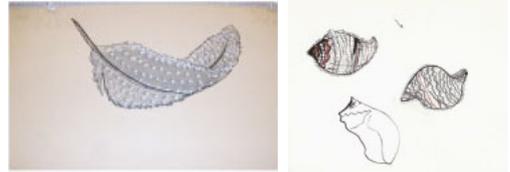


ARTS IMPACT LESSON PLAN

Arts Foundations Visual Arts Lesson

Descriptive Line

Author: Meredith Essex



Enduring Understanding

Exterior and interior lines can describe the surface and shape of objects.

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

Students associate descriptive language with qualities and types of line seen in art. Objects are observed and drawn three different times using descriptive interior and exterior contour lines. Different qualities of line are created in each drawing through use of different drawing tools, types of lines, tool pressure, and perseverance. Last, students use adjectives to describe line in their drawing studies.

Learning Targets and Assessment Criteria

Target: Describes shape and detail of objects.

Criteria: Records exterior and interior contours of objects.

Target: Creates diverse line quality.

Criteria: Varies tool pressure, line type, and media in multiple drawings of the same object.

Target: Demonstrates perseverance.

Criteria: Persists in adapting ideas to work through challenges.

Vocabulary

Arts:
Adjectives
Contour Line
Exterior Line
Interior Line
Line Quality
Media
Observation
Perseverance
Point of View
Study
Value

Materials

Museum Artworks or Performance

Seattle, WA

Seattle Art Museum

Tacoma, WA

Children's Museum of Tacoma
Tacoma Art Museum

Materials

Drawing pencils: 6B, 2B, HB, 2H, 4H;
Charcoal: vine and block/compressed;
Conté crayons: white, black, and brown; Chamois cloths; Tortillion; Vinyl erasers; Canson Mi-Teintes paper, neutral colors, 6x9"; Natural still life objects (shells, feathers, rocks, sticks, bones, etc); Gloves, non-latex; Tissue; Baby wipes; Class Assessment Worksheet; Arts Impact sketchbook

continued

Learning Standards

WA Arts Learning Standards in Visual Arts

For the full description of each standard, see:

<http://www.k12.wa.us/Arts/Standards>

Creating (Concepts: Line Quality/Contour. Technique: Drawing)

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

Performing/Presenting/Producing

4. Select, analyze, and interpret artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.

Responding

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

continued

Seattle Art Museum images:
Message, 1943, Morris Graves, 83.209



Plum Blossoms in Moonlight, 19th
Century, Yi Gong U, 90.1



Tacoma Art Museum images:
Self Portrait, 1954, Raphael Soyer



Astrud, 1994, Alfred Harris



Early Learning Guidelines (Pre-K – Grade 3)

For a full description of Washington State Early Learning and Child Development Guidelines see: <https://www.del.wa.gov/sites/default/files/imported/publications/development/docs/guidelines.pdf>
(Age 4-5) 5. Communicating: Speaking and Listening: use words to describe.
(Age 4-5) 6. Learning about my world: Science: investigate properties of things in nature. Arts: use a variety of materials to create representations of people and things.

Common Core State Standards (CCSS) in ELA

For a full description of CCSS Standards by grade level see: <http://www.k12.wa.us/CoreStandards/ELAstandards/>
SL.CCR.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
L.K-1.5.c. & L.2.5.a. Identify real-life connections between words and their use.

ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

Pre-Teach

Look for different kinds of line all around us: straight, curvy, zigzag and interrupted. Talk about whether lines are bold or delicate, thick or thin.

Lesson Steps Outline

1. Introduce and guide art analysis of diverse line quality seen in *Message*, Morris Graves, *Plum Blossoms in Moonlight* by YiGong U from Seattle Art Museum collection and *Self Portrait* by Raphael Soyer and *Astrud* by Alfred Harris from Tacoma Art Museum collection.

 Criteria-based process assessment: Describes line quality seen in art.

2. Demonstrate using a variety of drawing materials or “media” and guide students in practicing creating various lines. Introduce perseverance. Pencils; Charcoal; Conté Crayons; Blending Tools.

 Criteria-based peer process assessment: Practices creating various line qualities with different drawing media and shares findings.

3. Demonstrate and guide observing and drawing one object in a series of studies using contour line to define shape and detail. Focus on perseverance. Draw object from three different points of view. Guide self-assessment.

 Criteria-based teacher checklist and self-assessment: Records exterior and interior contours of objects and varies tool pressure, line type, and media in multiple drawings of the same object seen from different points of view. Persists in adapting ideas to work through challenges.

4. Ask students to talk about challenges and how they adapted their ideas to work through them. Ask them to associate a descriptive word with line quality, and label each study drawing. Facilitate criteria-based critique.

 Criteria-based teacher checklist, reflection: Shares challenges and adaptations to overcome them. Responds with focus on power of line to communicate.

