

ARTS IMPACT LESSON PLAN

Visual Arts and Writing Infused Lesson

Lesson One: *Moving Lines*

Author: Beverly Harding Buehler Grade Level: Third



Enduring Understanding

Using quickly-drawn, repeated lines around the parts of a figure (gesture drawing) can create a sense of movement. Diagonal, curved, and zigzag lines can add to a sense of movement.

Lesson Description (Use for family communication and displaying student art)

Students identify gestures seen in figures in art, make active gesture drawings in response to different poses and associate verbs with their drawings. Next, diagonal, curved, and zigzag lines are added in watercolor paint to enhance the dynamic character of the drawings. Last, students write exhibition labels for their art including name, a title with a creative verb, and a statement about their work.

Learning Targets and Assessment Criteria

Target: Uses gesture drawing to express movement.

Criteria: Makes quickly-drawn, repeated lines around the parts of a figure to imply action.

Target: Uses directional lines to augment the sense of movement.

Criteria: Makes diagonal, curved, and zigzag lines.

Target: Describes the gestures s/he drew.

Criteria: Writes a label for his/her drawing with the name of the artist (self), a title (including a vivid verb), and a few sentences that describe the sense of movement the drawing captures.

Vocabulary

Arts Infused:

Active words/lines

Writing:

Verbs

Arts:

Curved line

Diagonal line

Figure mannequin

Gesture drawing

Visual dynamism

Zigzag line

Materials

Museum Artworks or Performance

Seattle, WA

Seattle Art Museum

Tacoma, WA

Tacoma Art Museum

Materials

12" wooden mannequins; 1 per 3 students; Newsprint: 9x12", three per student; Drawing boards (12x18" piece of 1/8" Masonite, finished on one side); Watercolor paper: 9x12"; Blue painter's tape; Drawing pencils: HB; Paper towels; Watercolor paints; Watercolor brushes; Water containers; Arts Impact sketchbook; Laminated art mats; Vinyl erasers; Class Assessment Worksheet

Link to Art Connections, Level 3

"Lines and Shapes in Dance," pages 40-41

Connections

Teachers College Writers Workshop

continued

Learning Standards

WA Arts State Grade Level Expectations

For the full description of each WA State Arts Grade Level Expectation, see:

<http://www.k12.wa.us/Arts/Standards>

1.1.1 Elements: Line direction-diagonal, curved, zigzag

1.2.1 Skills and techniques: Gesture drawing, watercolor painting

2.1.1 Creative process

2.3.1 Responding Process

4.2.1 Connections between Visual Art and Writing

Early Learning Guidelines (Pre-K – Grade 3)

(Age 4-5) 5. Communicating: Speaking and listening: Use words to describe actions and emotions.

Reading: Use actions to show ideas from stories, signs and pictures.

(Age 4-5) 6. Learning about my world: Arts: Show an increasing ability to use art materials safely and with purpose; Express feelings through movement and dancing in various musical tempos and styles.

continued

Art Connections images:
American Indian Dance Theater, Zuni,
Eagle Dance

Seattle Art Museum images:
Jacques Callot, French, *Dueling Men*,
17th century, 53.150



Jacob Lawrence, American, *Lawyers and Clients*, 1994, 94.74



Common Core State Standards in ELA (Language)

For a full description of CCSS Standards by grade level see:

<http://www.k12.wa.us/CoreStandards/ELAstandards/>

W.3.2. Text Types and Purposes: Write informative/explanatory texts to examine topic and convey ideas and information clearly.

W.3.5. Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

L.3.1. Conventions of Grammar: Verbs

L.3.5b. Vocabulary Acquisition and Use: Real-life connections between words and their use.

ICON KEY:

 = Notes specific *Writers Workshop* Curriculum strategies addressed

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

COLOR CODING for ARTS AND LITERACY INFUSED PROCESSES:

GENERATE IDEAS	CONSTRUCT MEANING	SELF-REFLECT
<p>Gather Information</p> <ul style="list-style-type: none">• From WHAT you know• From WHO you know• Brainstorm	<ul style="list-style-type: none">• Create drafts• Organize ideas• Make a choice	<ul style="list-style-type: none">• Check in with self• Check in with others• Refine work

Pre-Teach

Review the concept of verbs/action words in texts. Have students practice identifying vivid verbs in texts.

