

ARTS IMPACT LESSON PLAN

Visual Arts and Literacy Infused Lesson

A Line Can Tell a Story

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Grade Level: Pre-kindergarten

Enduring Understanding

A continuous line can serve as a narrative.

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

Students read *The Snowy Day* and find curvy, zigzag, straight, and slanted lines in the story. They find different qualities of lines in art from Tacoma and Seattle Art Museums. Using oil pastels, they make a continuous line that follows the story, *The Snowy Day*.

Learning Targets and Assessment Criteria

Target: Makes a continuous line drawing.

Criteria: Draws a line with one starting and one stopping point.

Target: Makes different directions or qualities of lines.

Criteria: Draws at least two of the four lines: curvy, zigzag, straight, slanted.

Target: Thinks critically.

Criteria: Draws a line that tells a story.

Target: Uses all space in composition.

Criteria: Draws a continuous line in the center of the paper and near the paper sides to fill the entire paper.

Vocabulary

Arts Infused:

Line

Literacy:

Narrative

Story

Arts:

Continuous Line

Curvy Line

Oil Pastel

Slanted Line

Straight Line

Zigzag Line

Materials

Museum Artworks or Performance

Seattle, WA

Seattle Art Museum

Tacoma, WA

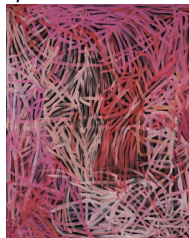
Tacoma Art Museum

Materials

The Snowy Day by Ezra Jack Keats;
Butcher paper; Oil pastels; Art paper;
Watercolors and brushes (for follow-up);
Art mats; Class Assessment Worksheet

Seattle Art Museum images:

Anooralya (Wild Yam Dreaming), 1995,
Emily Kame Kngwarreye, 2000.157



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

2.1.1 Creative Process

2.2.1 Presenting Process

2.3.1 Responding Process

4.2.1 Connection between Visual Arts and Literacy

Early Learning Guidelines, if applicable

For a full description of Washington State Early Learning and Child Development Guidelines see:

<http://www.del.wa.gov/development/guidelines/>

(Age 3 to 4) 3. Touching, seeing, hearing, and moving around: Using the small muscles (fine motor skills): Draw some shapes and lines using a crayon or pencil.

(Age 3 to 4) 5. Communicating (literacy):

Reading: Enjoy picture books and being read to.

(Age 4 to 5) 6. Learning about my world: Arts:

show an increasing ability to use art materials safely and with purpose; understand that different art forms can be used to tell a story.

continued

Tacoma Art Museum images:
Astrud, 1994, Alfred Harris



Common Core State Standards (CCSS) in ELA

For a full description of CCSS ELA Standards by grade level see:

<http://www.k12.wa.us/CoreStandards/ELAstandards/>

- RL.K.1. With prompting and support, ask and answer questions about key details in a text.
- RL.K.2. With prompting and support, retell familiar stories, including key details.
- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story the illustration depicts).

Students Who Are College and Career Ready Students in Reading, Writing, Speaking, Listening, and Language


Demonstrate independence.


Build strong content knowledge.

Respond to the varying demands of audience, task, purpose, and discipline.

Value evidence.

ICON KEY:

 = Indicates note or reminder for teacher


 = Embedded assessment points in the lesson

Pre-Teach

Introduce using art materials safely. Practice drawing curvy, straight, zigzag, and slanted lines.

Lesson Steps Outline

1. Read *The Snowy Day* by Ezra Jack Keats. Ask students to identify different lines (curvy, zigzag, straight, slanted) from illustrations in the story.

 Criteria-based process assessment: Identifies lines in story illustrations.


2. Show two art pieces: *Astrud* by Alfred Harris and *Anooralya (Wild Yam Dreaming)* by Emily Kame Kngwarreye and identify and discuss the lines found in the artworks.

 Criteria-based process assessment: Identifies lines in works of art.


3. Demonstrate drawing a continuous line on whiteboard or large butcher paper using at least two of the four lines from above. Use the story as a base to have the children think of different lines in the illustrations and narrative.

4. Demonstrate making a continuous line that uses all the space in the composition. Emphasize filling the paper near all the sides.

5. Guide students in using their critical thinking skills to draw continuous lines that tell a story.

 Criteria-based teacher checklist: Draws a line with one starting and one stopping point. Draws at least two of the four lines: curvy, zigzag, straight, slanted. Draws a line that tells a story. Draws a continuous line in the center of the paper and near the paper sides to fill the entire paper.

6. Lead a gallery walk reflection.

 Criteria-based teacher checklist, self and peer assessment: Draws a line that tells a story.

LESSON STEPS

1. Read *The Snowy Day* by Ezra Jack Keats. Ask students to identify different lines (curvy, zigzag, straight, slanted) from illustrations in the story.

