

Lines Have Names

Grade 2 – Lesson 1
(*Art Connections*, Level 2, pgs. 14-15A)

Big Idea

Combining lines of different directions can make a visually exciting or dynamic design.

Learning Targets and Assessment Criteria

Target 1: Identifies and uses different directions of line. (Arts EALR 1.1 *Elements of Art: Line direction*)

Criteria 1-4: Describes and draws at least four different directions of lines: vertical, horizontal, diagonal, zigzag, curved.

Target 2: Understands using line direction for expressive effect. (Arts EALR 1.1.2 *Principles of Organization: Line direction for expressive effect*)

Criteria 5: Explains how various directions of line in one composition can create a dynamic image.

Local Art Reference



Painting Number 49, Berlin, 1914 - 15

Marsden Hartley

2001.1067

Seattle Art Museum

(NOTE to Teacher: See **Art Background** section at end of lesson for more information about this work of art.)

Looking at Art Questions

(Note to Teacher: Show both Hartley's, *Painting Number 49, Berlin* above and the Martinez', *Church* from *Art Connections*, Level 2, pg. 14.)

1. A line can be named for the direction in which it moves. What do we call a line that goes up and down? (Vertical)
2. What do we call a line that goes up from side to side? (Horizontal)

3. How about a line that goes at an angle? (Diagonal) Or one that goes up and down at angles? (Zigzag).
4. Which of these different directions of line can you find in the church sculpture? (Repeat this question for Hartley's painting).
5. Can you find any other line directions that we haven't named yet? (Curved)
6. What words would you use to describe the mood of the sculpture/painting? Why do you think so?
7. When artists combine lots of different directions of line into one composition, it can create a visually exciting or dynamic design. Where do you think the church or painting is the most visually dynamic?

Art Making Activity I

(See the **Create** section *Art Connections*, Level 2, pg. 15)

Make a Visually Dynamic Playground Plan

How can you combine different directions of line to create a visually exciting picture of a playground?

Day 1

1. In your sketchbook, sketch some ideas for some play equipment using lots of different directions of line.
2. Choose your best designs, and sketch them on the nice paper, filling the composition so something touches all four sides.
3. Check with a friend to make sure you have at least four different directions of line in your picture, then go over them with a darker pencil.
4. Cut and tear pieces of tissue paper to fill your picture with color, making sure you can still see the lines of your design.

Day 2

5. Finish your playground by going back over the lines with markers, pens, and black oil pastels.

Day 1

Each Student Needs

- A sketchbook
- A sketching pencil (2H are good light pencils for sketching)
- A darker drawing pencil (4B)
- An 8x11 piece of watercolor paper
- A laminated art mat

Every Table Group of Students Needs

- Various colors of tissue paper
- Scissors
- Containers with watered-down glue
- Stiff brushes for gluing

- Set each place with sketchbooks and sketching pencils

Prepare:

- A cookie sheet tray for each table group, containing:
- Various colors of tissue paper
- Containers with watered-down glue (one for every two students)
- Stiff gluing brushes

During Class

- Wait to give student nice piece of paper until s/he completes sketches.
- Put collage materials out only after table group has finished design plans.

Tips for Teachers

Day 2

Before Class

- Prepare a cookie sheet for each table group with a variety of thick and thin line markers, and black oil pastels.

After Art-Making

- Ask children to self-install their work on the white board and lead a discussion about how they made dynamic compositions with various line directions.

Day 2

Ever Table Group of Students Need

- A variety of thick and thin line markers
- Black oil pastels

Vocabulary

Horizontal

Zigzag

Vertical

Curved

Diagonal

Visually dynamic

OR

Art Making Activity II

(See the **Create** section *Art Connections*, Level 2, pg. 15)

Make a Visually Dynamic Playground Mural

How can you combine different directions of line to create a visually exciting mural for a playground?

Day 1

1. In your sketchbook, sketch some ideas for some visually exciting designs, using lots of different directions of line.
2. Choose your best designs, and sketch them on the nice paper, filling the composition so something touches all four sides.
3. Check with a friend to make sure you have at least four different directions of line in your picture, then go over them with a Sharpie.

Day 2

4. Finish your playground mural by filling the design with watercolor paint.

Day 1

Each Student Needs

- A sketchbook
- A sketching pencil (2H are good light pencils for sketching)
- A darker drawing pencil (4B)
- An 8x11 piece of watercolor paper
- A laminated art mat
- Blue tape

Day 2

Ever Pair of Students Need

- Thick and thin line Sharpies
- Watercolor set
- Watercolor brushes
- Water containers
- Paper towels

Reflecting on Our Art (from *Art Connections*, Level 2, pg. 15A)

- **Describe:** What kinds of playground equipment did you make?
- **Analyze:** Which directions of line did you use to make your picture?
- **Interpret:** Where is your picture the most visually dynamic? Why do you think so?
- **Decide:** Does your playground look too empty, too crowded, or just right? Does it look like someplace you would like to play?

Self-Assessment

Name _____

Did you make at least four different directions of lines in your playground design?

I made horizontal lines for _____

I made vertical lines for _____

I made diagonal lines for _____

I made zigzag lines for _____

I made curved lines for _____

I think my playground looks visually dynamic because

Art Background (for **Painting Number 49, Berlin**, by Marsden Hartley)

"The Pariser Platz was jammed to the stoops and windows with those huge cuirassiers of the Kaiser's special guard all in white-white leather breeches skin-tight-high plain enamel boots-those gleaming medieval breast plates of silver and brass-inspiring helmets with the imperial eagle-and the white manes hanging down-there was six foot of youth under all this garniture and everyone on a horse and every horse white-that is how I got it-and it went into an abstract painting of soldiers riding into the sun."

Marsden Hartley recollecting Berlin in 1913, from *Somehow a Past*, his draft autobiography, 1933

Marsden Hartley captures the kaleidoscope of sights in a city colored by the military pageantry of Kaiser Wilhelm's imperial cavalry in his abstract *Painting Number 49, Berlin*. The painter Georgia O'Keefe said of Hartley's war paintings that they were like "a brass band in a small closet." Hartley combines bold lines of all directional types – diagonals, zigzags, crossing horizontals and verticals, and large curving forms – to create a visually dynamic impression of the pride, pomp and circumstance of the young German army at the eve of World War I.

Excerpted from Seattle Art Museum's *Close-Ups* online at:

<http://www.seattleartmuseum.org/emuseum/code/emuseum.asp?style=browse¤trecord=1&page=search&profile=objects&searchdesc=marsden%20hartley&quicksearch=marsden%20hartley&newvalues=1&newstyle=single&newcurrentrecord=3>

Assessment Checklist

Student	Describes and draws at least four different directions of line (vertical, horizontal, diagonal, zigzag, curved) (1 point for each line direction)				Explains how various directions of line in one composition can create a dynamic image (1 point)	TOTAL 5
1.						
2.						
3.						
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26.						
27.						
28.						
29.						
30.						
31.						
Total Points						
Percent Comprehension						

Teacher Notes:

Letter Home

Dear Family,

*Today we learned that a line can be named for the **direction** in which it moves – **horizontal, vertical, diagonal, zigzag, curved**. We learned that combining lines of different directions can make a visually exciting or **dynamic** design. We looked at a sculpture of a church (by Heron Martinez) and a painting of a mounted soldier (by Marsden Hartley) that used lots of different directions of lines to make visually dynamic images. Then we combined various directions of lines to make our own visually dynamic designs for the playground of our dreams.*

At home, you could look for more line directions in buildings around your neighborhood. You could make a visually dynamic design for the house of your dreams, using markers on white drawing paper, and combining lines of several different directions.