

ARTS IMPACT LESSON PLAN

Visual Arts and Writing Infused Lesson

Lesson Two: *Lines That Stand Still*

Author: Beverly Harding Buehler Grade Level: Kindergarten



Enduring Understanding

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

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

Students identify, make, and talk about horizontal and vertical lines, then discuss how vertical and horizontal lines can make art seem calm or peaceful. Students visualize and sketch landscapes using pencil, trace over the lines with pen, and then fill their whole compositions with colored chalk pastel. Last, students reflect on and title their art using an adjective to describe the quiet energy of their landscapes.

Learning Targets and Assessment Criteria

Target: Identifies and makes horizontal lines.

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

Target: Identifies and makes vertical lines.

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

Target: Fills composition with chalk pastel.

Criteria: Applies color 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: Selects an adjective to title his/her drawing that implies the quiet energy of the composition, e.g. "peaceful".

Vocabulary

Arts Infused:

Calm Words/Lines

Writing:

Adjectives

Arts:

Chalk Pastel

Composition

Horizontal Line

Landscape

Line Direction

Vertical Line

Visual Stillness

Materials

Museum Artworks or Performance

Seattle, WA

Seattle Art Museum

Tacoma, WA

Children's Museum of Tacoma

Tacoma Art Museum

Materials

Watercolor paper: 6x9" (practice) and 9x12" (final composition); Drawing pencil: HB; black Sharpies: fine tip and ultra fine tip; Tissues; Chalk pastels; Hairspray; Laminated art mats; Blue painter's tape; Arts Impact sketchbook; Class Assessment Worksheet

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: Chalk Pastel
- 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)

For a full description of Washington State Early Learning and Child Development Guidelines see:
<http://www.del.wa.gov/development/guidelines/>
(Age 4-5) 5. Communicating: 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

Link to Art Connections, Level K
"Lines Make Pictures," pages 24-25A

Connections

Teachers College Writers Workshop

Art Connections images:

Winslow Homer, American, *Snap the Whip*, 1872

Seattle Art Museum images:

Mount Rainier, Bay of Tacoma - Puget Sound, 1875, Sanford Robinson Gifford, 90.29



Landscape; Thatched roofs, terraced hills, 1760-1849, Katsushika Hokusai, 49.53



(Age 5 and K) 6. Learning about my world: Arts:
Learn ways to create artwork; share ideas and explain own artwork to others.

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.5. With guidance and support from adults, respond to questions and suggestions from peers.
L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.K.5.c. Identify real-life connections between words and their use.

College and Career Ready Students in Reading

Demonstrate independence.
Build strong content knowledge.
Respond to the varying demands of audience, task, purpose, and discipline.
Comprehend as well as critique.
Value evidence.
Come to understand other perspectives and cultures.

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. This will leave a nice crisp white edge to the work of art when you remove the tape after it is completed.

Lesson Steps Outline

1. Introduce and guide art analysis of horizontal lines of *Mount Rainier, Bay of Tacoma-Puget Sound* by Sanford Robinson Gifford and *Landscape; Thatched roofs, terraced hills* by Katsushika Hokusai from the Seattle Art Museum collection.

Criteria-based teacher checklist: Makes a straight, level line (horizontal) with his/her arm, points one out in a work of art.

2. Introduce vertical lines.

Criteria-based teacher checklist: Makes a straight up line (vertical) with his/her arm, points one out in a work of art.

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

Criteria-based process assessment: Participates in visual analysis of the effect of horizontal and vertical lines in a composition, and uses adjectives to propose titles for the painting.

4. Explain goal of art-making, to create a visually still landscape using mostly horizontal and vertical lines. Ask students to generate ideas for their landscapes.

Criteria-based peer process assessment: Generates ideas of horizontal and vertical forms s/he might draw in his/her quiet landscape; whispers ideas for horizontal and vertical forms s/he might show.

5. Demonstrate chalk pastel techniques and guide students in using horizontal and vertical lines to create their quiet landscapes. Guide reflection and refinement.

Criteria-based self and peer assessment: Includes horizontal and vertical lines in a drawing and applies color to whole composition so 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 and self-assessment, and teacher checklist: Selects an adjective to title his/her drawing that implies the quiet energy of the composition, e.g. "peaceful".

LESSON STEPS

1. Introduce and guide art analysis of horizontal lines of *Mount Rainier, Bay of Tacoma-Puget Sound* by Sanford Robinson Gifford and *Landscape; Thatched roofs, terraced hills* by Katsushika Hokusai from the Seattle Art Museum collection.

📖 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.

- *What things in this picture look like they are moving? Which directions of lines do you see (curved, diagonal, zigzag or wiggly)?*
- *Which things in this picture look like they are standing still?*
- *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? Come trace your finger along the horizontal lines you see.*

☑ Criteria-based teacher checklist: Makes a straight, level line (horizontal) with his/her arm, points one out in a work of art.

