



# **LIGHT VALUE SHAPE SPACE COLOUR**

*Kaleidoscope Art Prompt*  
by Stacey McRae

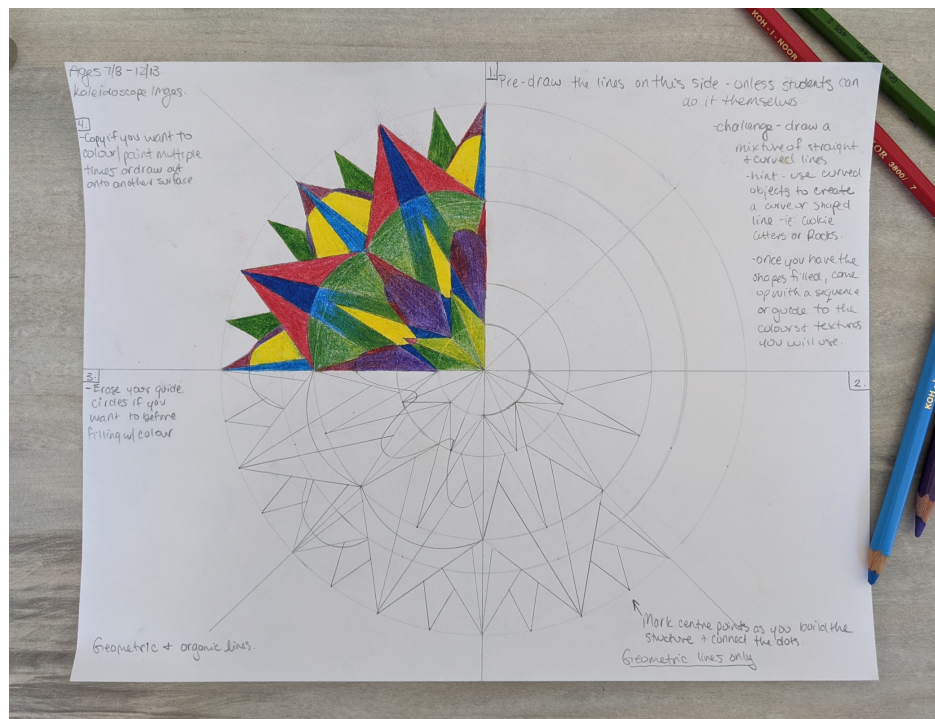


# Kaleidoscope Art

A lesson plan that can be adapted for any age and expanded indefinitely.

## Process:

- Draw 2 or 3 (or as many as you'd like) circles out from a centre point gradually getting larger in size
- Draw horizontal and vertical lines across the diameter like crosshairs. Mark the midpoints of the 4 quadrants created and draw a line through the centre points again to make another division in each.
- Using a ruler and organic shaped objects from around the house (cookie cutters or rocks) fill the first quadrant with geometric and organic (non-linear) shapes until you have a pattern you like. Do the same in the other 3 quadrants until your drawn design is complete.
- Erase your gridlines and start to add colour. You can keep the process simple by using markers or coloured pencils or you can use paint (water mixable oil paints would be great for this). Whatever you choose, remember to consider Light, Value, Shape, Space and Colour (art terms on last pages)





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## FOR THE LITTLES

Show a kaleidoscope image and have them name the shapes and colours they see. Option - print out a black and white kaleidoscope image and have them add in the colour. Use washable paint and make it into a paint by numbers.

Pre-Draw a design and have them relate the colours they see in their own kaleidoscope onto the page. Discuss pattern and repetition.

## AGES 7/8 TO 12/13

Parents: help pre-draw a design in the first quadrant and see if they can take it from there.

## AGES 14 +

Students at this age can work through the entire process. While they create, have a discussion around each of the below ideas. Try creating one at the same time. We all like to have studio mates.

## Questions and Challenges

Have students to look at how light changes the colours within an image you provide.

How can they create similar effects within the shapes they have made when using colour?

This is a wonderful time to talk about colour theory and learn to mix colours!

Have them start with the primary colours plus white and black.

See if they can achieve secondary colours.

Keep it going and see what happens when they add white or black.

What shapes are you attracted to? Why do you think that is?

