

ARTS IMPACT—ARTS-INFUSED INSTITUTE LESSON PLAN (YR1-TTAL)

FIRST GRADE—LESSON TWO: Calm Lines

Artist-Mentor – Beverly Harding Buehler

Grade Level: 1

(Link to *Arts Connections*, Level 1, "Calm Lines," pages 16-17A)

Examples:



Enduring Understanding

Lines can move in different directions.

Using horizontal and vertical lines can make a picture look calm.

Target: Identifies and makes horizontal and vertical lines.

Criteria: Makes a straight, level line with his/her arm, points out in a work of art, and includes in a drawing.

Target: Makes a contour line drawing.

Criteria: Draws a continuous line around the inner and outer edges of a form from observation.

GENERATE IDEAS

Gather Information

- From WHAT you know
- From WHO you know

CONSTRUCT MEANING

- Brainstorm drafts
- Organize ideas
- Make a choice

SELF-REFLECT

- Check in with self
- Check in with others
- Refine work

Target: Fills composition with chalk pastel.

Criteria: Applies chalk pastel to whole composition so no white paper remains.

Target: Describes how vertical and horizontal lines create a sense of stillness in a work of art.

Criteria: Uses an adjective in the title for his/her drawing that implies the quiet energy of the composition, e.g. "peaceful"

Teaching and Learning Strategies

1. **Introduces horizontal and vertical lines.** *Prompts:* In art, when a line is lying down straight and level we call it a **horizontal line**. Let's draw invisible horizontal lines in the air. Where do you see horizontal lines in this picture? Lines that are straight up and down artists call **vertical lines**. Let's draw invisible vertical lines in the air. Where do you see vertical lines in these pictures?

Student: Air draws horizontal and vertical lines and points them out in a work of art.

Embedded Assessment: Criteria-based teacher checklist—room scan (all children air drawing horizontal lines)

2. Introduces concept of how horizontal and vertical lines can create a sense of stillness in a work of art. *Prompts:* When our bodies are vertical, we are usually standing still. What are you usually doing when your body is horizontal? (Sleeping) In the same way that standing still and sleeping are quiet, calm activities, vertical and horizontal lines in art can make a picture look calm. What describing words (adjectives) would you use to describe the feeling of these paintings? **You are CONSTRUCTING MEANING as an artist when you THINK ABOUT WHAT YOU SEE.**

Student: Participates in visual analysis of the effect of horizontal and vertical lines in a composition, and uses adjectives to describe the feelings they create.

Embedded Assessment: Criteria-based teacher checklist—room scan

4. Explains goal of art-making, to create a visually calm still life using mostly horizontal and vertical lines. *Prompts:* The painting by Morris Graves is a **still life**. A still life is a picture of things that don't move. Today we are going to make calm still lifes using mostly horizontal and vertical lines. **LET'S GENERATE IDEAS!** Look at the still life in front of you. Where do you see horizontal and vertical lines? How could you draw the still life using mostly horizontal and vertical lines? How could you add horizontal or vertical lines in the background to make your picture even calmer? Turn to your elbow buddy and share some of the ideas you have for how you might begin. **You are CONSTRUCTING MEANING as an artist when you BRAINSTORM for IDEAS.**

Student: Looks for horizontal and vertical lines in the still life; shares ideas for how to emphasize horizontal and vertical lines in the still life.

Embedded Assessment: Criteria-based peer assessment

5. Demonstrates contour line drawing. *Prompts:* One way you can make your drawing look like the still life in front of you is to draw it using **contour lines**. A contour line is a line that goes around the inside and outside edges of a thing. There are two tricks that artists know for doing a great contour line drawing:

- a. Look at the object you are drawing most of the time, and only rarely look at your drawing;
- b. Try to make your eyes and your pencil travel at the same speed around the object.

Focus your eyes on the top of your still life and put your pencil at the top of your page. Now slowly move your eyes around the edges of the object while you move your pencil at the same speed. Try not to lift your pencil off the page the whole time. **When we think about our own work we are working just like artists, we're SELF-REFLECTING.** Ask yourself: Did I draw around the inside and outside edges of the things in my still life without lifting my pencil? Did I use mostly horizontal and vertical lines in my contour line drawing?

Student: Does a contour line drawing of a simple still life from observation; self-assesses.

Embedded Assessment: Criteria-based self assessment

6. Demonstrates chalk pastel techniques, and guides students in filling in their compositions with chalk pastels. *Prompts:* Now that we've finished our calm contour line drawings, we'll finish our pieces by **filling our whole compositions** with **chalk pastels**. Chalk pastels are like squared-off pieces of colored chalk. You can draw with the end of the pastel, or you can turn it on its side to get a broad area of color. You can also mix colors right on your paper by putting one color over another and then blending them together with a "finger ghost" made out of tissue wrapped around your pointer finger. We'll practice first with the chalk pastel on a small piece of paper, and then you can fill in your picture until there is no more white paper showing. **You are CONSTRUCTING MEANING as an artist when you MAKE A CHOICE. It's time to SELF-REFLECT again, and reflect with a peer.** Ask yourself: Did I fill in all the white spaces with chalk pastel? Can I add any more horizontal or vertical lines in my background with the chalk pastel? Ask a friend: What is the quietest part of my neighbor's composition? Where did s/he use horizontal and vertical lines?

