

At Home with Children: Creative Projects – Design Elements

Use the design elements as the focus of some at home creative projects. This a useful way to frame the learning and it sets up good design thinking practices that will be useful across different learning areas.

These projects are based on:

- stimulating curiosity
- introducing and developing vocabulary and art making skills
- resources that most homes will have or are easy to find
- expanding how we think of visual arts learning



Three key components for home-based visual arts learning

Art Journaling –
Documenting
discoveries and
experimenting



Art Projects – Making



Art Appreciation –
talking, thinking and
writing



Pick a theme

Consider
resources

Establish
framework

Collect
Data/experiment

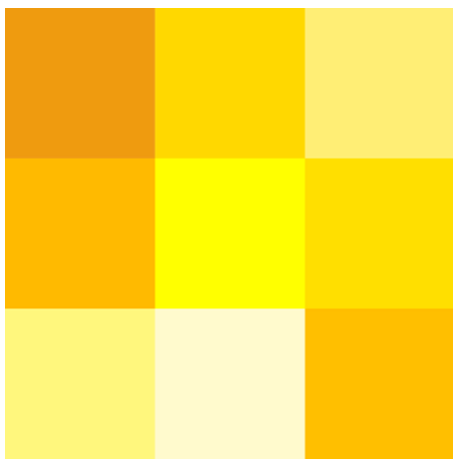
Analyse
Data/experiments

Make Art

Reflect and
repeat

Each bold word represents a key stage in the creative process – by choosing a focus such as design elements it helps to frame the learning experience, making the learning more memorable and transferrable to new situations.

Tick once completed	Theme: Colour	Set up an art journal to explore ideas, carry out experiments, reflect on projects
<input type="checkbox"/>	Select a research area – Be curious	Select a research /project theme under which to carry out a series of intentional creative and material exploration of Design Elements. If you are not sure what the design elements are (lists vary) you can find loads of good resources online that identify design elements and their uses. Design Elements Focus: Colour
		Select your research area and consider how you are going to explore your subject
<input type="checkbox"/>	Set a hypothesis, statement or question to frame your creative research/experiment	Set a hypothesis , framing statement or question that you set out to prove or disprove. Setting up a hypothesis or question will help to add intentionality to your research on design elements. It's fun to set out to prove or disprove your theory - your results can be surprising. Remember it is OK to disprove your hypothesis. Some examples of hypothesis about Colour: <ul style="list-style-type: none"> • Using a small amount of contrasting colour makes the dominant colours in an artwork look brighter



https://en.wikipedia.org/wiki/Shades_of_yellow

- Colour has design qualities and expressive qualities
- Colours can be grouped into warm and cool colours
- Adding white or black to a colour changes its tone from light to dark
- Colour tone can also be changed by adding other colours to your first colour

Some examples of framing questions:

- Do I know all the colors on the colour wheel? Can I make them from my own art materials? Either mixing paint or layering coloured pencils.
- What happens when I mix two, three, four or five colours together?
- Can I mix a palette of colour that I would like to paint my dream bedroom in?
- How many different yellows can I mix?



<https://www.pickpik.com/inline-colored-pencils-photo-back-to-school-pencils-rainbow-60187>

Design your art project in detail, including a material list. Note: almost all materials can be art materials. Young children will need adult help to set up their project, older children could set up their own project.

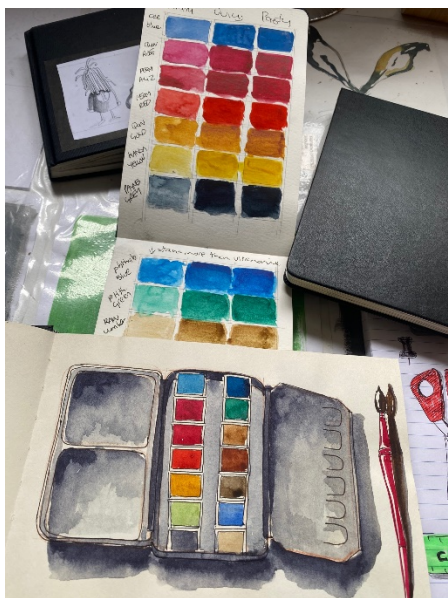
Examples:

- Organise your pencils, or textas in colour order
- Practice colour mixing by colouring-in softly with different coloured pencils or crayons – don't press too hard or you won't be able to add more layers of colour and get a satisfactory blending.
- Look through old magazines and see if you find a colour match for your pencils.
- Create a collage (cut and stick down coloured paper in your journal). Add an extra challenge to try and colour match a selection of objects that you have found in your house, these could be toys, clothes, shoes.
- Or select a colour, for example red and find how many examples of red you can find in a magazine, cut them out and then glue them into your art journal in tonal gradations – dark to light or vice versa.
- Then look around your house and see how many different versions you can find of your chosen colour in your house.



<https://hunterhillel.org/event/tziv-oni-lgbtq-jews-hunter-college>

C



- Mix acrylic or water colour paints and paint small squares of each new colour mix into your sketch book or journal.
- Or draw your water colour palette and then add each colour.



<https://www.google.com/clothing-color-bleeding>

- A **Colour** comparison study can be made between clothing items or objects. Find six items of clothing that are the same colour, but different shades - lay them out from the darkest to the lightest tone.
- In your art journal try to reproduce the colours of the clothes.



Create an artwork using your new-found knowledge about colour.

- Create a drawing or a painting using your new observations and knowledge about colour – your subject could be a selection of your clothes. Shoes are also good subjects to draw or paint as they have an interesting shape to work with.



<https://www.google.com/search?q=https://www.flickr.com/photos/eggrole/5635965943>

- Make a collage by carefully selecting colours from magazine pages. Your artwork can be abstract (pattern and shape) or representational – you could draw a scene and fill it in with the coloured papers. Once you are happy with your composition (placement of collage elements on the page) glue them down.

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Capturing and framing the learning

Encourage your child to write notes in their art **journal** about their experiments, to capture what they learnt. If they are not writing yet – work with them to capture the learnings, in words, drawings and collage. Try to capture the new vocabulary - Warm cool, colour wheel, light and dark tone. Children may also like to create their own colour wheel which can be simple with primary and secondary colours or get more complicated and include tertiary colours. Use the colour wheel to learn what complimentary and analogous colours are.

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Share
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#homewithprg

Have a **discussion** about the project, with each other or with other family members. You might like to organise a call between your child and another relative (grandparents love this kind of call) to talk about the discovery. Reaching for language to recount the experience or describe what took place is very good for the development of children's vocabulary and cognitive abilities.

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Internal reflection

Observe and take note of what your children enjoyed, what you enjoyed and what was challenging – art making is iterative – a process of repetition with changes and learning along the way. Although we all love to have those moments when we create something that we are pleased with – be careful not to let competition and comparison damage the joy of discovery and the pleasure of simply making ... something.

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Join In

Consider starting your own art journal alongside your children - often supporting our children's creativity and learning gives us an opportunity to enjoy some creativity of our own. Plus, the shared experience of being involved in the making may amplify the learning and the enjoyment. It also has self-esteem benefits as you concentrate on a shared creative experience together.

Look/notice/see

Respond/take
notes/sketch/talk

Experiment

Assemble,
construct/create

Iterate, adapt,
repeat, invent,
refine

Share your
experience