

## **Art Elements! Tour**

**Grades Pre-K-1**

**45 Minutes**

**(About 10 minutes per stop, with four stops total.)**

### **Tour Objectives**

*Students will...*

- Learn about and discuss four art elements: color, shape, line, and space.
- View four different paintings in the Morris Museum's permanent collection galleries.
- Analyze paintings to determine how artists used line, shape, color, or space in their compositions.

## **Tips for talking to young children:**

- Ask children to sit on the floor if you plan on being in one area longer than 2-3 minutes. If possible, sit in a chair so you do not tower over the kids (it places you closer to their level).
- Ask them to repeat terms or concepts in unison.
- Ask questions—even if you don't think they will know the answers.
- Repeat new concepts 2–3 times.
- Don't require them to always raise their hand to talk. The museum is not school, and we want to avoid turning tours into classroom experiences.
- Use proximity—have them sit as close to you as possible.
- Speak up. Don't be afraid of the kids being too loud. Just relax!
- Let them know what they are going to talk about.
- Wait about 4–5 seconds for responses to questions. If you don't get any response after that time, use prompts to work answers out of them.

- If you are talking to an individual student, never directly tell them they are wrong. Instead say something like, “That is an interesting thought, but.....”
- Frequently praise participation.
- Keep it fun! Again, we are not a school. The kids, as well as their teachers, are at the museum to have a good time.
- If there is a child or group of children that is misbehaving, wait for a break in the conversation then ask the teacher to intervene. (Example: “Excuse me Ms. Smith, would you mind asking that student to pay attention/quiet down/not to touch?”) Another technique is to simply make eye contact with the teacher and point to the student who is causing a disturbance.
- Allow the teacher to add comments or information. Even outside of the classroom, teachers will still act like teachers. Many like to add to the conversation; after all, they are on the field trip too!
- Don’t try to teach autobiographical information. Stick to concepts and techniques.



Herb Jackson (b. 1945)  
*Signal Fire*  
1997





**Color (Atmospheric Perspective)**



**Sharpness**



**Relative Size (Proportion)**



**Vertical Location**



**Overlapping**



Gladys Nelson Smith (1890–1980)  
*Afternoon at the Beach, Chesapeake Bay, 1930s*





Nell Choate Jones (1879–1981)  
*Georgia Red Clay*, 1946