Student: 1. Uses chalk pastel techniques; 2. Fills the whole composition with chalk pastel so no white paper remains; self-assesses.

Embedded Assessment: Criteria-based self assessment; peer assessment

7. Facilitates students titling their images with an adjective that describes the sense of quiet in the composition. *Prompts: In art and writing, we use adjectives, or describing words, to describe the feeling of a picture or sentence. Today, we are going to make up titles for our landscapes that tell what they feel like. What adjective will you add to your title to describe the feeling of your picture? Tell your elbow buddy your ideas and ask him/her which word s/he would pick to describe your picture. **Time to SELF-REFLECT and PEER-REFLECT again.***

Student: With peer, brainstorms and titles his/her composition with an adjective to describe the feeling of the picture.

Embedded Assessment: Criteria-based peer and self assessment; teacher checklist

Vocabulary	Materials and Community Resource	WA Essential Learnings & Frameworks
<p><u>Arts Infused:</u> Calm words/lines</p> <p><u>Reading/Writing:</u> Adjectives</p> <p><u>Arts:</u> Horizontal line Vertical line Line direction Visual stillness Still life Contour Line Chalk pastel Composition</p>	<p>Museum Artworks:</p> <ul style="list-style-type: none"> • Wolf Kahn, American, <i>Study for Chesapeake and Ohio Canal in Spring II</i>, 1986, Art Connections • Morris Graves, American, <i>Summer Flowers for Denise</i>, 1978, Seattle Art Museum, 78.73 • Tawaraya Sotatsu - Painter, Hon'ami Koetsu - Calligrapher, Japanese, <i>Poem Scroll with Deer (Deer Scroll)</i>, 1610's, Seattle Art Museum, 51.127 <p>Art Materials: White watercolor paper – one 6x9 piece for practice, and one 9x12 piece for finished piece Pencils Tissues Chalk pastels Laminated "art mats" – Laminated piece of 12x18 tagboard Blue painter's tape to tape down all four edges of paper to art mat</p>	<p>Arts State Grade Level Expectations AEL 1.1 concepts: <i>directional line – horizontal, vertical</i> AEL 1.2 skills and techniques: <i>contour line drawing, chalk pastel</i> AEL 2.1 Applies a creative process in the arts: <i>creates, responds</i> AEL 4.2 Demonstrate the connections between the arts and other disciplines: <i>writing</i></p> <p>Writing State Grade Level Expectations 3.2.2 builds a rich vocabulary through talking, listening and language activities: <i>art analysis, titling a work of art</i></p>

Local Art References



Morris Graves, *Summer Flowers for Denise*, 1978
Seattle Art Museum, 78.73



Tawaraya Sotatsu - Painter, Hon'ami Koetsu - Calligrapher, Japanese, *Poem Scroll with Deer (Deer Scroll)*, 1610's, Seattle Art Museum, 51.127

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ASSESSMENT WORKSHEET

Disciplines Concept	ARTS			WRITING Adjective	Total 6	
	Directional Line					Skill
Students	Horizontal and Vertical Lines			Contour Line	Chalk Pastel	
	Makes a straight, level line with his/her arm	Points out in a work of art	Includes in a drawing	Draws a continuous line around the inner and outer edges of a form from observation	Applies chalk pastel to whole composition so no white paper remains	Uses an adjective in the title for his/her drawing that implies the quiet energy of the composition
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Percentage						

Criteria-based Reflection Questions: (Note examples of student reflections on back.)

Generating Ideas:

Constructing Meaning:

Self-Reflection:

Thoughts about Learning:

Which prompts best communicated concepts? Which lesson dynamics helped or hindered learning?

Lesson Logistics: *Which classroom management techniques supported learning?*

Teacher: _____ Date: _____

ARTS IMPACT—ARTS-INFUSED LEARNING FAMILY LETTER

ARTS AND LITERACY LESSON **FIRST GRADE—LESSON TWO: Calm Lines**

Dear Family:

Today your child participated in an **Arts and Literacy** lesson. We talked about **how horizontal and vertical lines** can create a **sense of calm** in a picture. We learned how to do a **contour line drawing**, to show the **inner and outer edges of a form**. And we learned how to **apply and blend chalk pastels**, filling our compositions so that no white paper remained. We made our own calm contour line drawings of still lifes that we were looking at, using mostly horizontal and vertical lines. Then we titled our pictures with **adjectives** (describing words) to suggest their stillness.

- We made horizontal and vertical lines.
- We made contour line drawings of a still life from our own observations.
- We filled our compositions with chalk pastel so that no white paper remained.
- We titled our compositions with an adjective (describing word).

Practice using descriptive language at home! Look through a picture calendar and share ideas for adjectives that would describe the feeling of each picture.

Enduring Understanding

Lines can move in different directions.
Using horizontal and vertical lines can make a picture look calm.