

Lines Show Movement

Grade 1 – Lesson 3
(*Art Connections*, Level 1, pgs. 24-25A)

Big Idea

Diagonal, zigzag, and curved lines can show movement in a picture.

Learning Targets and Assessment Criteria

Target 1: Identifies and makes different directions of lines. (Arts EALR 1.1 *Elements of Art: Line direction*)

Criteria 1: Points out and makes diagonal, curved, and zigzag lines.

Target 2: Uses line direction to imply movement. (Arts EALR 1.1.2 *Principles of Organization: Line direction for expressive effect*)

Criteria 2: Poses and draws arms and legs of figure in diagonal, curved or zigzag lines to imply movement.

Criteria 3: Adds diagonal, zigzag and/or curved lines to background of composition to add to the impression of movement.

Local Art Reference



Study for the Munich Olympic Games Poster, 1971

Jacob Lawrence

79.31

Seattle Art Museum

(NOTE to Teacher: See **Art Background** section at end of lesson for more information about this work of art.)

Looking at Art Questions

(Note to Teacher: Show both Lawrence's *Study for the Munich Olympic Games* (above) and his *Children at Play* in *Art Connections*, Level 1, pg. 24.)

1. What different line directions do you see in these paintings? (Diagonal, curved, zigzag).
2. Where did the artist, Jacob Lawrence, use zigzag lines? Diagonal lines? Curved lines?

3. We've already learned that horizontal and vertical lines can create a calm feeling in a composition. What kind of feelings do you get from the zigzag, diagonal and curved lines? (Generate list of words on the board.)
4. (Demonstrate holding a student from behind at an angle.) What would happen if I let go? When things are at an angle in our world, we expect them to move (fall down). Lines with angles and curves can create a feeling of movement in a composition.
5. Stand up at your place. When I say "three," move in place the way you think one of the figures is moving. Now freeze. Look at your neighbor to see what kinds of angles or curves their bodies are making that suggest movement.

Art Making Activity

(See the **Create** section *Art Connections*, Level 1, pg. 25)

Make a Moving Picture

How can you use diagonal, zigzag and curved lines to make a picture of yourself in action?

Day One

1. Work with your partner to arrange your mannequin into an active pose. If your mannequin was a kid on the playground, what might he or she be doing? Make sure the mannequin's body shows curves, zigzags, or diagonal lines.
2. When an artist wants to capture a person moving, often they draw quickly too, making lots of curving lines over and over each other. (*Teacher demonstrates.*)
3. In your sketchbook, do some quick sketches of the figure. Try drawing three different active poses of things you like to do on the playground. Make each drawing as big as your hand.
4. Pick your favorite drawing of a person in motion from your sketchbook.
5. We are going to transfer the drawing from your sketchbook onto your paper, by coloring with chalk on the back of your drawing. Next we place your sketchbook page over the piece of colored paper. Now trace over the lines of your person again, pushing a little hard. (*Teacher demonstrates.*)

Day Two

1. Today we are going to add to the feeling of motion in our drawings by adding colors in shapes with curves, zigzags and diagonal lines.

2. First outline your person in black, then fill in all the empty spaces with colors.
3. Now, draw more zigzag, curved and diagonal lines in the background with black oil pastel to emphasize your person's movement. Fill in these shapes with color too!

Day One

Each Student Needs

- Sketchbook
- A sketching pencil (HB)
- A piece of light colored chalk or pastel
- A 8x11 inch piece of colored paper (Strathmore Art Paper – assorted colors)

Every Pair of Students Needs

- A figure mannequin (available at IKEA, Utrect, and Nasco)

Day Two

Each Student Needs

- His/her figure drawing transferred to colored paper
- Oil pastels

Vocabulary	
Curved lines	Imply
Diagonal lines	Movement
Zigzag lines	

Tips for Teachers

Day One

- Demonstrate doing a quick, gestural figure sketch. Emphasize that you are drawing relatively quickly, repeating curving (somewhat scribbly) lines over and over each other, just to catch the sense of movement.
- Place a figure mannequin between every two/three/four students
- Remind students to draw their figure sketches large enough (as big as one of their hands) so that they will be able to fill them with color in the final drawing.
- Demonstrate transferring the drawing from sketchbook to colored paper, turning the piece of chalk on its side to cover the back of the sketch with a solid dusting of chalk.

