

## ARTS IMPACT LESSON PLAN

### Visual Arts and Writing Infused Lesson

#### Lesson Three: *Lines and What They Express*

Author: Beverly Harding Buehler      Grade Level: Third



#### Enduring Understanding

Different qualities of lines—rough, smooth, soft, jagged—can express a mood.

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

*Students describe qualities of line and note what mood or feeling those lines suggest in art. Charcoal drawing tools are introduced and students experiment with creating a range of effects. Students link weather with mood then make two expressive drawings using different line qualities. Last, one of the weather drawings inspires writing the beginning of a story using descriptive words and visual imagery.*

### Learning Targets and Assessment Criteria

**Target:** Describes the mood of a drawing.

**Criteria:** Uses adjectives and visual imagery to express the emotional impact of a specific kind of weather (that s/he has depicted in a drawing).

**Target:** Creates various qualities of line.

**Criteria:** Uses at least three different kinds of marks to express the emotional impact of a specific kind of weather.

**Target:** Uses charcoal drawing techniques.

**Criteria:** Makes sharp and soft marks with charcoal.

**Target:** Writes a story start to describe the mood of weather.

**Criteria:** Writes the beginning of a story with descriptive words about visual imagery to express sensory feelings.

#### Vocabulary

Arts Infused:  
Descriptive words/lines

Writing:  
Adjectives  
Visual imagery

Arts:  
Chamois cloth  
Charcoal – willow, vine  
Conté crayon  
Expressive line  
Line qualities  
Tortillion

#### Materials

##### Museum Artworks or Performance

**Seattle, WA**  
Seattle Art Museum

**Tacoma, WA**  
Tacoma Art Museum

**Materials**  
White charcoal paper: 6x9”, two pieces per student; Toned charcoal paper (grey, brown, etc.): 6x9”, two pieces per student; Charcoal: vine/willow and compressed/block; Conté crayons: black and white; Chamois cloths; Tortillions; Vinyl erasers; Arts Impact sketchbooks; Class Assessment Worksheet

**Link to Art Connections, Level 3**  
“Lines and What They Express” pages 16-19

*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 qualities – rough, smooth, soft, jagged
- 1.2.1 Skills and techniques: Charcoal drawing
- 2.1.1 Creative Process
- 2.3.1 Responding Process
- 4.2.1 Connections between the visual art and writing

##### Early Learning Guidelines (Pre-K – Grade 3)

- (Age 4-5) 3. Touching, seeing, hearing and moving around: Delight in playing with materials of different texture.
- (Age 4-5) 5. Communicating: Tell a short make-believe story with adult help.
- (Age 4-5) 6. Learning about my world: Arts: Show an increasing ability to use art materials safely and with purpose.

*continued*

**Connections**

Teachers College Writers Workshop

Art Connections images:

Charles Burchfield, American, *Orion in December*, 1959, Level 3

Seattle Art Museum images:

Lin Onus, Australian, *Gathering Storm*, 1993, 2006.31



Mark Tobey, American, *White Night*, 1952, 62.78



(Age 5 and K) 5. Communicating: Writing: Write simple sentences.

(Age 5 and K) 6. Learning About my World: Arts: Share ideas and explain own artwork to others.

**Common Core State Standards in ELA**

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

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

W.3.3. Text Types and Purposes: Write narratives to develop real or imagined experiences or events.

W.3.8. Research: Recall information from experiences.

L.3.1g. Conventions of Grammar: Form and use comparative and superlative adjectives.

L.3.3a. Knowledge of Language: Choose words and phrases for effect.

### ICON KEY:

 = Notes specific *Readers 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"><li>• From WHAT you know</li><li>• From WHO you know</li><li>• Brainstorm</li></ul>	<ul style="list-style-type: none"><li>• Create drafts</li><li>• Organize ideas</li><li>• Make a choice</li></ul>	<ul style="list-style-type: none"><li>• Check in with self</li><li>• Check in with others</li><li>• Refine work</li></ul>

### Pre-Teach

Brainstorm different types of weather and how they make us feel. Generate two word lists – one of types of weather (encourage specificity, e.g. “misty rain”) and one of emotions (feeling words).

