

ARTS IMPACT LESSON PLAN

Visual Arts and Writing Infused Lesson

Lesson One: *Contour Lines*

Author: Beverly Harding Buehler Grade Level: Fourth



Enduring Understanding

Contour lines show the inner and outer edges of a form. A contour line drawing can suggest the character of the object being drawn.

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

Students identify and compare contour lines in two works of art, then explore how these lines reveal information about the people they depict. Students make contour drawings of their shoes and then repeat the drawing process without looking at their paper. Last, students write a descriptive narrative from the perspective of their shoe with attention to details conveying the character of the shoe.

Learning Targets and Assessment Criteria

Target: Describes the characters as shown in the art, based on observations.

Criteria: Uses vivid verbs and specific nouns.

Target: Identifies and creates contour lines.

Criteria: Records the inner and outer edges of a complex form from observation.

Target: Creates a blind contour line drawing.

Criteria: Records the inner and outer edges of a complex form without looking at his/her drawing.

Target: Uses descriptive language.

Criteria: Writes an imagined narrative of the life of a shoe, from the perspective of the shoe using precise words (specific nouns/vivid verbs).

Vocabulary

Arts Infused:

Characterization
Descriptive words/lines
Narrative

Writing:

Adjectives
Narrative
Nouns
Verbs

Arts:

Blind contour drawing
Contour line drawing

Materials

Museum Artworks or Performance

Seattle, WA

Seattle Art Museum

Tacoma, WA

Tacoma Art Museum

Materials

White drawing paper: 9x12", two per student; Drawing pencils: 2H, 4B, 4H, HB, and 2B; Vinyl erasers; black Sharpies: ultra fine tip; Arts Impact sketchbooks; Class Assessment Worksheet

Link to Art Connections, Level 4

"Contour Lines" pages 28-31

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: Contour line
- 1.1.2 Elements: Organic and geometric shapes
- 1.2.1 Skills and techniques: Drawing from observation
- 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: Tell a short make-believe story, with adult help.
- (Age 4-5) 5. Communicating: Reading: Tell you what is going to happen next in a story. Make up an ending.
- (Age 4-5) 6. Learning about my world: Arts: Use a variety of materials to represent people and things.

continued

Art Connections images:
Henri Matisse, French, *Les Glaiuels*
(study for *The Flowers*), 19th century

Mark Uqayittuq, Inuit, *Friendly Spirits*,
1981

Seattle Art Museum images:
Style of Adriaen Janzoon von Ostade,
Two Peasants, Dutch, 17th century,
52.31



Unknown Persian artist, *Miniature: Line Drawing of Artist at Work*, circa 1600,
62.205



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.4.3. Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique and descriptive details.

W.4.5. Production and Distribution of Writing: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

L.4.1. Conventions of Grammar: Adjectives, nouns, verbs

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 vivid verbs and specific nouns in texts. Have students practice identifying vivid verbs and specific nouns in texts.

Lesson Steps Outline

1. Show *Two Peasants* style of Adriaen Jansoon von Ostade and *Miniature: Line Drawing of Artist at Work* by Unknown Artist from the Seattle Art Museum collection. Introduce the concept of a contour line.

Criteria-based teacher process assessment: Student participates in identifying and tracing contour lines in drawings.

2. Facilitate comparing of two different contour line drawings, looking for clues to the characters depicted.

Criteria-based peer assessment and teacher checklist: Student uses vivid verbs and specific nouns (to describe characters).

3. Demonstrate and guide contour line drawing.

Criteria based, peer and self-assessment, and teacher checklist: Student records the inner and outer edges of a complex form from observation.

4. Facilitate students doing a second drawing: a blind contour line drawing of their shoe. Guide reflection.

Criteria-based self-assessment and teacher checklist: Student records the inner and outer edges of a complex form without looking at his/her drawing.

5. Facilitate students writing a short narrative of the life of a shoe, from the perspective of the shoe. Guide reflection and refinement.

Criteria-based self and peer assessment, and teacher checklist: Student writes an imagined narrative of the life of a shoe, from the perspective of the shoe using precise words (specific nouns/vivid verbs).

LESSON STEPS

1. Show *Two Peasants* style of Adriaen Jansoon von Ostade and *Miniature: Line Drawing of Artist at Work* by Unknown Artist from the Seattle Art Museum collection. Introduce the concept of a contour line.

📖 mini-lesson, contour line drawing, sharing professional work



- *One of the ways artists can help us see the character of an object, with all its wrinkles and imperfections, is to accurately draw the inside and outside edges of the forms s/he is seeing. We call this contour line drawing.*
- *Can you find a place on any of these works of art where the artist followed a contour line from the outside to the inside of the form?*
- *Generate ideas by gathering information.*

☑ Criteria-based teacher process assessment: Student participates in identifying and tracing contour lines in drawings.

2. Facilitate comparing of two different contour line drawings, looking for clues to the characters depicted.

📖 sharing professional work, compare and contrast, peer conferring

- *Since contour lines are such truth-telling lines, we can learn quite a bit about the characters of the people or objects depicted by them. Let's compare these contour drawings of people by finding similarities and differences.*

📖 Introduce contour line drawings from the Seattle Art Museum on page 3 of this lesson as well as the contour line drawing of Inuit dancers on page 29 of *Art Connections, Level 4*.

- *What do the contour lines reveal about the people they are depicting?*

- Compare and contrast two contour line drawings, looking for clues to the characters they represent.
- *Construct meaning as you think about what you see.*
- Jot down vivid verbs (e.g. crouching, dragging, etc.) and specific nouns (e.g. peddler, youth, etc.) in your journal that describe the characters as shown in the art, based on your observations. Then, share them with your elbow buddy.

