



#### Overview of Learning Experience:

Students will identify and describe how the elements of art convey emotion in artworks. Students will then use the elements of art to write a cinquain poem that conveys emotion. Students will create an original piece of art based on a peer's cinquain poem using a similar media as the original artwork. After responding to their peer's poem and creating an original piece, students will display their work for a gallery walk and compare the original artwork to the newly created piece it inspired.



#### Teacher Preparation:

This learning experience should utilize what is available in your learning environment. Plan for the following:

- Review instructions and resources linked through this document, including the accompanying [Visual Arts – Responding to the Arts Implementation PowerPoint](#), to prepare adequate copies and materials.

## Teacher Preparation Continued:

- Review the following resources to gain additional understanding prior to sharing with students:
  - [Responding to Art: Everyday Art Foundations](#) (2:16) – Video
  - [Why Your Next Critique Should Be a Gallery Walk](#) - Website
  - [Elements of Art: Artsville](#) (1:42) – Video
  - [Cinquain Structure](#) - Graphic Organizer
  - [Describing Artwork](#) – Graphic Organizer
  - [Describing Elements of Art Word Bank](#) – .pdf
  - [Emotions with Elements of Art Word Bank](#) - .pdf
  - [Simile Word Bank](#) - .pdf
  - [Suggested Kagan Structures](#) - .pdf
- Sections of this learning experience encourage the use of specific materials:
  - Decide on and gather tools, materials or other resources students need for creating artwork.
  - Determine which images to share from the [Kentucky Virtual Art Museum](#), [Speed Art Museum](#) or other local art museum.
    - Teachers may want to provide a folder of approved artworks from which students can choose. Artworks should be vetted for appropriateness.



## KAS for Visual and Performing Arts Alignment:

The [KAS for Visual and Performing Arts](#) is designed to engage students in artistic processes and creative expression. Standards for all grade levels, K-8, and at three high school proficiency levels indicate what students should know and be able to do. (KAS for Visual and Performing Arts, page 7).

**Anchor Standards** are a unifying element across the arts disciplines that describe the artistic literacy that students should demonstrate throughout their education (KAS for Visual and Performing Arts, pages 9-10).

**Process Components** are the actions artists carry out as they complete each artistic process. Students' ability to carry out these operational verbs empowers them to work through the artistic process independently. (KAS for Visual and Performing Arts, page 14).

This learning experience aligns to the following anchor standard and process component:

**Anchor Standard 7:** Perceive and analyze artistic work.  
**Process Component:** Perceive

**Artistic Processes** nurture artistic literacy through student engagement in the four artistic processes of creating, performing/presenting/producing, responding and connecting.

While there are aspects of each artistic process embedded throughout this lesson, the standard addressed is focused on responding, which includes understanding and evaluating how the arts convey meaning. (KAS for Visual and Performing Arts, pages 8-9)

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***Performance Standards** are discipline-specific grade-by-grade articulations of student achievement in the arts (dance, media arts, music, theatre, visual arts). Performance standards are coded to reflect the Arts Discipline, Artistic Process, Anchor Standard, Process Component and Grade Level or High School Proficiency level. (KAS for Visual and Performing Arts, page 7).*

The standard addressed in this learning experience is:

VA:Re7.1.4) Compare responses to a work of art before and after working in similar media.

Educators may have to engage students with a standard multiple times throughout a year to meet the full intent of the standard. As a result, the following learning experience may not encompass the entire scope of the standards identified.

***Essential Questions** are open-ended, designed to stimulate thought and empower students to work through the artistic processes independently. Essential questions are specific to each standard, but consistent between each grade band.*

**Essential Question:**

How do life experiences and engagement with art influence and impact our perception of the world?

The standard and essential question may need to be translated into student-friendly learning goal(s) which serve as the basis for student success criteria. For more information on learning goals and success criteria, visit [Clarifying and Sharing Clear Learning Goals](#).

Below are examples of a learning goal and success criteria for this learning experience:

**Learning Goal:**

*Students will compare responses to a work of art before and after working in similar media.*

**Success Criteria:**

- 1. I can compare responses to a work of art **before** working in similar media.*
- 2. I can compare responses to a work of art **after** working in similar media.*

The student-centered learning experience begins on the next page.