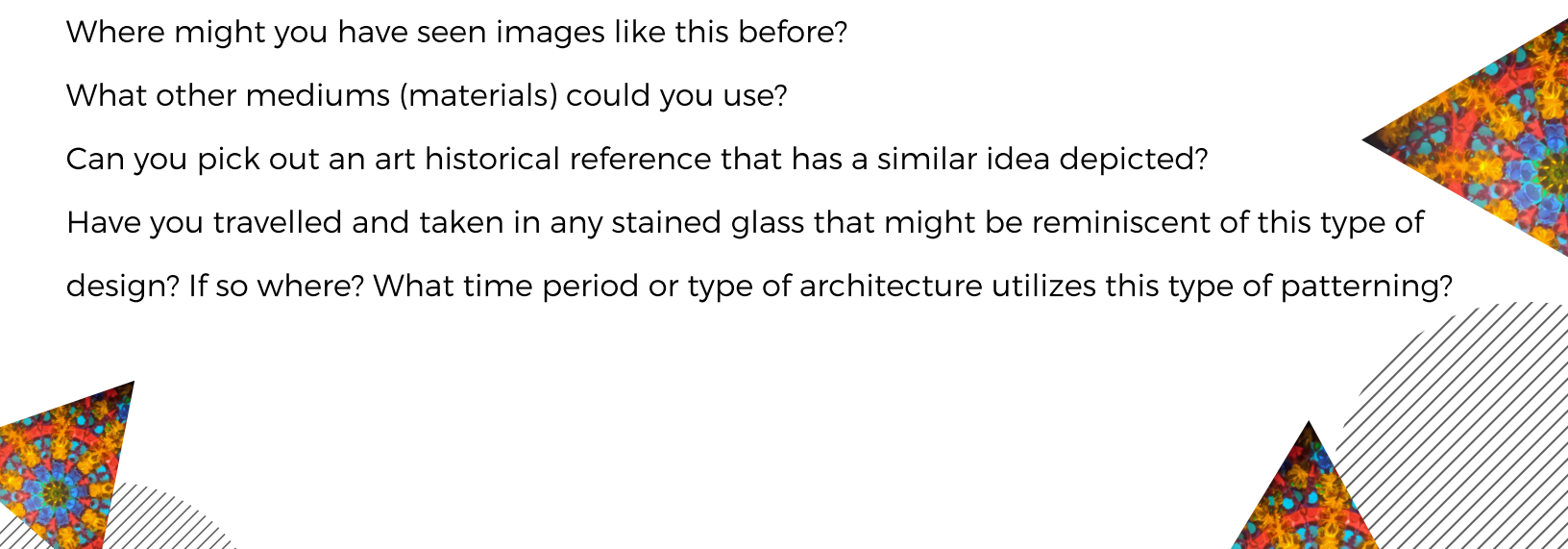
How can they apply the colours in a way that makes the painting come to life with light?

Where might you have seen images like this before?

What other mediums (materials) could you use?

Can you pick out an art historical reference that has a similar idea depicted?

Have you travelled and taken in any stained glass that might be reminiscent of this type of design? If so where? What time period or type of architecture utilizes this type of patterning?



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## TERMS OF REFERENCE

LIGHT is an important part of understanding colour, form and the elements of art. Light changes colour but it also changes the way we perceive shape. By studying how light manipulates the visual world we can better understand how to use it as a tool in art.

VALUE refers to the changes in light as it appears on a surface. Less light equals a darker value and more light equals a lighter value.

SHAPE refers to an enclosed area of space created through lines or other elements of the composition.

SPACE is an element of art that refers to the emptiness or area between, around, above, below, or within objects or elements. We can talk about positive space as the shapes and forms and negative space as the space surrounding or between the positive shapes and forms.

COLOUR is the visual property of the pigment of an object that is detected by the eye and produced as a result of the way the object reflects or emits light. The human eye is capable of seeing millions of colors, making it one of the most diverse and powerful elements of art. Each color has three properties—hue, value, and intensity. Hue is the name of a color. Value is a color's lightness or darkness, which is altered when black or white is added. Intensity refers to the intensity of a colour, often measured by boldness or dullness. (Source: [artclasscurator.com](http://artclasscurator.com))

