

## ARTS IMPACT LESSON PLAN

### Visual Arts Lesson

#### *Making Lines into Shapes*

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Grade Level: Pre-kindergarten

#### Enduring Understanding

A line that meets itself can make a shape.

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

Students look at line and shape in a book, *When a Line Bends ... a Shape Begins*, and in artwork from the Tacoma Art Museum. They make straight, curvy, diagonal, and zigzag lines and bring the lines together to make closed shapes. They each choose a shape and use the shapes to collaboratively build a group sculpture.

#### Learning Targets and Assessment Criteria

**Target:** Identifies directional lines.

**Criteria:** Points out and makes straight, diagonal, curvy, and zigzag lines.

**Target:** Creates a shape.

**Criteria:** Makes the end of a line come back and meet itself.

**Target:** Collaborates.

**Criteria:** Works with others to create a group sculpture. Adds own shape to the group's sculpture while respecting others' additions.

#### Vocabulary

Arts:

Line  
Curvy Line  
Diagonal Line  
Straight Line  
Zigzag Line  
Shape  
Sculpture

#### Materials

##### Museum Artworks or Performance

##### Seattle, WA

Seattle Art Museum

##### Tacoma, WA

Tacoma Art Museum

##### Materials

*When a Line Bends...a Shape Begins* by Rhonda Gowler Greene; Pipe cleaners; Fadeless art paper cut into 1x12 inch strips, 18x24 inch piece of colored tagboard; Glue sticks; Class Assessment Worksheet

Tacoma Art Museum images:

*Untitled*, 1988, Norie Sato, 2005.41.1



*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
- 1.1.2 Elements: Shape and Form
- 2.1.1 Creative Process
- 2.2.1 Presenting Process
- 2.3.1 Responding Process

##### 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 4 to 5) 2. Building relationships: Social behaviors: cooperate with other children, share and take turns.
- (Age 4 to 5) 6. Learning about my world: Arts: show an increasing ability to use art materials safely and with purpose; take pride in showing others own creations.

*Cascades*, late 1930s, Kenneth Callahan, 1971.10



*Rose Madder Macchia with Jade Lip Wrap*, 1985, Dale Chihuly, 1990.10.5



### ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

### Pre-Teach

Talk about using art materials safely. Introduce the art concepts of directional line and shape.

### Lesson Steps Outline

**1.** Warm students up by reviewing directions of line and using their bodies to make the lines.

 Criteria-based process assessment: Uses body shape to explore different types of lines.

**2.** Read *When a Line Bends ... a Shape Begins* by Rhonda Gowler Greene.

**3.** Show examples of artwork from the Tacoma Art Museum collection. Lead a search for different directions of lines in the artwork.

 Criteria-based process assessment: Identifies directions of lines in professional artwork.

**4.** Read *When a Line Bends ... a Shape Begins* again and review directions of lines.

 Criteria-based teacher checklist: Points out and makes straight, diagonal, curvy, and zigzag lines.

**5.** Demonstrate and guide manipulating paper strips to create straight, curvy, zigzag, and diagonal lines.

 Criteria-based process assessment: Makes different directions of lines from paper strips.

**6.** Demonstrate how the lines/strips come together to make a closed shape. Guide students in making shapes from different types of lines using paper strips, yarn/string, pipe cleaners, or ribbon.

 Criteria-based teacher checklist: Makes the end of a line come back and meet itself.

**7.** Collect all shapes and mix together. Tell students they will be using the 21<sup>st</sup> Century Skill of Collaboration. Ask students to randomly pick out shapes to link together to create a collaborative 3-dimensional public art structure.

Criteria-based teacher checklist: Works with others to create a group sculpture. Adds own shape to the group's sculpture while respecting others' additions.

**8.** Lead reflection.

Criteria-based reflection: Find lines and shape in classroom.

## LESSON STEPS

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**1. Warm students up by reviewing directions of line and using their bodies to make the lines.**

- *What directions of lines do we know (e.g. straight, diagonal, curvy, zigzag)?*
- *Make yourself into a tall straight line. Now, lean your whole body to make a diagonal line. Now bend your backbone to make yourself into a curvy line. Now try a zigzag line.*

Criteria-based process assessment: Uses body shape to explore different directions of lines.