**Remember:** Activities for students to complete will appear in a green, solid-lined box.

**Introduction:**

Introduce the learning goal and first success criteria to students:

*Slide 2***Learning Goal:**

*Students will compare responses to a work of art before and after working in similar media.*

**Success Criteria One:**

*I can compare responses to a work of art **before** working in similar media.*

Prior to this learning experience, students should have a foundation in the elements of art. Review the student-friendly definition of the elements of art provided below:

*Slide 3***Elements of Art:**

The visual components artists use to create their artwork: shape, color, line, texture, form, space, value.

*student-friendly adaptation of the KAS for Visual and Performing Arts, page 308)*

Tell students they are now going to watch the video [Elements of Art: Artsville](#) to further review.

After students have watched the video, tell them they are going to focus on the following elements of art: shape, color, line and texture and the role they play in conveying emotion in an artwork.

*Slide 4***Elements of Art**

**shape** - an enclosed 2-D area: geometric or organic, large or small, free form, etc.

**color** - the hue and/or intensity of color used in an artwork can change the emotion.

Hue: the name of a specific color from within a broader color family (light blue, dark blue, sky blue, robin's egg blue, etc.)

Intensity (bright or dull)

**line** - the mark(s) moving in a space between two points: thick or thin, smooth or jagged, wiggling, curving, etc.

**texture** - the real or implied feeling of a surface - its roughness, smoothness, softness, etc.

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**Responding Using Elements of Art:**

Tell students they will now analyze the identified elements of art in an artwork.

While there are many options for artworks to use as an example, the following reference image is provided for this learning experience to highlight the identified elements of art. Keep in mind that the media of your chosen artwork will determine the media students will work with later in the learning experience.

For this responding activity, decide if you will share the title and context before or after showing students the artwork.

Show the artwork *Strawberry Delight* by artist Alice Gatewood Waddell and ask the following questions:

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Reference Image: [Strawberry Delight](#)



A mixed media artwork depicting women with baskets of strawberries,  
by artist Alice Gatewood Waddell, 1999. (Kentucky, b. 1953.)

Medium: Mixed media; 21-1/2" X 29-1/2." Source: Western Kentucky University Libraries, Kentucky, USA.

**Discussion Questions:**

1. What do you notice?
2. What elements of art can you identify?

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Allow students to share their thinking before checking for understanding.

Example: The lines of the ribbons on their hats are wavy which creates movement.

Consider asking students the following question:

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How does knowing the artwork title and context impact your response?

After students have shared their thinking with the class, they will use words or drawings to describe the elements of art found in the artwork by completing part one of the [Describing Artwork](#) graphic organizer.

Students may use the accompanying [Describing Elements of Art Word Bank](#):

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#### Describing Artwork Graphic Organizer - Part One

Name: \_\_\_\_\_ Class: \_\_\_\_\_  
Complete the graphic organizer analyzing the chosen work of art. We are focusing on these four elements of art.

1	2	3
Words or drawings describing the elements of art found in the artwork.	What emotion do you feel when looking at these elements?	Overall emotion felt with this artwork.
<b>Shape</b> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	<div style="border: 1px solid black; height: 40px; width: 100%;"></div>	<div style="border: 1px solid black; padding: 10px; width: 80%; margin: 0 auto;">Overall emotion felt with this artwork.</div>
<b>Color</b> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	<div style="border: 1px solid black; height: 40px; width: 100%;"></div>	
<b>Line</b> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	<div style="border: 1px solid black; height: 40px; width: 100%;"></div>	
<b>Texture</b> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	<div style="border: 1px solid black; height: 40px; width: 100%;"></div>	

