

## ARTS IMPACT LESSON PLAN

### Visual Arts, Writing, and Social Emotional Learning Infused Lesson

#### *Expressing Emotion through Calm and Energetic Lines*

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Adapted from *Calm Lines* by Beverly Harding Buehler

Grade Level: Primary

#### Enduring Understanding

Using color and horizontal, vertical, curved, or diagonal lines can make a picture look calm or energetic.

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

*Students identify and discuss the effects of horizontal, vertical, curved and diagonal lines in art with focus on how line direction can make a picture seem calm (peaceful) or energetic (dynamic). Students observe and draw a still life using contour lines in pencil, then fill their whole composition with color using watercolor pencils. Students will create two compositions of the same still life with one representing a calm feeling and the other an energetic feeling. Students reflect on each composition, titling each artwork using an adjective to describe the different feelings.*

#### Learning Targets and Assessment Criteria

**Target:** Identifies and makes horizontal, vertical, curved and diagonal lines.

**Criteria:** Makes a straight/level line, a straight up line, a curved line, and a diagonal line with his/her arm, points out in a work of art.

**Target:** Makes a contour line drawing.

**Criteria:** Draws a continuous line around the inner and outer edges of a form from observation in pencil.

**Target:** Fills compositions with watercolor pencils to show two different emotions.

**Criteria:** Applies watercolor pencils to both compositions so that no or very little white paper remains and each composition has a different look from the other (one calm and the other energetic).

**Target:** Adds water to mix watercolor pencils.

**Criteria:** Applies water to areas of composition keeping the colors in composition distinct from each other.

**Target:** Describes how lines and color can create a sense of mood in a work of art.

**Criteria:** Uses an adjective to title for his/her drawings that imply type of energy/emotion in compositions, the quiet energy on one composition and the higher energy in the other composition.

#### Vocabulary

Arts Infused:  
Calm Words/Lines  
Energetic Words/Lines

Writing:  
Adjectives

Arts:  
Horizontal Line  
Vertical Line  
Diagonal Line

*continued*

#### Materials

##### Museum Artworks or Performance

**Seattle, WA**  
Seattle Art Museum

**Tacoma, WA**  
Tacoma Art Museum

*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

1.1.6 Elements: Color

1.2.1 Skills and techniques: Contour Line Drawing, Watercolor

2.1.1 Creative Process

2.3.1 Responding Process

4.2.1 Connections between Visual Art, Social Emotional Learning, and Writing

*continued*

Curved Line  
 Zig Zag Line  
 Thin Line  
 Thick Line  
 Line Direction  
 Visual Stillness  
 Visual Energy  
 Still Life  
 Contour Line  
 Composition

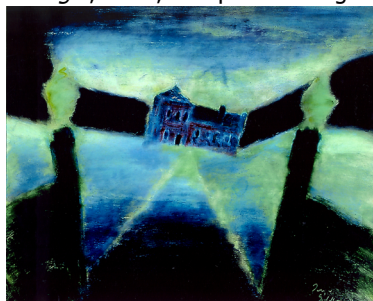
**Materials**

Object for still life; Watercolor Paper: 7.5x5.5" (two per artist); Drawing Pencil: 2H; Watercolor Pencils; Laminated Art Mats; Blue Painters Tape; Arts Impact Sketchbook; Class Assessment Worksheet

Seattle Art Museum images:  
*Anooralya (Wild Yam Dreaming)*, 1995, Emily Kame Kngwarreye, 2000.157



Tacoma Art Museum images:  
*Black Angel*, 1979, Joseph Goldberg



*Izu no Sanchu (In the Midst of the Izu Mountains)*, from the series *Fuji Sanju Rokkei (Thirty Six Views of Mount Fuji)*, 1850, Utagawa Hiroshige



**Early Learning Guidelines, if applicable**

For a full description of Washington State Early Learning and Child Development Guidelines see: <http://www.k12.wa.us/EarlyLearning/guidelines.aspx> (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.

**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/> 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.



**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.  
 Comprehend as well as critique.  
 Value evidence.  
 Come to understand other perspectives and cultures.

**Social Emotional Learning Standards**

1. Self-Awareness – Individual has the ability to identify and name one’s emotions and their influence on behavior.
3. Self-Efficacy – Individual has the ability to motivate oneself, persevere, and see oneself as capable.

## ICON KEY:

-  = Indicates note or reminder for teacher
-  = Embedded assessment points in the lesson

## 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 1/4" of the paper under the tape and attaching the remaining width of tape to the art mat.