- *Show me what different lines you see.*
- *Where do you see a curvy line?*
- *Where do you see a zigzag line?*
- *Where do you see a straight line?*
- *Where do you see a slanted line?*
- *How do the lines can help tell the story?*

Criteria-based process assessment: Identifies lines in story illustrations.

2. Show two art pieces: *Astrud* by Alfred Harris and *Anooralya (Wild Yam Dreaming)* by Emily Kame Kngwarreye and identify and discuss the lines found in the artworks.

- *Show me where you see lines in the artworks.*
- *Let's look for curvy, zigzag, straight, and slanted lines.*

Criteria-based process assessment: Identifies lines in works of art.

3. Demonstrate drawing a continuous line on whiteboard or large butcher paper using at least two of the four lines from above. Use the story as a base to have the children think of different lines in the illustrations and narrative.

- *I am going to draw a continuous line. I won't make any stops or breaks in the line. I'll start at the beginning and stop at the end.*
 - *Find me a line from the story to draw.*
 - *I'll use at least two of the directions or qualities of lines: curvy, straight, slanted, and/or zigzag.*
 - *Notice how I keep the oil pastel in contact with the paper at all times.*
-

4. Demonstrate making a continuous line that uses all the space in the composition. Emphasize filling the paper near all the sides.

- *Notice how my continuous line fills all the space on my paper.*
 - *I'll fill the center of the paper and I'll fill the space close to the sides of the paper as well.*
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5. Guide students in using their critical thinking skills to draw continuous lines that tell a story.

☐ Distribute materials: Give each student art paper and a dark colored oil pastel to draw a continuous line.

- *Your line will tell us what is happening in the story, the story's narrative.*
- *I'll read The Snowy Day again while you are drawing to help you draw a line that tells the story.*
- *You will be using your critical thinking skills as you tell the story with your line.*
- *Will you repeat those words with me? CRI-TI-CAL THINK-ING. Let's tap the words into our shoulders while we say them again. CRI-TI-CAL THINK-ING. Now let's tap while crisscrossing. Tap your right ear with your left hand and tap your left ear with your right hand. CRI-TI-CAL THINK-ING.*
- *Notice when we draw with oil pastels, that they are softer and brighter than crayons.*
- *When you draw your continuous line, use at least two different types of lines. Remember our four kinds of lines are curvy, straight, zigzag and slanted.*
- *Keep that oil pastel touching the paper the whole time! Be sure that you fill up your whole paper with your continuous line.*

☑ Criteria-based teacher checklist: Draws a line with one starting and one stopping point. Draws at least two of the four lines: curvy, zigzag, straight, slanted. Draws a line that tells a story. Draws a continuous line in the center of the paper and near the paper sides to fill the entire paper.

6. Lead a gallery walk reflection.

- *Take a gallery walk around and look at the other artists' line drawings.*
- *Is there something that happened in the story that you showed with your line? Show us that place in your picture.*
- *How does your line show what happened in the story.*

☑ Criteria-based teacher checklist, self and peer assessment: Draws a line that tells a story.

Follow-up lesson:

In a follow-up lesson, use watercolors over continuous lines to highlight or identify different shapes and abstract color choices.

ARTS IMPACT LESSON PLAN Visual Arts and Literacy Infused Lesson

Pre-kindergarten: *A Line Can Tell a Story*

CLASS ASSESSMENT WORKSHEET

Disciplines	VISUAL ARTS	VISUAL ARTS	VISUAL ARTS/LITERACY	VISUAL ARTS	Total 4
Concept	LINE	LINE	Critical Thinking	Composition	
Criteria	Draws a line with one starting and one stopping point.	Draws at least two of the four lines: curvy, zigzag, straight, slanted.	Draws a line that tells a story.	Draws a continuous line in the center of the paper and near the paper sides to fill the entire paper.	
Student Name					
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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 literacy?

Teacher: _____

Date: _____

ARTS AND LITERACY INFUSED LESSON: *A Line Can Tell a Story*

Dear Family:

Today your child participated in an **Arts and Literacy** lesson. We talked about how lines can help tell a story.

- We read *The Snowy Day* and then we found curvy, zigzag, straight, and slanted lines in the story.
- We also found different qualities of lines in art from Tacoma and Seattle Art Museums.
- Using oil pastels, we made a continuous line that followed the story, *The Snowy Day*. We made sure that our continuous line included some curvy, zigzag, straight, or slanted lines.
- We made sure that our continuous line composition filled our whole paper.

At home, you could search for and talk about different types of lines and continuous lines inside and outside. Ask your child to tell you a story using a continuous line. Share a story of your own told with a continuous line.

Enduring Understanding

A continuous line can serve as a narrative.