LESSON PREP: Tape down all four edges of the students' painting paper to laminated art mats, capturing about ¼" of the paper under the tape and attaching the remaining width of tape to the art mat. This will keep the paper flat when the students paint their images and will leave a nice crisp white edge to the painting when you remove the tape after it is dry.

Lesson Steps Outline

1. Show *Dueling Men* by Jacques Callot and *Lawyers and Clients* by Jacob Lawrence from the Seattle Art Museum collection. Introduce the concept of gesture.

Criteria-based teacher process assessment: Student analyzes implied movement of gestures in works of art, then assumes a gesture with his/her own body, and interprets other students' gestures

2. Introduce concept of how diagonal, curved and zigzag lines can create a sense of visual dynamism or movement.

Criteria-based teacher process assessment: Student participates in visual analysis of the effect of diagonal, curved, and zigzag lines in a composition and uses verbs to describe the action in the images.

3. Demonstrate and guide gesture drawing. Guide reflection.

Criteria-based peer assessment: Student makes quickly-drawn, repeated lines around the parts of a figure to imply movement.

4. Demonstrate and guide adding diagonal, curved and zigzag lines with watercolor to augment the visual dynamism of the piece. Guide reflection and refinement.

Criteria-based self-assessment: Student makes diagonal, curved, and zigzag lines (on gesture drawing to create more visual dynamism).

5. Guide reflection. Facilitate students writing a label for their painted gesture drawing.

Criteria-based self, peer and teacher checklist: Student writes a label for his/her drawing with the name of the artist (self), a title (including a vivid verb), and a few sentences that describe the sense of movement the drawing captures.

LESSON STEPS

1. Show *Dueling Men* by Jacques Callot and *Lawyers and Clients* by Jacob Lawrence from the Seattle Art Museum collection. Introduce the concept of gesture.

📖 sharing professional work, interpreting, group conferring



📖 The Seattle Art Museum's collection is available on-line at: <http://www.seattleartmuseum.org/emuseum/code/collection.asp>. To find the images in this lesson, enter the accession number for the work of art in the search box on the collections page of SAM's website. Accession numbers for these works of art are listed in the materials box on page 1 of the lesson.

- *How can you tell that the dancer in this photo is moving? If I told you the dancer was moving like a certain kind of animal, which animal would you guess? (Eagle) How can you tell?*
- *A gesture is a pose. Active gestures—with arms or legs splayed, or torsos bent or twisted—suggest movement in a work of art.*
- *What do the gestures of the people in these other works of art suggest that they are doing? I want you to think of a gesture that shows something you like to do. I'm going to call on people, then show us your gesture, and we'll see if we can guess what you are doing.*
- *You are constructing meaning as an artist when you think about what you see—sometimes we call this an interpretation.*

☑ Criteria-based teacher process assessment: Student analyzes implied movement of gestures in works of art, then assumes a gesture with his/her own body, and interprets other students' gestures

2. Introduce concept of how diagonal, curved and zigzag lines can create a sense of visual dynamism or movement.

📖 mini-lesson, verbs, and active line directions

- Which directions of lines do you see in these pictures? When an artist puts diagonal, curved and zigzag lines together in a picture, it can make it look visually dynamic, which means exciting and action-filled.
- What action words (verbs) would you use to describe how the lines are moving in these works of art? *You're constructing meaning again.* Jot down one or two verbs in your journal, and then share the best one with us.

Criteria-based teacher process assessment: Student participates in visual analysis of the effect of diagonal, curved and zigzag lines in a composition, and uses verbs to describe the action in the images.

3. Demonstrate and guide gesture drawing. Guide reflection.

 drafting, self and peer reflection, refining

- Look again at the *Dueling Men* drawing by Jacques Callot. What kinds of lines does he use to describe the figures? (Quickly drawn, repeated). The kind of drawing in which an artist uses quickly drawn, repeated lines around the figure to suggest movement is called gesture drawing.
- We're going to do gesture drawings today. First, I'm going to pose my figure mannequin in an active gesture. Then, I'm going to quickly draw, circling repeated lines around the parts of the figure, just to show where the arms and legs and torso are and suggest movement.
- Pose your mannequin in active gestures and do three quick gesture drawings (1-2 minutes or less each) on newsprint paper to practice.
- Draws one more gesture drawing on the watercolor paper. Refines work.
- *You are constructing meaning as an artist when you sketch and when you make choices.*
- *Let's reflect with a friend.* Share your gesture drawings with your elbow buddy. Which one does your buddy think shows the most movement? What verbs can your buddy and you come up with to describe the gestures you drew? How creative can you be with your verbs?

