

ARTS IMPACT LESSON PLAN

Visual Arts and Writing Infused Lesson

Lesson One: *Energetic Lines*

Author: Beverly Harding Buehler Grade Level: Kindergarten



Enduring Understanding

Lines can move in different directions. Using a variety of different line directions, especially curved and diagonal lines, adds visual energy to a work of art.

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

Students identify curved and diagonal lines in art and talk about how those lines suggest excitement and action words. Students brainstorm ideas for art through visualizing a circus. Students then sketch their circus idea and fill in shapes with opaque color using oil pastels. A final wash of watercolor can be added to fill the white of the paper. Last, students reflect on and title their picture using a verb.

Learning Targets and Assessment Criteria

Target: Identifies and makes diagonal lines.

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

Target: Identifies and makes curved lines.

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

Target: Applies oil pastel opaquely.

Criteria: Draws with oil pastel so that no paper shows through color.

Target: Describes how slanted and curved lines create a sense of energy in a work of art.

Criteria: Selects a verb to title his/her drawing that implies the action in the composition, e.g. "jump."

Vocabulary	Materials	Learning Standards
<p>Arts Infused: Energetic words/lines Title</p> <p>Writing: Verbs</p> <p>Arts: Curved line Diagonal/ slanted line Line direction Oil pastel Opaque Visual excitement</p>	<p>Museum Artworks or Performance</p> <p>Seattle, WA Seattle Art Museum</p> <p>Tacoma, WA Children's Museum of Tacoma Tacoma Art Museum</p> <p>Materials Watercolor paper: 6x9" (practice) and 9x12" (final composition); Paper towels; Oil pastels; Laminate art mats; Arts Impact sketchbooks; Optional: Watercolor paints; Watercolor brushes; Blue painter's tape</p> <p>Link to Art Connections, Level K "Different Kinds of Lines," pages 16-17A</p> <p>Connections Teachers College Writers Workshop</p> <p><i>continued</i></p>	<p>Learning Standards</p> <p>WA Arts State Grade Level Expectations <i>For the full description of each WA State Arts Grade Level Expectation, see:</i> http://www.k12.wa.us/Arts/Standards</p> <p>1.1.1 Elements: Line direction – curved, and slanted 1.2.1 Skills and techniques: Oil pastel, (optional – watercolor painting) 2.1.1 Creative process 2.3.1 Responding Process 4.2.1 Connections between Visual Art and Writing</p> <p>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: Use a variety of materials to represent people and things.</p> <p><i>continued</i></p>

Art Connections images:
W.H. Brown, *Bareback Riders*

Seattle Art Museum images:
Arshile Gorky, Armenian, *How My Mother's Embroidered Apron Unfolds in My Life*, 1944, 74.40



Emily Kame Kngwarreye, Australian Aboriginal, *Anooralya (Wild Yam Dreaming)*, 2000.157



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.K.8. Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences to answer a question.

L.K.1. Conventions of Grammar: Verbs

L.K.5c. 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

Introduce the concept of verbs/action words in read aloud texts. Have students practice identifying action words 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 if you choose to have the students paint a watercolor wash over 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 *How My Mother's Embroidered Apron Unfolds in My Life* by Arshile Gorky, and *Anooralya (Wild Yam Dreaming)* by Emily Kame Kngwarreye from the Seattle Art Museum collection. Introduce slanted/diagonal lines.

Criteria-based teacher reverse checklist: Student makes a slanted line with his/her arm, points out in a work of art.

2. Introduce curved lines.

Criteria-based teacher reverse checklist: Student makes a curved line with his/her arm, points out in a work of art.

3. Introduce concept of how curved and diagonal lines can create a sense of visual excitement or energy.

Criteria-based process assessment: Student participates in visual analysis of the effect of curved and diagonal lines in a composition and uses verbs to propose titles for the painting.

4. Explain goal of art-making, to create a visually exciting picture of a circus (or other exciting event, like a street festival) using curved and diagonal lines.

Criteria-based peer process assessment: Student generates ideas of exciting actions s/he might draw in his/her circus picture; whispers idea for an exciting action to depict.

