

ARTS IMPACT LESSON PLAN

Visual Arts and Writing Infused Lesson

Lesson Two: *Calm Lines*

Author: Beverly Harding Buehler Grade Level: First



Enduring Understanding

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

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

Students identify and discuss the effects of horizontal and vertical lines in art with focus on how line direction can make a still life picture seem calm or peaceful. Students observe and draw a still life using contour lines in pencil, then fill their whole compositions with color using chalk pastels. Students reflect on and title their picture using an adjective to describe the quiet energy of the composition.

Learning Targets and Assessment Criteria

Target: Identifies and makes horizontal and vertical lines.

Criteria: Makes a straight, level line and a straight up 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.

Target: Fills composition with chalk pastel.

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

Target: Describes how vertical and horizontal lines can 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".

Vocabulary

Arts Infused:

Calm words/lines

Writing:

Adjectives

Arts:

Horizontal line

Vertical line

Line direction

Visual stillness

Still life

Contour Line

Chalk pastel

Composition

Materials

Museum Artworks or Performance

Seattle, WA

Seattle Art Museum

Tacoma, WA

Tacoma Art Museum

Materials

Watercolor paper: 6x9" (practice) and 9x12" (final composition); Drawing pencil: 2H; Tissues; Chalk pastels; Laminated art mats; Arts Impact sketchbook; Blue painter's tape; Class Assessment Worksheet

Link to Art Connections, Level 1

"Calm Lines," pages 16-17A

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-horizontal, vertical

1.2.1 Skills and techniques: Contour line drawing

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; Use a variety of materials to represent people and things.

continued

Connections

Teachers College Writers Workshop

Art Connections image:

Wolf Kahn, American, *Study for Chesapeake and Ohio Canal in Spring II*, 1986

Seattle Art Museum images:

Morris Graves, American, *Summer Flowers for Denise*, 1978, 78.73



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



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.1.5. Production and Distribution of Writing: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

SL.1.4. Presentation of Knowledge and Ideas: Describe people, places and things, and events with relevant details, expressing ideas and feelings clearly.

L.1.1f. Conventions of Grammar: Adjectives

L.1.5c. 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 adjectives/describing words in read aloud texts. Have students practice identifying describing words in texts.

LESSON PREP: Tape down all four edges of the students' 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.

Lesson Steps Outline

1. Show *Summer Flowers for Denise* by Morris Graves and *Poem Scroll with Deer (Deer Scroll)* by Tawaraya Sotatsu & Hon'ami Koetsu from the Seattle Art Museum collection. Introduce horizontal and vertical lines.

Criteria-based teacher reverse checklist: Student makes a straight, level line (horizontal) and a straight up (vertical) line with his/her arm and points out both directions of line in a work of art.

2. Introduce concept of how horizontal and vertical lines can create a sense of stillness in a work of art.

Criteria-based process assessment: 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.

3. Explain goal of art-making, to create a visually calm still life using mostly horizontal and vertical lines.

Criteria-based peer process assessment: 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.

4. Demonstrate and guide contour line drawing.

Criteria-based self-assessment: Student draws a continuous line around the inner and outer edges of a form from observation and includes mostly horizontal and vertical lines.

5. Demonstrate chalk pastel techniques, and guide students in filling in their compositions with chalk pastels. Guide reflection and refinement.

Criteria-based self and peer assessment: Student applies chalk pastel to whole composition so that no white paper remains.

6. Guide reflection. Facilitate students titling their images with an adjective that describes the sense of quiet in the composition.

Criteria-based peer reflection and teacher checklist: Student uses an adjective in the title for his/her drawing that implies the quiet energy of the composition, e.g. "peaceful".

LESSON STEPS

1. Show *Summer Flowers for Denise* by Morris Graves and *Poem Scroll with Deer (Deer Scroll)* by Tawaraya Sotatsu & Hon'ami Koetsu from the Seattle Art Museum collection. Introduce horizontal and vertical lines.

📖 sharing professional work, interpreting, group conferring



- *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?*

Criteria-based teacher reverse checklist: Student makes a straight, level line (horizontal) and a straight up (vertical) line with his/her arm and points out both directions of line in a work of art.

2. Introduce concept of how horizontal and vertical lines can create a sense of stillness in a work of art.

📖 mini-lesson, expressive line directions, and describing words

- *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.*

Criteria-based process assessment: 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.

3. Explain goal of art-making, to create a visually calm still life using mostly horizontal and vertical lines.

 generating ideas

- *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 life drawings 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.*

Criteria-based peer process assessment: 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.

4. Demonstrate and guide contour line drawing.

 observing, responding, peer conferring

- *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?"*

Criteria-based self-assessment: Student draws a continuous line around the inner and outer edges of a form from observation and includes mostly horizontal and vertical lines.

5. Demonstrate chalk pastel techniques, and guide students in filling in their compositions with chalk pastels. Guide reflection and refinement.

 self-reflection, peer conferring, refining

- *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"*

Criteria-based self and peer assessment: Student applies chalk pastel to whole composition so that no white paper remains.

6. Guide reflection. Facilitate students titling their images with an adjective that describes the sense of quiet in the composition.

 self and peer reflection, titling, publishing/presenting

- *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 still life drawings that tell what they feel like. What adjective will you add to your title to describe the feeling of your picture?*
- *Time to self-reflect and peer-reflect again.*
- *Tell your elbow buddy your ideas and ask him/her which word s/he would pick to describe your picture.*

Criteria-based peer reflection and teacher checklist: Student uses an adjective in the title for his/her drawing that implies the quiet energy of the composition, e.g. "peaceful".

ARTS IMPACT LESSON PLAN Visual Arts and Writing Infusion

First Grade Lesson Two: *Calm Lines*

CLASS ASSESSMENT WORKSHEET

Disciplines	VISUAL ARTS				WRITING	Total
Concept	Line Direction: Horizontal/Vertical			Skill: Contour Drawing	Technique: Chalk Pastel	Adjectives
Criteria	Makes a straight, level line and a straight up 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 that no white paper remains	Uses an adjective in the title for his/her drawing that implies the quiet energy of the composition
Student Name						
1.						
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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: *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 still life drawings of 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).

At home you could 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.