2. Introduce vertical lines.

📖 sharing professional work, interpreting, group conferring

- *Can you find any lines in these pictures that are straight up and down? In art, we call straight up and down lines vertical lines. Let's draw invisible vertical lines in the air.*
- *Where do you see vertical lines in these pictures? Come trace your finger along vertical lines in the composition.*

☑ Criteria-based teacher checklist: Makes a straight up line (vertical) with his/her arm, points one out in a work of art.

3. 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 this picture?*

📖 The two paintings from SAM are more visually still than the Winslow Homer painting from Art Connections.

- *If you could give this work of art a title, what would you call it? Use a describing word.*
- *You are constructing meaning as an artist when you think about what you see.*

☑ Criteria-based process assessment: Participates in visual analysis of the effect of horizontal and vertical lines in a composition, and uses adjectives to propose titles for the painting.

4. Explain goal of art-making, to create a visually still landscape using mostly horizontal and vertical lines. Ask students to generate ideas for their landscapes.

📖 generating ideas

- *A landscape is a picture of the outside. Today we are going to make quiet, calm landscapes of our favorite outside places using mostly horizontal and vertical lines.*
- *Let's generate ideas! Close your eyes and imagine you are in your favorite outside place. Is it your backyard, a park, down at the beach? What do you notice there?*
- *Now in your artistic mind, pretend to look around you and notice all the horizontal and vertical lines in the landscape.*
- *Are there vertical lines in the trees, a play structure, the ropes of a swing?*
- *Where are the horizontal lines (the sand at the beach, a tree branch sticking out, stripes of clouds at sunset)?*
- *Quietly tell your elbow buddy one of the things you imagine in your landscape.*
- *You are constructing meaning as an artist when you brainstorm for ideas.*

☑ Criteria-based peer process assessment: Generates ideas of horizontal and vertical forms s/he might draw in his/her quiet landscape; whispers ideas for horizontal and vertical forms s/he might show.

5. Demonstrate chalk pastel techniques and guide students in using horizontal and vertical lines to create their quiet landscapes. Guide reflection and refinement.

📖 observing, responding, peer conferring

▣ You may choose to “fix” the chalk pastel after it is done by spraying the composition with hairspray. It is very important to do this outside or in a well-ventilated area.

- *We are going to sketch our landscapes first with drawing pencils. Then we'll go over the lines with Sharpies. And then we'll fill 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 will make your quiet landscape. Remember that you need to use horizontal and vertical lines to make your quiet landscape.*
- *You are constructing meaning as an artist when you organize your ideas.*
- *When we think about our own work or check in with a friend we are working just like artists; we're self-reflecting.*
- *Ask yourself, “How did I use mostly horizontal and vertical lines to make my quiet landscape? What do I want to change to make my picture more peaceful? Did I fill in all the white spaces with chalk pastel?”*
- *Ask a friend, “What is the quietest part of my neighbor’s composition? How did s/he use horizontal and vertical lines?”*

☑ Criteria-based self and peer assessment: Includes horizontal and vertical lines in a drawing and applies color to whole composition so 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-reflection, refining, 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 landscapes that tell what they feel like.*
- *What describing word would tell more about 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.*
- *You're self-reflecting again.*

☑ Criteria-based peer and self-assessment, and teacher checklist: Selects an adjective to title his/her drawing that implies the quiet energy of the composition, e.g. “peaceful”.

ARTS IMPACT LESSON PLAN Visual Arts and Writing Infusion

Kindergarten Lesson Two: *Lines That Stand Still*

CLASS ASSESSMENT WORKSHEET

Disciplines Concept	VISUAL ARTS			WRITING	Total 4
	Line Direction: Horizontal/Vertical		Technique: Chalk Pastel	Descriptive Words	
Criteria Student Names	Makes a straight, level line with his/her arm, points one out in a work of art, and includes in a drawing.	Makes a straight up line with his/her arm, points one out in a work of art, and includes in a drawing.	Applies color to whole composition so no white paper remains.	Selects an adjective to title his/her drawing that implies the quiet energy of the composition, e.g. "peaceful."	
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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: _____

VISUAL ARTS AND WRITING LESSON: *Lines That Stand Still*

Dear Family:

Today your child participated in an **Arts and Writing** lesson. We talked about how horizontal and vertical lines can create a sense of stillness in a picture. We learned how to apply and blend chalk pastels, filling our compositions so that no white paper remained. We made our own quiet pictures of a favorite outside place, using horizontal and vertical lines. Then we titled our pictures with adjectives (describing words) to suggest their stillness.

- We made horizontal lines.
- We made vertical lines.
- 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 and still.