5. Demonstrate oil pastel techniques and guide students in using diagonal and curved lines to represent their circus scenes. Guide reflection and refinement.

Criteria-based peer and self-assessment: Student includes diagonal and curved lines in drawing and draws with oil pastel so that no paper shows through color.

6. (OPTIONAL) Demonstrate filling background with watercolor wash.

Criteria-based self process assessment: Student paints light wash of watercolor paint to fill background to all edges with color.

7. Guide Reflection. Facilitate students titling their images with a verb that implies the action/energy in their composition.

Criteria-based peer, self and teacher checklist: Student selects a verb to title his/her drawing that implies the action in the composition, e.g. "jump."

LESSON STEPS

1. Show *How My Mother's Embroidered Apron Unfolds in My Life* by Arshile Gorky and *Anooralya (Wild Yam Dreaming)* by Emily Kame Kngwarreye from the Seattle Art Museum collection. Introduce slanted/diagonal lines.

📖 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.

- *Today we're going to be artists and writers. Artists and writers often think and work the same.*
- *Can you find any straight lines that are tipping over in this picture? We call a line in art that is tipping over a slanted or diagonal line.*
- *Can you hold your arm in a diagonal line? Come touch a slanted or diagonal line in this work of art?*

Criteria-based teacher reverse checklist: Student makes a slanted line with his/her arm, points out in a work of art.

2. Introduce curved lines.

📖 sharing professional work, interpreting, group conferring

- *Hold your arm in the same direction as the red legs of the horse rider (in W.H. Brown's Bareback Riders, in Art Connections, Level K, p. 16).*
- *What would you call that kind of line? In which direction does it move? In art, we call that kind of a line a curved line.*
- *Hold your arm in a curved line. Where do you see another curved line in this composition (or another, such as Arshile Gorky's *How My Mother's Embroidered Apron Unfolds in my Life* or Emily Kame Kngwarreye's *Wild Yam Dreaming*, from Seattle Art Museum)?*

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Criteria-based teacher reverse checklist: Student makes a curved line with his/her arm, points out in a work of art.

3. Introduce concept of how curved and diagonal lines can create a sense of visual excitement or energy.

 mini-lesson, action words, and action lines

- *When an artist puts curved and diagonal/slanted lines together in a picture, it makes it look visually exciting.*
- *What action words (verbs) would describe what is happening in the picture? If you could give this work of art a title, what would you call it?*
- *You are constructing meaning as an artist when you think about what you see.*

Criteria-based process process assessment: Student participates in visual analysis of the effect of curved and diagonal lines in a composition and uses verbs to propose titles for the painting.

4. Explain goal of art-making, to create a visually exciting picture of a circus using curved and diagonal lines.

 generating ideas

- *Today we are going to make visually exciting pictures of a circus using diagonal and curved lines. **Let's generate ideas!** (Check for prior knowledge.)*
- *Who has ever been to or seen a circus? Close your eyes and imagine you are in a circus. What act would you be doing? Use verbs to suggest actions in the circus. Would you be an acrobat and tumble, a juggler who juggles balls, a lion tamer getting a lion or tiger to jump through a hoop, a tightrope walker who balances on the high wire?*
- *Whisper your best idea to your neighbor. Now in your artistic mind, imagine how you are going to use curved and diagonal lines to show your exciting circus act!*
- *You are constructing meaning as an artist when you brainstorm for ideas.*

Criteria-based peer process assessment: Student generates ideas of exciting actions s/he might draw in his/her circus picture; whispers idea for an exciting action to depict.