LESSON STEPS

1. Introduce and guide art analysis of diverse line quality seen in *Message*, Morris Graves, *Plum Blossoms in Moonlight* by YiGong U from Seattle Art Museum collection and *Self Portrait* by Raphael Soyer and *Astrud* by Alfred Harris from Tacoma Art Museum collection.



Responding to Art in the Classroom



☰ The Seattle Art Museum's collection is available on-line at: <http://www1.seattleartmuseum.org/eMuseum/code/emuseum.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 at the beginning of the lesson.



☰ The Tacoma Art Museum's collection is available on-line at:

<http://www.tacomaartmuseum.org/explore/collections>.

- Choose adjectives which describe the line that you see in these works of art (e.g. delicate, brash, wispy, flowing, etc.).
- The line is describing an object, person, or place. It is descriptive and expressive.

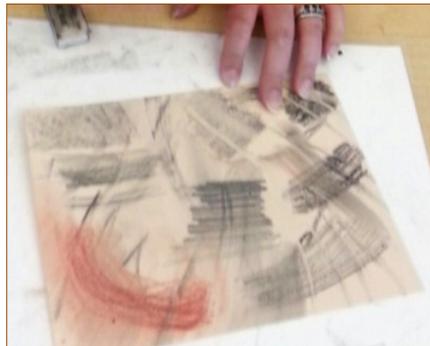
Criteria-based process assessment: Describes line quality seen in art.

2. Demonstrate using a variety of drawing materials or "media" and guide students in practicing creating various lines. Introduce perseverance.



Drawing Tools

- Whenever an artist uses new media, s/he practices with it before creating a finished piece. We have various drawing media today to work with.
- Perseverance means persisting in adapting ideas to work through challenges.
- Deeply explore these materials to learn their potential: Then you can put them to work for you when you encounter challenges.



Pencils

- *Drawing pencils come in different levels of softness and hardness. The softer the graphite (B), the darker and thicker the line, so 2B is darker and thicker than B, and 8B is really dark and thick. The harder the graphite (H), the lighter and thinner the line, so 4H makes a light, delicate line, and 8H makes a wispy, spidery line. HB is in the middle, similar to a #2 pencil.*



Prompting for Creativity

Charcoal

- *There are two kinds of charcoal (vine and block/compressed). If you push down hard, you can make bold, black marks. If you lift up lightly, you can make delicate, wispy marks. You can draw with the ends of the charcoal to make sharp marks, or turn it on its side to make soft, broad marks.*

Conté Crayons

- *Conté crayons are pigment that has been mixed with a binder and then compressed together. It can make even more delicate lines than charcoal, and also very bold dark lines with increased pressure. You can also turn Conté crayons on their sides to make a soft, broad mark.*

Blending Tools

- *The next three tools don't make marks on their own, but can alter charcoal or Conté crayon. A Chamois (sha-mee) cloth is a soft piece of leather, which blends and slightly erases a charcoal mark. A tortillion (tor-tee-yon) is a rolled up piece of paper that you use tipped on its side to softly blend charcoal. It doesn't erase the charcoal, but simply moves it around. A vinyl eraser can make a light mark through an area of charcoal.*
- *Try practicing with these media to get the broadest possible variety of line qualities. Share your practice sheets with your elbow partner, and describe how you created your most interesting lines.*

Criteria-based peer process assessment: Practices creating various line qualities with different drawing media and shares findings.

3. Demonstrate and guide observing and drawing one object in a series of studies using contour line to define shape and detail. Focus on perseverance.

- *We are making multiple drawings of one object; our goal is to create a broad range of line quality by using different media, tool pressure, and line in each study.*
- *This is a big job. We are scientists and artists making studies. To maintain focus, we will take many breaks and observe each other drawing.*
- *Remember that true artists can turn chance into intention. Responding positively to challenges is a quality that many great thinkers share.*
- *Do not give up. Problem-solve. Adapt ideas. Work through it.*



Draw object from three different points of view.



Contour Drawing

- *I am selecting one object to draw several times — each time with a different line quality and from a different point of view. When I am observing the object, note that I keep my eyes on the subject matter/object at least 80% of the time so I am gathering as much information as I can about the object.*
- *Exterior contour lines define the shape and interior contour lines define the details of objects.*
- *Now I am selecting a different point of view, different media, and line quality (soft, harsh, bold, curvy, flowing lines in one study and hard, jagged lines in the next study).*
- *Lines in drawing can be descriptive (show what is seen) and expressive (convey feeling) at the same time.*
- *Draw your object from three different points of view.*
- *As you work, self-assess by making sure that you see differences in line quality from one study to the next, and that you are using interior and exterior contour lines to describe the object you are drawing.*
- *Don't worry about mistakes, erasing, or final products. Remember that you can make additional notes, drawings, or exploratory marks with different media in your sketchbook also.*
- *Try the tortillion or chamois to soften or lighten lines. You can make a "finger ghost" with a piece of tissue to blend the charcoal. And remember never blow the charcoal dust, always tap the paper to remove the excess charcoal. Tap — don't blow.*



Guide self-assessment.