#### Describing Elements of Art: [Word Bank](#)

##### Describing the Elements of Art Word Bank

SHAPE			COLOR		
Slice	Web	Crescent	Fire	Ruby	Lavender
Egg	Snowflake	Pane	Ocean	Ice	Storm
Bubble	Heart	Coil	Sunset	Sunflower	PEach
Cone	Geometric	Footprint	Lemon	Shadow	Mint
Stop-Sign	Organic	Flat	Forest	Berry	Fade
Leaf	Symmetrical	Closed	Sky	Glowing	Glimmer
Ring	Asymmetrical	Open	Rose	Shine	Whisper
Brick	Curved	Regular	Chocolate	Tint	Spark
Raindrop	Straight		Coral	Burst	
Kite	Rounded		Midnight	Flicker	
Starburst	Angled		Sand	Shadow	

LINE			TEXTURE		
Thread	Ray	Arc	Smooth	Crinkly	Granular
Wire	Web	Ray	Rough	Grainy	Velvety
Wave	Curve	Web	Soft	Tacky	Waxy
Dash	Spiral	Curve	Hard	Spongy	Sticky
Zigzag	Stroke	Scratch	Bumpy	Feathery	Rugged
Ripple	Trail	Trace	Silky	Choppy	Lumpy
Crack	Strand	Scar	Prickly	Crisp	Pitted
Vine	Drift	Fringe	Fuzzy	Slick	Frayed
Path	Slash	Route	Glossy	Nubby	Cracked
Loop	Branch	Edge	Matt	Bristly	Smoothie
Stitch	Ribbon	Boundary			

After students have completed part two of the graphic organizer, use a [Suggested Kagan Structure](#) such as **Think-Write-Round Robin**, allow them to share their thinking.



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### Responding Using Emotion:

Tell students they are now going to connect emotions to their descriptions of each element of art identified in the artwork.

Example: The lines are (description) which feels (emotion). The lines are wiggly which feels playful.

Explain that different viewers may identify different emotions in artwork. Students may use the word bank, [Emotions with Elements of Art](#), as they complete part two:

### Describing Artwork Graphic Organizer - Part Two

**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_

Complete the graphic organizer analyzing the chosen work of art. We are focusing on these four elements of art.

1	Words or drawings describing the elements of art found in the artwork.	2	What emotion do you feel when looking at these elements?
<b>Shape</b>	Geometric Organic Bold Symmetrical		
<b>Color</b>	Vibrant Warm Contrasting Rich		
<b>Line</b>	Curved Layered Soft Detailed		
<b>Texture</b>	Smooth Layered Soft Detailed		

**3**  
Overall emotion felt with this artwork.

### Emotions with Elements of Art: [Word Bank](#)

SHAPE	COLOR	LINE	TEXTURE
<b>Safe:</b> Rounded shapes that feel comforting.  <b>Aggressive:</b> Angular shapes that feel threatening.  <b>Joyful:</b> Bright, playful shapes that evoke happiness.  <b>Melancholic:</b> Irregular shapes that feel disordered.  <b>Balanced:</b> Symmetrical shapes that create harmony.  <b>Nostalgic:</b> Familiar shapes that remind one of home.  <b>Energetic:</b> Dynamic, sharp shapes that convey movement.  <b>Curious:</b> Unusual or abstract shapes that provoke thought.  <b>Spooky:</b> Jagged shapes that feel eerie or unsettling.  <b>Hopeful:</b> Upward-pointing shapes that suggest growth.	<b>Happy:</b> Bright, warm colors like yellow and orange.  <b>Sad:</b> Cool, muted colors like blues and gray.  <b>Angry:</b> Intense colors like red and black.  <b>Calm:</b> Soft, pastel colors that soothe.  <b>Energetic:</b> Bold, vibrant colors that excite.  <b>Mysterious:</b> Dark, rich colors that create intrigue.  <b>Playful:</b> Bright, contrasting colors that suggest fun.  <b>Tense:</b> Clashing colors that create discomfort.  <b>Peaceful:</b> Earthy colors that evoke tranquility.  <b>Romantic:</b> Warm colors like pink and purple that evoke love.	<b>Joyful:</b> Curvy lines that flow freely.  <b>Angry:</b> Sharp, jagged lines that seem to clash.  <b>Calm:</b> Soft, smooth lines that create a serene feeling.  <b>Tense:</b> Tight, overlapping lines that create pressure.  <b>Mysterious:</b> Wavy or spiraled lines that evoke curiosity.  <b>Confident:</b> Bold, thick lines that stand strong.  <b>Playful:</b> Bouncy, playful lines that suggest fun.  <b>Sad:</b> Drooping lines that suggest heaviness or loss.  <b>Chaotic:</b> Crossed or erratic lines that create confusion.  <b>Elegant:</b> Graceful, flowing lines that suggest beauty.	<b>Comforting:</b> Soft textures that evoke warmth and safety.  <b>Harsh:</b> Rough textures that feel aggressive or unwelcoming.  <b>Inviting:</b> Smooth textures that draw you in.  <b>Eerie:</b> Jagged or unsettling textures that provoke fear.  <b>Warm:</b> Cozy textures that evoke feelings of home.  <b>Confusing:</b> Mixed textures that create a sense of disorder.  <b>Luxurious:</b> Rich textures that feel opulent and indulgent.  <b>Fragile:</b> Delicate textures that evoke a sense of vulnerability.  <b>Energetic:</b> Textures that seem to pulse with movement.  <b>Dramatic:</b> Bold, contrasting textures that command attention.