☑ Criteria-based peer assessment and teacher checklist: Student uses vivid verbs and specific nouns (to describe characters).

3. Demonstrate and guide contour line drawing.

📖 mini lesson, contour line drawing, drafting, peer conferring, refining

- *We are going to do contour line drawings of something that often reveals a fair bit about someone's character, our shoes. Oftentimes, an artist doing a contour line drawing won't pick up his/her pencil for the whole drawing.*
- *Here are two tricks that help you do a great contour line drawing:*
 - Look at the thing you are drawing MUCH more than at your paper.*
 - Focus your vision on the top of your object, and put your pencil at the top of your paper. Then move your eyes slowly down the object while your drawing hand moves at the same speed.*
- *Take off one of your shoes and put it in an interesting position on your desk. Remember a contour line is a truth-telling line. Only draw what you see.*
- *Construct meaning as you sketch.*
- *If you notice that you have lost your concentration at some point, go back to the place on your drawing where you can see that you were still concentrating, and just start drawing again from that point. Don't bother to erase. Extra lines add a feeling of life to a drawing.*
- *Exchange your contour line drawing with an elbow buddy. Reflect by checking in with others. Where do you think your buddy was concentrating the most? Why do you think so?*
- *Where do you see his/her contour line describing the inner and outer edges of the form well? Can you find any place on your buddy's drawing where it looks like s/he might have lost concentration, and made something up?*
- *Make a choice and refine your work.*

☑ Criteria based peer and self-assessment, and teacher checklist: Student records the inner and outer edges of a complex form from observation.

4. Facilitate students doing a second drawing: a blind contour line drawing of their shoe. Guide reflection.

📖 drafting, reflecting, refining

- *Now, we're going to do a second contour line drawing of our shoes (placed in a new position), but we're not going to look at our drawings until we are done.*
- *You're constructing a different meaning as you sketch this time.*
- *This is called a blind contour line drawing, and it's a way artists strengthen their looking skills. You may be surprised to discover that your blind contour line drawing is more accurate in some ways than the contour line you did while you were looking at your drawing.*
- *Reflect again. Compare your contour line drawings. Which is the most truthful to the form and character of your shoe?*

Criteria-based self-assessment and teacher checklist: Student records the inner and outer edges of a complex form without looking at his/her drawing.

5. Facilitate students writing a short narrative of the life of a shoe, from the perspective of the shoe. Guide reflection and refinement.

 drafting, reflecting, refining

- *In art and writing, we use adjectives, or describing words, to describe the way something looks and feels. In your journal, write a short narrative of the life of your shoe, told from the perspective of the shoe.*
- *Use your contour line drawing as inspiration for including very specific description and details in your narrative. How is contour line drawing similar to including details in a piece of writing?*
- *This time you're constructing meaning by writing. Brainstorm, organize your ideas, make a draft and then make choices.*
- *This is another opportunity to reflect with a peer: share your narrative with your elbow buddy.*
- *Can s/he find a specific detail that you included in both your drawing and your narrative that gives your shoe its character?*
- *Can your buddy suggest a way to make your description even more compelling? It's not too late to refine your work.*

Criteria-based self and peer assessment, and teacher checklist: Student writes an imagined narrative of the life of a shoe, from the perspective of the shoe using precise words (specific nouns/vivid verbs).

ARTS IMPACT LESSON PLAN Visual Arts and Writing Infusion

Fourth Grade Lesson One: *Contour Lines*

STUDENT SELF-ASSESSMENT WORKSHEET

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

| Disciplines | WRITING | VISUAL ARTS | | WRITING | Total 4 |
|--------------|--|--|--|---|------------|
| Concept | Descriptive Writing: Characterization | Skill: Contour Line | Skill: Blind Contour Line | Descriptive Writing: Narrative | |
| Criteria | Uses vivid verbs and specific nouns | Records the inner and outer edges of a complex form from observation | Records the inner and outer edges of a complex form without looking at his/her drawing | Writes an imagined narrative of the life of a shoe, from the perspective of the shoe using precise words (specific nouns/vivid verbs) | |
| Student Name | | | | | |
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ARTS IMPACT LESSON PLAN Visual Arts and Writing Infusion

Fourth Grade Lesson One: *Contour Lines*

CLASS ASSESSMENT WORKSHEET

| Disciplines | WRITING | VISUAL ARTS | | WRITING | Total 4 |
|--------------|--|--|--|--|------------|
| Concept | Descriptive Writing: Characterization | Skill: Contour Line | Skill: Blind Contour Line | Descriptive Writing: Narrative | |
| Criteria | Uses vivid verbs and specific nouns | Records the inner and outer edges of a complex form from observation | Records the inner and outer edges of a complex form without looking at his/her drawing | Writes an imagined narrative of the life of a shoe, from the perspective of the shoe using precise words | |
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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: *Contour Lines*

Dear Family:

Today your child participated in an **Arts and Writing** lesson. We did contour line drawings of our shoes, in which you draw the inner and outer edges of a form, and then we did a blind contour line drawing in which we drew our shoes without looking at our drawings. Since contour lines are “truth-telling lines,” they can reveal the character of an object or person. We wrote narratives of the life of a shoe, told from the perspective of our own shoes.

- We gathered information from art about the characters of the people depicted and wrote vivid verbs and specific nouns to describe them.
- We made contour and blind contour line drawings of our shoes.
- We wrote descriptive narratives of the life of our shoe, told from the shoe’s perspective.

Contour line drawing is a skill that one gets better at with practice. You could encourage your child to do more contour line drawings of complex organic shapes in your home – a pile of clothes, a plant, a pet (while it’s sleeping) – and practice doing contour line drawings from it.

Enduring Understanding

Contour lines show the inner and outer edges of a form.
A contour line drawing can suggest the character of the object being drawn.