### Lesson Steps Outline

**1.** Show *Gathering Storm* by Lin Onus and *White Night* by Mark Tobey from the Seattle Art Museum collection. Introduce concept of line quality.

Criteria-based process assessment, teacher room scan: Student participates in visual analysis of line quality.

**2.** Introduce concept of how line qualities can suggest a mood or feeling.

Criteria-based process assessment, peer conferring and teacher room scan: Student participates in visual analysis of how line qualities can suggest a mood or feeling and shares ideas with a friend.

**3.** Demonstrate charcoal drawing techniques, and facilitate students practicing with the medium.

Criteria-based peer process assessment: Student practices creating various qualities of line with charcoal, chamois cloth, and tortillion and describes the various qualities of line. Checks in with a friend

**4.** Facilitate student brainstorming and drawing process: creating two different charcoal drawings to suggest two different types of weather and the moods they create. Guide reflection and refinement.

☑ Criteria-based self and teacher checklist assessment: Student uses adjectives and visual imagery to express the emotional impact of a specific kind of weather (that s/he has depicted in a drawing). Student uses at least three different kinds of marks to express the emotional impact of a specific kind of weather and makes sharp and soft marks with charcoal.

**5.** Guide reflection. Facilitate students writing a story start in which they use descriptive words and visual imagery to suggest the mood of their weather drawing.

☑ Criteria-based teacher checklist: Student writes the beginning of a story with descriptive words about visual imagery to express sensory feelings (weather and mood).

## LESSON STEPS

### 1. Show *Gathering Storm* by Lin Onus and *White Night* by Mark Tobey from the Seattle Art Museum collection. Introduce concept of line quality.

📖 mini-lesson, sharing professional work, responding



- *Besides the directions that lines move (horizontal, vertical, diagonal, zigzag, curved), you can also describe the quality of a line—whether it’s a thick or thin line, a rough or smooth one, a feathery or jagged line.*
- *What describing words (adjectives) would you use to express the different line qualities you see in these works of art?*
- *Generate ideas by gathering information.*

Criteria-based process assessment, teacher room scan: Student participates in visual analysis of line quality.

### 2. Introduce concept of how line qualities can suggest a mood or feeling.

📖 sharing professional work, responding, turn and talk

- *Line qualities can suggest different kinds of moods or emotional feelings in a work of art. What kind of mood or feeling do you get from these works of art?*
- *Construct meaning as you think about what you see.*
- *Write down the names of these artists in your journal. Then under each name, jot down as many feeling words as you can think of that describe the mood or feeling you get from the pictures.*
- *Share your best ones with your elbow buddy. We’re reflecting together.*

☑ Criteria-based process assessment, peer conferring and teacher room scan: Student participates in visual analysis of how line qualities can suggest a mood or feeling and shares ideas with a friend.

### 3. Demonstrate charcoal drawing techniques, and facilitate students practicing with the medium.

📖 mini-lesson, practice

- *We are going to be drawing with charcoal today. Does anyone know where charcoal comes from? (Burned wood). There are different kinds of charcoal – soft block charcoal, thin willow or vine charcoal, and compressed charcoal called Conté (con-tay) crayon.*
- *You can make many different qualities of line with charcoal. You can draw with the end of charcoal to make sharp marks, or turn it on its side to make a soft mark. You can make your marks even softer and lighter by rubbing them gently with a chamois cloth (sha-mee cloth). A tortillion (tor-tee-yon) drags and softly blends charcoal without erasing it all. An eraser can make a light mark through an area of charcoal. An artist always practices with a new medium before using it.*
- *Try to make as many different qualities of line as you can with your charcoal, then with a pencil jot down some adjectives that describe the lines.*
- *You are constructing meaning when you brainstorm and sketch.*
- *Share your practice marks with your elbow buddy. Reflect. What words would you use to describe the line qualities your buddy got? Ask your buddy how s/he made his/her most interesting marks.*

☑ Criteria-based peer process assessment: Student practices creating various qualities of line with charcoal, chamois cloth, and tortillion and describes the various qualities of line. Checks in with a friend.

### 4. Facilitate student brainstorming and drawing process: creating two different charcoal drawings to suggest two different types of weather and the moods they create. Guide reflection and refinement.