After students have completed part two of the graphic organizer, use a [Suggested Kagan Structure](#) such as **Think-Write-Round Robin**, allow them to share their thinking.

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Students will now use the descriptions and feelings of the elements of art identified in the artwork to determine how the artwork conveys an overarching emotion. Allow students to complete part three of the graphic organizer:

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**Describing Artwork Graphic Organizer – Part Three**

**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_

Complete the graphic organizer analyzing the chosen work of art. We are focusing on these four elements of art.

	1 Words or drawings describing the elements of art found in the artwork.	2	What emotion do you feel when looking at these elements?
Shape	Geometric Organic Bold Symmetrical	→	Happy Excited Calm Energetic
Color	Vibrant Warm Contrasting Rich	→	Joyful Warm Peaceful Cheerful
Line	Curved Layered Soft Detailed	→	Relaxed Playful Gentle Lively
Texture	Smooth Layered Soft Detailed	→	Cozy Soft Calm Inviting

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**Overall emotion felt with this artwork.**

After students have completed part three of the graphic organizer, allow them to share their thinking before asking the following questions:

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How do the elements of art in “Strawberry Delight” work together to convey an emotion?

Encourage students to use examples from the artwork and their graphic organizer to explain their thinking.



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## Elemental Poetry:

Inform students that they are going to be writing a cinquain poem using the elements of art to respond to artwork. Review the following information about a cinquain poem from poets.org to give students an understanding of its use:

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### Cinquain Poem Background

A Cinquain is a poem or stanza composed of five lines. Examples of cinquains can be found in many European languages, but the origin of the form dates back to medieval French poetry.

For this learning experience, our Cinquain will have a title and a certain number of words in each of the five lines (except the fourth, which is a simile of any length).

A simile is a figure of speech that compares two things using the words “like” or “as”.

A [Cinquain Structure](#) is suggested below:

**Title:** Name of Artwork

**Line One (Shape):** One word identifying a shape in the artwork that stands out to you.

**Line Two (Color):** Two words describing a color that stands out to you (intensity and hue).

**Line Three (Line):** Three words describing what the lines in the artwork seem to be doing.

**Line Four (Texture):** A simile describing a texture found in the artwork. (A [Texture Simile Word Bank](#) is provided.)

**Line Five (Emotion):** One word describing an emotion you feel when you look at the artwork.

Use the artwork Strawberry Delight to write a cinquain as a class to model the process. As students participate in writing the cinquain using part four of the graphic organizer, validate their perspectives to reinforce that everyone responds to art in different ways. An example of a completed cinquain for Strawberry Delight is included below:



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### Cinquain Structure

**Cinquain Structure**

**Title:**  
Strawberry Delight

**Line One (Shape):**  
Crescent

**Line Two (Color):**  
Vivid Blue

**Line Three (Line):**  
Fluttering, curving, slanting

**Line Four (Texture):**  
As smooth as silk

**Line Five (Emotion):**  
Joyful

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After writing a cinquain as a class to model the process, tell students they are going to write their own cinquain based on another artwork.