## Lesson Steps Outline

**1.** Show *Anooralya (Wild Yam Dreaming)* by Emily Kame Kngwarreye from the Seattle Art Museum collection and *Black Angel* by Joseph Goldberg and *Izu no Sanchu (In the Midst of the Izu Mountains)* by Utagawa Hiroshige from the Tacoma Art Museum collection. Introduce horizontal, vertical, curved, and diagonal lines and how they can show calm or energetic moods.

Criteria-based teacher checklist: Makes a straight/level line, a straight up line, a curved line, and a diagonal line with his/her arm, points out in a work of art.

**2.** Explain goal of art-making: to create emotion by using different line directions and color.

Criteria-based process assessment: Participates in visual analysis of the emotional effect of line and color in a composition and uses adjectives to describe the feelings they create.

**3.** Demonstrate and guide contour line drawing.

Criteria-based teacher checklist, self-assessment: Draws a continuous line around the inner and outer edges of a form from observation in pencil.

**4.** Demonstrate and guide adding color with watercolor pencils, using line direction and color to communicate a calm emotion in one composition and an energetic feeling in the other composition.

Criteria-based teacher checklist: Applies watercolor pencils to both compositions so that no or very little white paper remains and each composition has a different look from the other (one calm and the other energetic).

**5.** Demonstrate and guide adding water to the watercolor pencils.

Criteria-based teacher checklist: Applies water to areas of composition keeping the colors in composition distinct from each other.

Criteria-based self-assessment: Uses different line directions and colors to express a different mood in each painting.

**6.** Guide reflection. Facilitate students titling each of their paintings with an adjective that describes the sense of emotion in the composition.

Criteria-based teacher checklist, self and peer assessment: Uses an adjective to title for his/her drawings that imply type of energy/emotion in compositions, the quiet energy on one composition and the higher energy in the other composition.

## LESSON STEPS

**1. Show *Anooralya (Wild Yam Dreaming)* by Emily Kame Kngwarreye from the Seattle Art Museum collection; and *Black Angel* by Joseph Goldberg and *Izu no Sanchu (In the Midst of the Izu Mountains)* by Utagawa Hiroshige from the Tacoma Art Museum collection. Introduce horizontal, vertical, curved, and diagonal lines and how they can show calm or energetic moods.**

- *Artists use lines to convey different moods in art. Lines can be horizontal, vertical, diagonal, curved, thick, or thin.*
- *When a line is lying down straight and level we call it a horizontal line. Let's draw an invisible horizontal line in the air. Where do you see horizontal lines in these pictures? Do the horizontal lines look calm and peaceful or does it have a lot of energy and action?*
- *Lines that are straight up and down are called vertical lines. Let's draw invisible vertical lines in the air. Where do you see vertical lines in these pictures? Do the vertical lines look calm or energetic?*
- *Diagonal lines are lines that look like they are falling or rising at an angle. Let's draw an invisible diagonal line in the air. It can either be falling (at a decline) or rising (at an incline) but a diagonal line is always at an angle. Do you see diagonal lines in these pictures? Do the diagonal lines look peaceful and calm or do they have more energy?*
- *Lines that are curved bend or loop. Let's draw invisible curved lines in the air. Where do you see curved lines in these pictures? Do the curved lines look calm or energetic? Can a curved line look calm and another curved line look like it has more energy? If I were to scribble using curved lines, what kind of energy do you think that would have? (Have students scribble imaginary lines in the air.) Do you think it would look like a lot of energy or a little bit of energy?*

Criteria-based teacher checklist: Makes a straight/level line, a straight up line, a curved line, and a diagonal line with his/her arm, points out in a work of art.

**2. Explain goal of art-making: to create emotion by using different line directions and color.**

- *We use the Mood Meter to help us communicate our feelings and emotions. In art, we use color and line types to communicate feelings and emotions.*
- *Let's compare the colors in each of the three artworks. Think about how the colors used make you feel. Different people have different reactions to the same color. There is no right or wrong answer, just talk about how each artwork makes you feel and why.*
- *Look at Black Angel, Izu no Sanchu and Anorralya. Can you use words to describe the emotion in each artwork? Do any of them make you feel peaceful, confused, or dangerous? Which art feels like it has high energy? Which art feels like it has low energy?*
- *You are constructing meaning as an artist when you think about what you see.*

Criteria-based process assessment: Participates in visual analysis of the emotional effect of line and color in a composition and uses adjectives to describe the feelings they create.

### 3. Demonstrate and guide contour line drawing.

- *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? What kind of lines did I use in my contour drawing?"*
- *Repeat the drawing process again so that you have two drawings of the still life.*

Criteria-based teacher checklist, self-assessment: Draws a continuous line around the inner and outer edges of a form from observation in pencil.

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### 4. Demonstrate and guide adding color with watercolor pencils, using line direction and color to communicate a calm emotion in one composition and an energetic feeling in the other composition.

