

# Talking to Young Children About Art

Using simple and familiar language will help children become aware of the qualities in their own art and the artwork of others. Simple description statements will expand their observational and linguistic skills in general. As conversations about the elements of art become everyday occurrences, you can begin to introduce simple art words to familiarize young children with the formal properties or elements of art.

Color	Line	Form or Shape
Variations in color provide many opportunities for adults to comment on their array.	Lines in clothing, block construction, walls, windows, paintings, weaving, etc. allow you to make observations about the properties of lines.	Label recognizable geometric shapes, comment about irregular forms, and describe inter-relationships among them.
<b>Hue</b> - Mandarin, the artist, filled this box with blue and that box with yellow.	<b>Kind</b> - Jackson Pollock liked to drip squiggly lines of paint.	<b>Size</b> - This statue is carved from a huge rock.
<b>Intensity</b> - Aaron's hair is bright red. Mine is a duller shade of red.	<b>Beginning/end</b> - You started your blue line in this corner and it went clear to the other side.	<b>Name</b> - You made a necklace with triangles and squares.
<b>Temperature</b> - The orange square in this Albers painting glows with warmth.	<b>Direction</b> - When you follow this wavy line in the painting, it makes your eyes look up.	<b>Solidity</b> - The blue square is all filled in with blue, but the red one has colored dots inside it.
<b>Value</b> - The leaves in this picture are dark green, just like the pine tree outside.	<b>Quality</b> - Mary's sneakers have wide stripes across the toe. John's have narrow ones in back.	<b>Relationship</b> - Matisse cut out a yellow shape and put it inside the red one.
<b>Tint and tone</b> - When you added white paint, the circle got lighter. Then you added black and it got darker.	<b>Length</b> - The lines for the grass are made with short strokes. This one for the tree is longer.	<b>Open/closed</b> - Darren scooped out the clay and is sticking paper clips inside.
<b>Relationship</b> - The red flower really stands out next to the green leaves in the picture.	<b>Relationship</b> - The blue yarn goes over the red yarn and then under the yellow yarn.	



Texture	Space	Design
<p>Help children become aware of how the appearance of surface suggests the feel of the object depicted.</p>	<p>Help children apply movement concepts and special awareness to how artists use space.</p>	<p>Comments can help children see how artists plan to include different elements in their work and how those elements relate to one another.</p>
<p><b>Actual/Implied</b> - The paint on this van Gogh sunflower is so thick your eyes can almost feel the petals.</p> <p><b>Hardness</b> - Now that the clay is dry, the pot feels hard.</p> <p><b>Roughness</b> - These dots in the Seurat picture make it look bumpy up close.</p> <p><b>Regularity</b> - The threads in your skirt are woven tight on the pocket but loose and lacy around the trim.</p> <p><b>Reflectiveness</b> - The silver crayon made such a shiny circle that it looks like a mirror.</p>	<p><b>Distance</b> - You drew the two cats close together.</p> <p><b>Location</b> - Georgia O-Keefe painted a flower right in the middle of the canvas.</p> <p><b>Boundaries</b> - In this painting, the woman inside the house is looking out through the window.</p> <p><b>Positive or negative</b> - Keisha painted a red square and left the rest of her paper white.</p>	<p><b>Symmetry</b> - The pattern on this side matches the pattern on the other side.</p> <p><b>Repetition</b> - This basket has three stripes on the bottom and three stripes on the top.</p> <p><b>Alternation</b> - Your bracelet has a blue square and then a yellow circle all the way around.</p> <p><b>Variation</b> - Kandinsky used a light red up here and a darker red down there.</p> <p><b>Emphasis</b> - Picasso made the mouth big so I wonder what the girl in this painting is saying.</p>

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