▣ Student responses can be oral and recorded by teacher if needed.

- *Complete the checklist.*
- *Write about how you showed persistence and perseverance.*

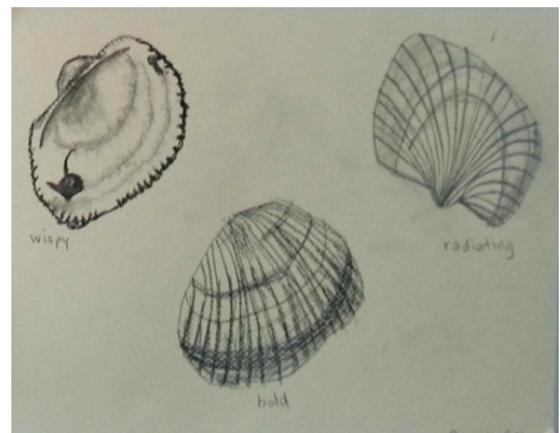
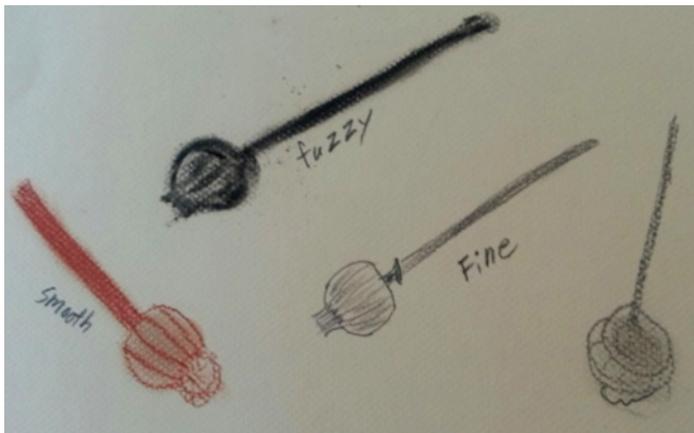
Criteria-based teacher checklist and self-assessment: Records exterior and interior contours of objects and varies tool pressure, line type, and media in multiple drawings of the same object seen from different points of view. Persists in adapting ideas to work through challenges.

4. Ask students to talk about challenges and how they adapted their ideas to work through them. Ask them to associate a descriptive word with line quality, and label each study drawing. Facilitate criteria-based critique.



Guiding Reflecting on Student Art

- Describe a drawing challenge and what changes you made to overcome it.
- Where have you accurately shown what you observed?
- What word or words describe each of your drawings? Label each drawing study with a descriptive word for the line quality you created.



Criteria-based teacher checklist, reflection: Shares challenges and adaptations to overcome them. Responds with focus on power of line to communicate.

ARTS IMPACT LESSON PLAN Arts Foundations Visual Arts Lesson

Descriptive Line

▣ Teachers may choose to use or adapt the following self-assessment tool.

STUDENT SELF-ASSESSMENT WORKSHEET

Disciplines	VISUAL ARTS						Total 6
Concept	Skills and Techniques			Line/Observation		Perseverance	
Criteria	Varies tool pressure.	Varies line type.	Varies media.	Records exterior contours of objects.	Records interior contours of objects.	Persists in adapting ideas to work through challenges.	
Student Name							

Self-Assessment Questions:

Persistence:

Describe times or places in the drawing where you wanted to give up, but you didn't.

Describe parts of your drawing that you had to work on more than others.

Perseverance:

What were your challenges in drawing?

How/what did you adapt or change to overcome them?

ARTS IMPACT LESSON PLAN Arts Foundations Visual Arts Lesson

Descriptive Line

CLASS ASSESSMENT WORKSHEET

Disciplines	VISUAL ARTS						Total 6
Concept	Skills and Techniques			Line/Observation		Perseverance	
Criteria	Varies tool pressure.	Varies line type.	Varies media.	Records exterior contours of objects.	Records interior contours of objects.	Persists in adapting ideas to work through challenges.	
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?

How could I connect the concepts in this lesson with other disciplines?

Teacher: _____

Date: _____

VISUAL ARTS LESSON: *Descriptive Line*

Dear Family:

Today your child participated in an **Arts** lesson.

- We looked at art by artists who use different line qualities. We found different examples of line and used a variety of descriptive words to describe the kinds of lines we saw.
- We focused on perseverance: the ability to persist in adapting ideas to work through challenges. This helped us learn how to draw using a variety of drawing tools.
- We explored creating different line qualities with drawing pencils, Conté crayons, and charcoal by observing and drawing one object in multiple studies: drawings where we gather information and practice.
- We found a descriptive word to associate with the line quality in each of our studies. We looked at our work and talked about how line quality in art can describe and express.

At home you could draw one object three times using a different line quality each time. Does each drawing “speak to you” differently?

Enduring Understanding

Exterior and interior lines can describe the surface and shape of objects.