Have students work in groups to choose one reference artwork from the teacher-provided folder of school-appropriate artworks from the [Kentucky Virtual Art Museum](#), [Speed Art Museum](#) or other local art museum.

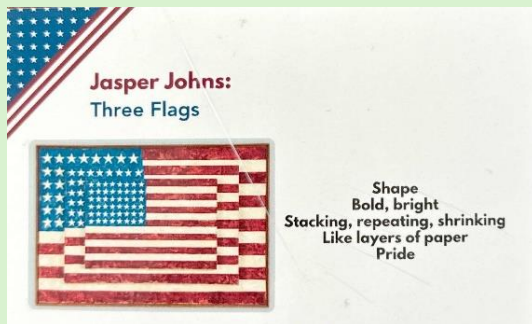
It is helpful to provide access to a thesaurus or refer to the word banks from the graphic organizer for this activity.

Each member of the group will write their own poem about the same reference artwork using the [Cinquain Structure](#).

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#### Reference Image One

Teacher-produced cinquain and student cinquain:



**Cinquain** Memphis

**Title:** Three Flags

**Line One:** one word about shape  
Geometric

**Line Two:** two words about color  
Glowing Fire

**Line Three:** three words about lines  
Boundary Edges Elegant

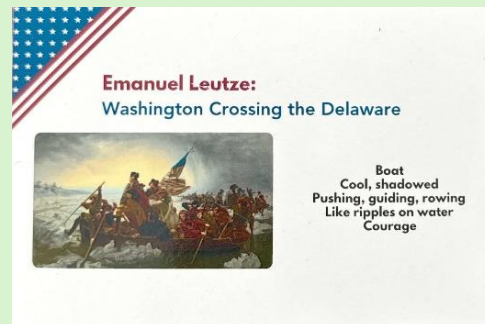
**Line Four:** a simile about texture  
Like a photograph taken with a low resolution

**Line Five:** one word about feeling  
Pearful

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#### Reference Image Two

Teacher-produced cinquain and student cinquain:



**Cinquain** Parker

**Title:** \_\_\_\_\_

**Line One:** one word about shape  
Simple

**Line Two:** two words about color  
misty sky

**Line Three:** three words about lines  
ribbon, straw, path

**Line Four:** a simile about texture  
silly like the fabric on a cowboy dress

**Line Five:** one word about a feeling  
joy

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## Poetry as Art:

After students have created their own cinquain, they will trade cinquain poems within their group. Inform students that their new poem will be the inspiration for their own artwork.

Revisit the learning goal and introduce the second success criteria to students:

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**Learning Goal:**

*Students will compare responses to a work of art before and after working in similar media.*

**Success Criteria Two:**

*I can compare responses to a work of art after working in similar media.*

Explain the meaning of media as it relates to visual arts using the key vocabulary definition as a foundation:

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**Media:** Tools, materials and resources used to create art.

*(student-friendly adaptation of the KAS for Visual and Performing Arts definition, page 376)*

Explain that students will now use the same media from the class example to create new artwork.

Example: Strawberry Delight is a mixed media artwork; therefore, students will explore mixed media.

Before allowing students to begin, complete the following:

- Consider how and where final artwork will be displayed.
- Prepare the space and materials needed for creating the artwork.
- Remind students of established classroom procedures for the media they will be using.

Give students the following instructions:

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Using the elements of art, descriptions and emotions within your peer's cinquain poem, create a new artwork.



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### Gallery Walk:

After students complete their cinquain-inspired artwork, prepare for the gallery walk by completing the following steps:

- Choose an available space within your school. Spaces can include the classroom, hallway, cafeteria or other common space.
- If possible, organize the artwork by reference image with the cinquain-inspired artwork and accompanying cinquain poem nearby. See example below:

Slide 18



For more information about setting up a Gallery Walk, visit [“Why Your Next Critique Should Be a Gallery Walk”](#) by the Art of Education.

To prepare students for Responding to their peer’s artwork, share the video [Responding to Art: Everyday Art Foundations](#) and the accompanying viewing guide to gain foundational understanding of the artistic process of responding.