- *You have two compositions to color. One will show a calm mood and the other will show an energetic mood.*
- *Let's color the subject first. We will do the background later. Think about the line direction you used to draw your contour drawing. When applying the watercolor pencils, color in the direction of your contour. If your contour is curved, color repeating the curves. If your subject uses straight lines, color in straight lines with the watercolor pencils.*
- *As you color with the watercolor pencils, use different colors and mix them right on your paper while you are coloring. We will only use the watercolor pencils for now. We will add water after we have colored in our composition.*
- *After you have finished coloring the subject, we will color the background. I want you to think of each of your compositions and how you want each one to express a different feeling or emotion (a calm emotion and an energetic emotion). We can accomplish this by the combination of colors and lines that we use. Think about the Mood Meter and how each color is used to represent different emotions. Think about how horizontal, vertical, curved, and diagonal lines have different feelings.*

Criteria-based teacher checklist: Applies watercolor pencils to both compositions so that no or very little white paper remains and each composition has a different look from the other (one calm and the other energetic).

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## 5. Demonstrate and guide adding water to the watercolor pencils.

- *When adding water to the watercolor pencils, we want to use just a little bit of water. Take your brush and dip it into the clean water, then drag your brush gently against the side of the water cup.*
- *Gently drag your brush across the paper towards you. As you drag your brush across the colors, the colors will mix together as water is added. So be careful to only touch your brush against the colors you want to mix together.*
- *The more water you add, the softer the appearance of the color will be. The less water you use, you will achieve the appearance of texture because more of your watercolor pencil strokes will show.*
- *To emphasize the type of mood you want in each of your paintings, you can add different line directions using the watercolor pencil when your painting is completely dry. You can make diagonal, horizontal, vertical, curved, or scribbled lines by using curved lines going in different directions in a darker color to add different levels of energy to different areas of your painting.*
- *Compare your paintings side by side and ask yourself: "How do both paintings reflect different moods or emotions."*

Criteria-based teacher checklist: Applies water to areas of composition keeping the colors in composition distinct from each other.

Criteria-based self-assessment: Uses different line directions and colors to express a different mood in each painting.

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## 6. Guide reflection. Facilitate students titling each of their paintings with an adjective that describes the sense of emotion in the composition.

- *In art and writing, we use adjectives, or describing words, to describe the feeling of a picture or sentence.*
- *We are going to make up titles for each of our still life paintings that tell what they feel like. What adjective will you add to your title to describe the feeling of your picture? If you need ideas for titles for your paintings, you can use the descriptions from the Mood Meter to help you think of different moods that may describe your painting.*
- *Time to self-reflect and peer-reflect again.*
- *Tell you elbow buddy your ideas and ask him/her what words he/she would pick to describe the mood of your picture.*

Criteria-based teacher checklist, self and peer assessment: Uses an adjective to title for his/her drawings that imply type of energy/emotion in compositions, the quiet energy on one composition and the higher energy in the other composition.

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**ARTS IMPACT LESSON PLAN Arts Infusion**

*Expressing Emotion through Calm and Energetic Lines*

**CLASS ASSESSMENT WORKSHEET**

Disciplines	Visual Arts	Visual Arts	Visual Arts and Social Emotional	Visual Arts	Visual Arts and Social Emotional and Writing	Total
Concept	<b>Line Direction</b>	<b>Contour Drawing</b>	<b>Watercolor Pencil</b>	<b>Watercolor</b>	<b>Adjectives</b>	5
Criteria	Makes a straight/level line, a straight up line, a curved line, and a diagonal line with his/her arm, points out in a work of art.	Draws a continuous line around the inner and outer edges of a form from observation in pencil.	Applies watercolor pencils to both compositions so that no or very little white paper remains and each composition has a different look from the other (one calm and the other energetic).	Applies water to areas of composition keeping the colors in composition distinct from each other.	Uses an adjective to title for his/her drawings that imply type of energy/emotion in compositions, the quiet energy on one composition and the higher energy in the other composition.	
Student Name						
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28.						
29.						
30.						
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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 arts discipline and subject area?*

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

## **ARTS IMPACT FAMILY LETTER**

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### VISUAL ARTS, WRITING, AND SOCIAL EMOTIONAL LEARNING INFUSED LESSON: *Expressing Emotion through Calm and Energetic Lines*

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Dear Family:

Today your child participated in an **Arts, Writing, and Social Emotional Learning** Infused lesson. We talked about how line direction and color can show mood in visual art.

- We made straight horizontal and vertical lines, diagonal lines, and curved lines.
- We made contour line drawings of a still life from our own observations.
- We added watercolor pencils to our drawings to show calm and energetic moods.
- 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**

Using color and horizontal, vertical, curved, or diagonal lines can make a picture look calm or energetic.