Criteria-based peer assessment: Student makes quickly-drawn, repeated lines around the parts of a figure to imply movement.

4. Demonstrate and guide adding diagonal, curved and zigzag lines with watercolor to augment the visual dynamism of the piece. Guide reflection and refinement.

 self reflection, refining

- Like Jacob Lawrence and Jacques Callot, we're going to add some diagonal, curved and zigzag lines to our final gesture drawing to add to its sense of visual dynamism or action.
- Remember to load your brush with water before circling it a few times in your palette to pick up the watercolor. You may want to make lines in and/or around your figure. You decide what will make it look the most dynamic.
- *You're doing more constructing meaning when you sketch.*

- *Time to self-reflect: Did I use all three directions of line – diagonal, curved, zigzag – to add to the visual dynamism of my gesture drawing? Do I want to change or add anything to finish it? Once you ask yourselves these questions, you can make refinements to your art.*

Criteria-based self-assessment: Student makes diagonal, curved, and zigzag lines (on gesture drawing to create more visual dynamism).

5. Guide reflection. Facilitate students writing a label for their painted gesture drawing.

 drafting, self and peer reflection, refining, presenting/publishing

- *In art and writing, we use verbs, or action words, to describe what is happening in a picture or sentence.*
- *Today, we are going to write labels for our painted gesture drawings with vivid verbs. Your label, just like a label in an art museum, should have: the name of the artist (your name), a title which includes a creative verb to describe the movement your gesture drawing shows; and a short paragraph in which you describe the artistic choices you made in your piece.*
- *Draft a label with name, title with a vivid verb, and a short paragraph describing the artistic choices you made.*
- *Let's reflect with a friend again.*
- *Share your label with a buddy before finishing it. Does your buddy feel that your title and description explain your piece well? Can your buddy suggest any words that s/he might change to make it even clearer or more descriptive?*

Criteria-based self, peer and teacher checklist: Student writes a label for his/her drawing with the name of the artist (self), a title (including a vivid verb), and a few sentences that describe the sense of movement the drawing captures.

ARTS IMPACT LESSON PLAN Visual Arts and Writing Infusion

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STUDENT SELF-ASSESSMENT WORKSHEET

▣ Teachers may choose to use or adapt the following self-assessment tool.

Disciplines	VISUAL ARTS		WRITING		Total 4
Concept	Skill: Gesture Drawing	Line Direction	Vivid Verbs		
Criteria	Makes quickly-drawn, repeated lines around the parts of a figure to imply action	Makes diagonal, curved, and zigzag lines	Writes a label for his/her drawing with the name of the artist (self), a title (including a vivid verb)	Writes a few sentences that describe the sense of movement the drawing captures	
Student Name					

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CLASS ASSESSMENT WORKSHEET

Disciplines	VISUAL ARTS		WRITING		Total 4
Concept	Skill: Gesture Drawing	Line Direction	Vivid Verbs		
Criteria	Makes quickly-drawn, repeated lines around the parts of a figure to imply action	Makes diagonal, curved, and zigzag lines	Writes a label for his/her drawing with the name of the artist (self), a title (including a vivid verb)	Writes a few sentences that describe the sense of movement the drawing captures	
Student Name					
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Total					
Percentage					

What was effective in the lesson? Why?

What do I want to consider for the next time I teach this lesson?

What were the strongest connections between visual arts and writing?

Teacher: _____

Date: _____

ARTS AND WRITING LESSON: *Moving Lines*

Dear Family:

Today your child participated in an **Arts and Writing** lesson. We learned that a gesture is a pose that suggests movement. We learned how to do gesture drawings of figures with quickly-drawn, repeated lines. We talked about how different directions of lines, especially diagonal, curved, and zigzag ones, can also create a sense of movement or visual dynamism in a picture.

- We made gesture drawings of wooden mannequins with quickly-drawn, repeated lines.
- We added diagonal, curved and zigzag lines to our gesture drawing with watercolor paint.
- We wrote labels with the artist’s name (our own!), a title with a vivid verb, and a paragraph that described some of the sense of movement we made in our piece.

At home, practice picking verbs to describe actions. Play a game of statues, and have each player come up with a vivid verb to describe the gestures of the other player.

Enduring Understanding

Using quickly-drawn, repeated lines around the parts of a figure (gesture drawing) can create a sense of movement. Diagonal, curved, and zigzag lines can add to a sense of movement.