Day Two

- Ask students to re-draw all their lines with black before adding color (so they don't lose the lines of the figure).

Self-Assessment

Name _____

I made curved lines for _____

I made diagonal lines for _____

I made zigzag lines for _____

I think my person looks like he or she is moving because _____

Reflecting on Our Art (from *Art Connections*, Level 1, pg. 25A)

- **Describe:** Where did you use diagonal, zigzag or curving lines in your picture?
- **Analyze:** Which part of your composition shows the most movement? Why do you think so?
- **Interpret:** What makes your picture look playful?
- **Decide:** What would change the next time you make a picture that shows movement?

Art Background (for Jacob Lawrence, *Study for the Munich Olympic Games Poster*)

Jacob Armstead Lawrence was born on 17 September 1917 in Atlantic City, NJ. After spending part of his youth in both Philadelphia and Easton, PA, his mother moved the family to Harlem. His arrival coincided with the great "Harlem Renaissance" of the 1920s and early 1930s. This area was the center of a vibrant artistic community that was greatly influenced by the emergence of African-American social consciousness. It was his experiences during this time that shaped both his development and his future work as an artist.

Showing an interest in art, particularly the works of the Italian Renaissance painters, Lawrence received encouragement from his fellow artists in the community. He received his early training at the Harlem Art Workshops sponsored by the New Deal's Works Progress Administration (WPA) and he produced some of his first significant works while a member of the WPA Federal Art Project. Between 1937 and 1940 he painted a series of "multi-part narratives" of prominent figures in black history including Toussaint L'Ouverture, Frederick Douglass, and Harriet Tubman. This was followed by his renowned series entitled "The Migration of the American Negro" which depicted the post-World War I movement of Southern blacks in search of employment to the North. Around this time Lawrence also married his wife of 59 years, fellow artist Gwendolyn Knight.

After serving in the Navy from 1943-45, Lawrence continued his art career, developing a powerful style of simplified, abstracted forms in bold colors and dynamic compositions. He continued to draw inspiration from African American history, as well as his personal responses to the events of his time. Lawrence joined the faculty of the University of Washington in 1971 and continued to teach and paint until close to his death in 2000. Lawrence's *Study for the Munich Olympic Games Poster* illustrates his dynamic use of diagonal and curving lines to express the speed and energy of the runners in their final burst of speed as they reach for the finish line.

Excerpted in part from: http://www.uscg.mil/history/FAQS/Jacob_Lawrence.html

Assessment Checklist

Student	Points out and makes diagonal, curved, and zigzag lines	Poses and draws arms and legs of figure in diagonal, curved or zigzag lines to imply movement	Adds diagonal, zigzag and/or curved lines to background of composition to add to the impression of movement	TOTAL 3
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31.				
Total Points				
Percent Comprehension				

Teacher Notes:

Letter Home

Dear Family,

*Today we learned to recognize and make **curving, diagonal and zigzag** lines. We learned that these kinds of lines in a picture can create a sense of movement. We looked at two paintings in which the artists (Peter Breughel and Jacob Lawrence) used curving, diagonal and zigzag lines to imply movement in a group of figures. Then we made our own dynamic pictures of ourselves playing on the playground.*

At home you could play statues and have your child show you the curving, diagonal and zigzag lines in your frozen poses. If it's nice outside, you could use sidewalk chalk to outline your child (or your child's shadow) in an active pose on the sidewalk. S/he might fill in the outline with shapes made from curving, diagonal and zigzag lines.