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#### **While Viewing**

Pay attention to the three main strategies for responding to art as they appear onscreen—**noticing**, **analyzing**, and **evaluating**—and the different questions you can ask yourself for each.

#### **After Viewing**

Reflect on what you learned in the video.

How did the kids in the video say what they liked or didn’t like about a work of art?

#### [Responding to Art: Everyday Art Foundations](#)



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Students will now participate as art critics in a Gallery Walk as they respond to their peers' artwork. Allow students to walk through the gallery in groups to observe all artwork. After the Gallery Walk, ask them to answer the following questions about one collection of artwork.

**Note:** To determine which collection groups respond to, the teacher should think about if they want to assign or allow students to choose.

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Using elements of art (shape, color, line and texture),

1. How would you describe the original image?
2. How would you describe your peer's artwork (choose 2 or more)
3. How are the responses to the original artwork different? How are they the same?

Using a [Suggested Kagan Structure](#) such as **Rally Robin**, allow students to share their thoughts on one collection of artwork.



### **Student Reflection:**

After students have ended their gallery walk rotation, remind them of the learning goal and success criteria for this learning experience:

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#### ***Learning Goal:***

*Students will compare responses to a work of art before and after working in similar media.*

#### ***Success Criteria:***

1. *I can compare responses to a work of art **before** working in similar media.*
2. *I can compare responses to a work of art **after** working in similar media.*

Students will then evaluate their own cinquain-inspired artwork and reflect on the process and use of similar media by responding to the following reflection questions:

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#### **Student Reflection Questions:**

- What did your group members notice about the reference image that you did not?
- How did experiencing similar media impact your understanding of the elements of art?
- What other media would you like to learn more about?



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**Teacher Reflection:**

For teacher reflection, consider these questions:

**Teacher Reflection Questions:**

- What did the students respond to the most enthusiastically?
- What are some of the challenges they faced? How can these challenges be addressed?
- What is the comfort level of the students in this media? What is your comfort level? How can more opportunities be provided in this media?
- How can you embed more opportunities for student response to artwork in other learning experiences?



**Wrap Up:**

You can revisit this learning experience using the other elements of art, form, value and space. Continue to allow your students to explore with different media and opportunities to respond to multiple art genres and styles.

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## Scaffolding Connection to Support the Enduring Understanding:

The following examples are a synopsis of high-quality, grade-level learning experiences that appropriately scaffold to support the enduring understanding of this anchor standard for visual arts.

**Enduring Understandings** summarize important ideas and processes that are central to an arts discipline. They allow the standards to be steeped in rigor and focused on students' ability to demonstrate understanding through performance.

**Enduring Understanding:** Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others and real or imagined environments.

### **Middle School – VA:Re7.1.6 (Grade 6)**

#### **Evaluating Artwork:** Global Art

Students will identify and interpret works of art or design from a chosen culture from around the world. These cultures can be identified by either the student or teacher. Students will use their prior knowledge of art concepts such as the Elements of Art, cultural significance, and the art creation processes throughout this learning experience. Once the art is chosen, students will respond by identifying the purpose, meaning, and process used to create the artwork and the significance to their culture. Students will collaborate with peers to discuss differences in cultures and relationships in art. Students will then create an original work of art in the same or similar media inspired by their chosen artwork. Finally, students will respond to their peers' original work of art through a Gallery Walk using a set of given criteria.

### **High School – VA:Re7.1.Acc (Accomplished)**

#### **Justifying Artwork:** Art Speaking to Art

Students will respond to different artforms in this interdisciplinary learning experience. First, students will analyze exemplars of poems and short stories written in response to visual artworks, as well as artworks made in response to written poems and stories. Next, they will discuss how visual and written artworks often interact and inspire each other. Then, students will choose a reference work to respond to through written personal narrative or creation of a narrative artwork.

All students will then reflect on the process of communicating and responding to emotional narratives through different forms of art.

After displaying student work alongside their chosen original inspiration artwork, have students participate in a Gallery Walk to allow students to see and discuss how students chose to respond to different artforms and compare how different modes of expression impact meanings conveyed.

This learning experience gives students the opportunity to make choices in developing their personal aesthetic while responding to the relationship between visual and verbal storytelling.