📖 visualizing, drafting, reflecting, refining

- *We are going to create two charcoal drawings today of two different kinds of weather.*
- *Let's generate ideas.*
- *Close your eyes and imagine the different kinds of weather we have, and how each makes you feel. Pick a type of weather and decide whether it makes you feel calm or excited, scared or bored, sleepy, happy, angry or worried, or something else.*
- *Write some feeling words in your sketchbook that describe the mood of the weather you choose. Make your two different expressive weather drawings, using at least three different qualities of lines in each one.*

- *Make sure you have some sharp marks and some soft ones in your compositions. You will be making a landscape with at least three different qualities of line to suggest two different kinds of weather.*
- *Let's reflect again. Check in with yourself:*  
*Did I use both soft and sharp marks to create at least three different qualities of line?*  
*Did I suggest two different kinds of weather?*  
*Was I successful in creating two different moods in my two different drawings?*  
*What could I do to make the moods even more expressive?*

Criteria-based self and teacher checklist assessment: Student uses adjectives and visual imagery to express the emotional impact of a specific kind of weather (that s/he has depicted in a drawing). Student uses at least three different kinds of marks to express the emotional impact of a specific kind of weather and makes sharp and soft marks with charcoal.

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**5. Guide reflection. Facilitate students writing a story start in which they use descriptive words and visual imagery to suggest the mood of their weather drawing.**

 individual conferring

- *Using one of your weather drawings for inspiration, write the beginning of a story in which you use descriptive words and visual imagery, which means describing what you see to express the mood of your drawing.*
- *What might have happened in this whirling snowstorm, soft quiet spring rain, dense, dripping fog, sharp, bright sunny afternoon? This is a great time to tap into your senses: smell, touch, sight, hearing, taste.*

Criteria-based teacher checklist: Student writes the beginning of a story with descriptive words about visual imagery to express sensory feelings (weather and mood).

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**ARTS IMPACT LESSON PLAN Visual Arts and Writing Infusion**

Third Grade Lesson Three: *Lines and What They Express*

**STUDENT SELF-ASSESSMENT WORKSHEET**

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

Disciplines	WRITING		VISUAL ARTS		WRITING		Total 5
Concept	Descriptive Writing		Line Quality	Technique	Descriptive Writing		
Criteria	Uses adjectives and visual imagery to express the emotional impact of a specific kind of weather (that s/he has depicted in a drawing)		Uses at least three different kinds of marks to express the emotional impact	Makes sharp and soft marks with charcoal	Writes the beginning of a story	Writes descriptive words about visual imagery to express sensory feelings	
Student Name							

**ARTS IMPACT LESSON PLAN Visual Arts and Writing Infusion**

Third Grade Lesson Three: *Lines and What They Express*

**CLASS ASSESSMENT WORKSHEET**

Disciplines	WRITING		VISUAL ARTS		WRITING		Total 5
	Concept	Descriptive Writing	Line Quality	Technique	Descriptive Writing		
Criteria		Uses adjectives and visual imagery to express the emotional impact of a specific kind of weather (that s/he has depicted in a drawing)	Uses at least three different kinds of marks to express the emotional impact	Makes sharp and soft marks with charcoal	Writes the beginning of a story	Writes descriptive words about visual imagery to express sensory feelings	
Student Name							
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25.							
26.							
27.							
28.							
29.							
30.							
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: *Lines and What They Express***

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Dear Family:

Today your child participated in an **Arts and Writing** lesson. We described various different qualities of line, such as rough and smooth, feathery and leathery, thick and thin. We discovered that artists can use different line qualities to suggest a mood or feeling in a work of art. We learned how to use a charcoal to create various different qualities of line to express the mood or feeling we get from a specific kind of weather.

- We made various different qualities of lines.
- We used the different line qualities to suggest a mood or feeling.
- We used adjectives and visual imagery to express the mood or feeling of the weather we made in our drawings.
- We made both sharp and soft marks with charcoal.

At home, you could practice describing line qualities. In your favorite picture books, look for different qualities of line and explore how they create different moods in the pictures.

**Enduring Understanding**

Different qualities of lines—rough, smooth, soft, jagged—can express a mood.