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**2. Read *When a Line Bends ... a Shape Begins* by Rhonda Gowler Greene.**

- *What directions of lines do you see in the illustrations in the book?*
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**3. Show Norie Sato's *Untitled* and Kenneth Callahan's *Cascades* from the Tacoma Art Museum collection. Lead a search for different directions of lines in the artwork.**



- *We are looking for different directions of lines in these pictures. Find a line and tell us what direction of lines you can find. Where do you see straight, curvy, diagonal, zigzag?*

Criteria-based process assessment: Identifies directions of lines in professional artwork.

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**4. Read *When a Line Bends ... a Shape Begins* again and review directions of lines.**

- *Let's look at our book again and see if we can find more lines.*
- *Point out the lines you see. Are they straight, diagonal, curvy, or zigzag?*
- *How do you know?*
- *Draw a straight line in the air. A diagonal line. A curvy line. A zigzag line.*

Criteria-based teacher checklist: Points out and makes straight, diagonal, curvy, and zigzag lines.

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**5. Demonstrate and guide manipulating paper strips to create straight, curvy, zigzag, and diagonal lines.**

- *Watch me as I make different kinds of lines from my paper strips.*
- *Use your strips to make straight, curvy, zigzag, and diagonal lines.*

Criteria-based process assessment: Makes different types of lines from paper strips.

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**6. Guide students in tracing a line that comes back to meet itself, making a closed shape in the image of Dale Chihuly's glass vessel, *Rose Madder Macchia with Jade Lip Wrap*. Demonstrate how the lines/strips come together to make a closed shape. Guide students in making shapes from different types of lines using paper strips, yarn/string, pipe cleaners, or ribbon.**

You can create a station for each type of material.



- *Notice what happens when a line comes back and meets itself. It makes a shape! A shape has an inside and an outside. Try tracing the line around the top of the image of this glass vessel.*
- *We're going to create different kinds of lines and shapes out of the strips of paper or materials you find there.*
- *Use a glue stick to attach the ends of the strip so you have made a shape.*

Criteria-based teacher checklist: Makes the end of a line come back and meet itself.

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**7. Collect all shapes and mix together. Tell students they will be using the 21<sup>st</sup> Century Skill of Collaboration. Ask students to randomly pick out shapes to link together to create a collaborative 3-dimensional public art structure.**

- *We are going to work together to add our shapes to make one big sculpture. In order to do that we will need to use the 21<sup>st</sup> Century Skill of Collaboration.*
- *Will you repeat those words with me? COL-LAB-O-RA-TION. Let's tap the words into our shoulders while we say them again. COL-LAB-O-RA-TION. Let's tap another way. We'll tap while crisscrossing. Tap your right shoulder with your left hand and tap your left shoulder with your right hand. COL-LAB-O-RA-TION.*
- *When you collaborate with other students, you share your own ideas with your classmates and you respect their choices. When you add a shape to the sculpture, be aware of the other shapes and find a place to put your shape where it fits well with the other shapes.*
- *Find a shape. Add the shape to our sculpture.*

Criteria-based teacher checklist: Works with others to create a group sculpture. Adds own shape to the group's sculpture while respecting others' additions.

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**8. Lead reflection.**

- *What lines and shapes do you see in our sculpture?*
- *Lines and shapes are everywhere. Where can you find them in this room?*

Criteria-based reflection: Find lines and shapes in classroom.

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**ARTS IMPACT LESSON PLAN Arts Foundations Visual Arts Lesson**

Pre-kindergarten: *Making Lines into Shapes*

**CLASS ASSESSMENT WORKSHEET**

Disciplines	VISUAL ARTS	VISUAL ARTS	VISUAL ARTS	Total 3
Concept	Line Direction	Shape	Collaboration	
Criteria	Points out and makes straight, diagonal, curvy and zigzag lines.	Makes the end of a line come back and meet itself.	Works with others to create a group sculpture. Adds own shape to the group’s sculpture while respecting others’ additions.	
Student Name				
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26.				
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: \_\_\_\_\_

### ARTS LESSON: *Making Lines into Shapes*

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Dear Family:

Today your child participated in a **Visual Arts** lesson. We talked about lines and shapes.

- We reviewed different directions of lines by making straight, diagonal, zigzag, and curvy lines with our bodies.
- We read *When a Line Bends ... a Shape Begins* and then we found lines and shapes in art from the Tacoma Art Museum.
- We created shapes by making the end of a line come back and meet itself.
- We collaborated by mixing all of our shapes together in a group sculpture. We learned that we could share our ideas and respect other people's choices too!

At home, you could search for and talk about different directions of lines and shapes that you see. Ask your child to show you how the end of a line can come back and meet itself to make a shape using your bodies or strips of paper.

#### Enduring Understanding

A line that meets itself can make a shape.