5. Demonstrate oil pastel techniques and guide students in using diagonal and curved lines to represent their circus scenes. Guide reflection and refinement.

 observing, responding, peer conferring

- *We are going to use oil pastels to make our visually exciting circus compositions today, because oil pastels make brilliant, exciting colors.*
- *When you use oil pastel, you want to push down a little harder than you do with a regular crayon. We want to make our color opaque, which means making the color dense/tight enough that no white paper shows through.*

- *You can also make new colors by coloring one color on top of another. To mix those colors together and make a soft effect, you can rub the oil pastel with paper towel wrapped around your finger in a "finger ghost."*
- *A "finger ghost" is a paper towel wrapped around the index finger with the rest of it grasped between the thumb and other fingers in the palm. We'll practice first with the oil pastel on a small piece of paper, and then you will make your circus picture. Remember that you need to use diagonal and curved lines to make your visually exciting circus scene!*
- *You are constructing meaning as an artist when you organize your ideas.*
- *Then check in with a friend. When we check in with a friend we are working just like artists; we're self-reflecting. You might even use one of their ideas to refine your art.*
- *Did I use diagonal and curved lines to make my exciting circus picture? What do I want to change to make my picture more visually exciting? Did I use strong pressure with my oil pastels to make them opaque, with no white paper showing through? Where can I see diagonal and curved lines in my neighbor's art?*

Criteria-based peer and self-assessment: Student includes diagonal and curved lines in drawing and draws with oil pastel so that no paper shows through color.

6. (OPTIONAL) Demonstrate filling background with watercolor wash.

- *Like the artists we studied, now we're going to fill our backgrounds with a light wash of paint. The watercolor paint will resist the oil pastels on our drawings, making little beads of paint on top of the pastels. You can paint your background with one color or many. It's up to you. But all of us will cover all the white spaces with paint.*
- *To make a light wash of paint, I will first cover my paper with water and then paint the color onto it, OR I will get a lot of water on my brush and paint it onto the dry paper. If I want to change colors, I will swish my brush in the water cup ten times and then dab it on a paper towel to make sure all the color is out of it.*
- *Ask yourself: "Did I cover all the white places in my picture with paint?"*

Criteria-based self process assessment: Student paints light wash of watercolor paint to fill background to all edges with color.

7. Guide Reflection. Facilitate students titling their images with a verb that implies the action/energy in their composition.

 self-reflection, refining, titling, publishing/presenting

- *In art and writing, we use verbs, or action words, to describe what is happening in a picture or sentence.*
- *How did you use diagonal and curved lines to make your picture look exciting? Today, we are going to make up titles for our circus pictures with a verb to describe the exciting thing that is happening in our pictures.*
- *What action word would describe the amazing circus act in your picture? Tell your elbow buddy your ideas and ask him/her which word s/he would pick to describe your picture.*

- *You are about to do more self-reflection—an artistic process.*

Criteria-based peer, self and teacher checklist: Student selects a verb to title his/her drawing that implies the action in the composition, e.g. "jump."

ARTS IMPACT LESSON PLAN Visual Arts and Writing Infusion

Kindergarten Lesson One: *Energetic Lines*

CLASS ASSESSMENT WORKSHEET

Disciplines	VISUAL ARTS			WRITING	Total 4
Concept	Line Direction		Technique: Oil Pastel	Line Direction	
Criteria	Makes a slanted line with his/her arm, points out in a work of art and includes in a drawing.	Makes a curved line with his/her arm, points out in a work of art, and includes in a drawing.	Draws with oil pastel so that no paper shows through color.	Selects a verb to title his/her drawing that implies the action in the composition, e.g. "jump."	
Student Name					
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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: *Energetic Lines*

Dear Family:

Today your child participated in an **Arts and Writing** lesson. We talked about how different directions of lines, especially diagonal and curved lines, can create a sense of energy or visual excitement in a picture. We learned how to use oil pastels opaquely, so that no paper showed through them. We made our own exciting pictures of a circus, using diagonal and curved lines to show the actions. Then we titled our pictures with verbs (action words) to describe the exciting actions in them.

- We made diagonal lines.
- We made curved lines.
- We used oil pastel opaquely (so that no paper showed through).
- We titled our compositions with a verb (action word).

At home, you could go on a verb hunt! Look through your family pictures and give verb titles to the actions you see in them.

Enduring Understanding

Lines can move in different directions. Using a variety of different line directions, especially curved and diagonal lines, adds visual energy to a work of art.