

Lines and What They Express

Grade 3 – Lesson 1

(*Art Connections*, Level 3, pgs. 16-19)

Big Idea

Using different directions of lines can create a mood or feeling in a drawing or painting.

Learning Targets and Assessment Criteria

Target 1: Identify and use line directions. (Arts EALR 1.1 *Elements of Art: Line direction*)

Criteria 1: Describes and draws at least three directions of line – e.g. vertical, horizontal, diagonal, zigzag, curved.

Target 2: Uses line direction expressively. (Arts EALR 3.1 *Communication through the Arts: Line direction for expressive effect*)

Criteria 2: Combines various directions of line to express the mood of a specific kind of weather (describe mood in writing).

Local Art Reference



Anooralya (Wild Yam Dreaming), 1995

Emily Kame Kngwarreye

2000.157

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 Kngwarreye's *Wild Yam Dreaming* above, Burchfield's *Orion in December* and Monet's *Bridge over a Pool of Water Lillies* from *Art Connections*, Level 3, pgs. 16-17.)

1. Think about lines that you see outside in nature. As I mention something from nature, silently draw in the air to show what kinds of line you imagine: water tumbling down a mountainside, grasses being blown over by a strong wind, lightning during a rainstorm, tall cedar trees, a rainbow arching over the land.

2. **Line direction** means describing the way a line moves across a picture – horizontally, vertically, diagonally, zigzag, curved. What line directions do you see in these three paintings? (Have students both point out visually and describe with words.)
3. Horizontal lines can make us feel calm (because they remind us of lying down). Vertical lines can look steady and powerful. Diagonal lines often make us feel excited or anxious (because they remind us of falling down). What feelings do you get from curvy lines? Or zigzags?
4. What kind of mood or feeling do you get from Burchfield’s *Orion in December*? Monet’s *Bridge over a Pool of Water Lillies*? Kngwarreye’s *Wild Yam Dreaming*?
5. How do the line directions each artist used give you that feeling?
6. We are going to make our own compositions of lines to express the mood of a certain type of weather.

Art Making Activity

(See the **Create** section *Art Connections*, Level 3, pg. 19)

Make an Expressive Weather Drawing

How do different kinds of weather make you feel? Use a variety of line directions to make a weather scene that shows that feeling.

1. Close your eyes and imagine the different kinds of weather we have, and how each makes you feel.
2. Pick a type of weather and decide whether it makes you feel calm or active. Write some feeling words in your sketchbook that describe the mood of that kind of weather.
3. In your sketchbook, experiment with different line directions to express that feeling.
4. Make your expressive weather drawing, using at least three different directions of lines.

Each Student Needs

- A sketch book
- Sketch pencil (HB or 2B)
- Two 6x9 pieces of tinted paper (Canson Mi-Teintes) (Have a range of tints of paper to choose from)

Every Table Group of Students Needs

- Vine/willow charcoal
- Block charcoal
- Conté crayons: black, white
- Chamois cloths
- Tortillions
- Vinyl erasers
- Tray for each table’s supplies

Tips for Teachers

Before class

- Set each place with sketchbook and sketching pencils
- On each table group set trays with various kinds of charcoal, chamois cloths, and kneaded erasers.

During Class

- Before students experiment with the charcoal, demonstrate some of the different qualities of line you can make with different kinds of charcoal.
- Tortillions (tor-tee-yon) are used on their side. They softly blend the charcoal without erasing it.

Vocabulary	
Line Direction	Diagonal
Horizontal	Zigzag
Vertical	Curved
Expressive	

- Tips for Teachers (cont.)**
- Chamois (shā-mee) cloth gently blends charcoal (our fingers have too much oil on them to do that well), and lightens the marks a little.
 - Vinyl erasers can make light lines through charcoal.
 - Model that children should never blow charcoal dust off their pictures. Instead, have students tap extra dust off into a tissue.

Self-Assessment

Name _____

Did you make at least three different directions of lines in your expressive weather drawing?

I made _____ lines for _____

I made _____ lines for _____

I made _____ lines for _____

The mood I was trying to express was

Reflecting on Our Art (from *Art Connections*, Level 3, pg. 19)

- **Describe:** Name the different kinds of line directions and line qualities you used in your weather drawing.
- **Analyze:** What kind of feeling were you trying to express about the weather? How do the lines show this feeling?
- **Interpret:** If you were to change the lines, how would the mood or feeling be different?
- **Decide:** If you could do this drawing over again, how would you change it?

Art Background (for **Anooralya (Wild Yam Dreaming)**, by *Emily Kame Kngwarreye*)

Through this painting, we are transported to the center of Australia, to a flat, windswept settlement where outsiders might see only an expanse of red dirt. Our guide is an eighty-five-year-old woman whose eyes are full of observations and who has years of experience painting bodies for ceremonies. Emily Kame Kngwarreye discovered the lush fluidity of acrylics in 1988, launching her extraordinarily prolific career that is full of bravado in handling paint. The swirling network in this painting directs us underground to explore a maze of roots produced by an anooralya, the name of the yam plant whose vigorous growth is evident here. Kngwarreye was a custodian of knowledge of this resourceful plant.

For thousands of years, Aboriginal painting appeared primarily on the human body, on the ground, on trees or rock walls or on ceremonial objects. Such art conveyed sacred laws derived from Dreamings, when ancestral beings animated the world. This artistic legacy is the longest continuing artistic tradition on Earth, twice as old as the cave paintings of Lascaux.

In the latest generation, Australian Aboriginal artists have contributed significantly to world art by adapting their knowledge and applying it to painted canvases. These paintings offer a new look at life on the vast stretches of the Australian continent. It also brings viewers closer to a coded system of beliefs, where some of the smallest creatures might have the biggest stories, as seen in paintings by other Utopian artists. This new episode in art history also explores the parameters of abstraction in a way that can be compared to other paintings in SAM's collection.

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

<http://www.seattleartmuseum.org/emuseum/code/emuseum.asp?collection=5618&collectionname=WEB:CloseUps&style=browse¤trecord=1&page=collection&profile=objects&searchdesc=WEB:CloseUps&newvalues=1&newstyle=single&newcurrentrecord=9>

Cross-Curricular Connections

Science – Identifying types of weather and what causes them

Assessment Checklist

Student	Describes and draws at least three different directions of line (3 points – 1 point for each different line direction)			Combines various directions and qualities of line to express the mood of a specific kind of weather (1 point)	TOTAL 4
1.					
2.					
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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 you can combine lines of different directions to create a specific mood in a work of art. We looked at landscape paintings (by Charles Burchfield and Claude Monet) and a Dreamtime painting by Australia Aboriginal painter (Emily Kame Kngwarreye). In all three paintings, the artists chose certain line directions to create specific moods. Then we combined various directions of lines to make pictures of the way a certain type of weather makes us feel.*

At home, your child could keep a sketchbook in which s/he records interesting line directions s/he comes across in illustrations in children's books. Your child could make a new cover for his/her favorite book, with colored chalk heavy paper, using different directions of line to express how that story makes him/her feel.