

ARTS IMPACT LESSON PLAN

Visual Arts and Literacy Infused Lesson *Moving Lines*

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Grade Level: Pre-kindergarten

Enduring Understanding

Directions of lines can imply specific movements.

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

Students learn that writers use "moving words" (verbs) to tell how something or someone moves in a story, and artists use different directions of lines (vertical, horizontal, diagonal, or curved) to show how things move. Students listen to a story and draw different directions of lines in the air to show the movements in the story. Then they make paintings of lines that show some of the ways they move when on the playground.

Learning Targets and Assessment Criteria

Target: Uses various line directions to describe actions.

Criteria: Paints at least two different directions of line (curved, diagonal, vertical, horizontal) to express specific movements.

Target: Communicates actions effectively.

Criteria: Expresses actions in line painting; responds by identifying actions observed in line painting.

Target: Uses verbs describe actions.

Criteria: Names action words the lines express.

Vocabulary	Materials	Learning Standards
<p>Arts Infused: Descriptive Language</p> <p>Literacy: Action Words Verbs (Moving Words)</p> <p>Arts: Curved Diagonal Horizontal Line Directions Vertical</p>	<p>Museum Artworks or Performance</p> <p>Seattle, WA Seattle Art Museum</p> <p>Tacoma, WA Tacoma Art Museum</p> <p>Materials Watercolor paper, 9x12"; Blue painters tape; Art mats; Watercolor sets; Watercolor brushes; Water containers; Paper towels; Class Assessment Worksheet</p> <p>Books: Rosen, Michael (author) and Oxenbury, Helen (illustrator); <i>We're Going on a Bear Hunt</i> (New York, London, Toronto, Sydney: Margaret K. McElderry books, 1989)</p> <p>Riley, Linnea; <i>Mouse Mess</i>, (New York: The Blue Sky Press, An Imprint of Scholastic Press, 1997)</p> <p><i>continued</i></p>	<p>Learning Standards</p> <p>WA Arts State Grade Level Expectations <i>For the full description of each WA State Arts Grade Level Expectation, see:</i> http://www.k12.wa.us/Arts/Standards</p> <p>1.1.1 Elements: Line 1.1.6 Elements: Color 1.2.1 Skills and Techniques: Watercolor 2.1.1 Creative Process 2.1.3 Responding Process 4.2.1 Connection between Visual Arts and Literacy</p> <p>Early Learning Guidelines (Pre-K – Grade 3) <i>For a full description of Washington State Early Learning and Child Development Guidelines see:</i> http://www.del.wa.gov/development/guidelines/ (Age 4-5) 5. Communicating: 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.</p> <p><i>continued</i></p>

Tacoma Art Museum images:
Kernal Riding through Snakes, 1989,
Gaylen Hansen



Point of Intersection, 1949, Mark Tobey



Common Core State Standards in ELA (Language)

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

<http://www.k12.wa.us/CoreStandards/ELAstandards/>
L.K.5.c. Identify real-life connections between words and their use.

College and Career Ready Students in Reading

Demonstrate independence.

Build strong content knowledge.

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

Comprehend as well as critique.

Value evidence.

ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

Pre-Teach

Choose a story and read it to your students.

Note: Although this lesson references a specific story, it is by no means limited to any one story. These strategies can be applied to any story that is used in the classroom.

Suggestions: Rosen, Michael (author) and Oxenbury, Helen (illustrator); *We're Going on a Bear Hunt* (New York, London, Toronto, Sydney: Margaret K. McElderry books, 1989).

Riley, Linnea; *Mouse Mess*, (New York: The Blue Sky Press, An Imprint of Scholastic Press, 1997).

Lesson Steps Outline

Day One

1. Introduce the concept of line directions – vertical, horizontal, diagonal, curved.

2. Introduce and guide art analysis of different directions of lines in works of art of *Kernal Riding through Snakes* by Gaylen Hansen, and *Point of Intersection* by Mark Tobey from the Tacoma Art Museum collection. Explain that artists can use different directions of lines to express the way something moves.

 Criteria-based process assessment: Identifies line directions in art.

3. Demonstrate by air-drawing how a wavy curved line could describe moving water, or the flapping wings of a bird, or how repeated diagonal lines could show long grasses blowing in the wind.

4. Read the story aloud, and ask the students to air-draw (with brushes) the directions of lines they imagine or see when they hear the moving words in the story.

 Criteria-based process assessment: Listens to the story and air-draws different directions of lines to express the movements heard in the story.

Day Two

1. Remind students of different directions of lines – vertical, horizontal, diagonal, curved.

2. Demonstrate watercolor techniques.

3. Ask students to think of some different ways they like to move on the playground.

4. Direct students to choose at least two different directions of lines that show how they like to play and to paint them.

Criteria-based teacher checklist: Paints at least two different directions of line (curved, diagonal, vertical, horizontal) to express specific movements.

5. Guide student reflection.

Criteria-based teacher checklist, reflection: Expresses actions in line painting; responds by identifying actions observed in line painting. Names action words the lines express.

LESSON STEPS

Day One

1. Introduce the concept of line directions – vertical, horizontal, diagonal, curved.

- *Make each line direction along with me using your arms.*
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2. Introduce and guide art analysis of different directions of lines in works of art of *Kernal Riding through Snakes* by Gaylen Hansen and *Point of Intersection* by Mark Tobey from the Tacoma Art Museum collection. Explain that artists can use different directions of lines to express the way something moves.



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

<http://tacomaartmuseum2.tru-m.com/Page.aspx?nid=128>

- *To show how something moves, artists use different kinds of lines.*
- *Where do you see a vertical line in this artwork?*

☰ Repeat with horizontal, diagonal, and curved lines.

Criteria-based process assessment: Identifies line directions in art.

3. Demonstrate by air-drawing how a wavy curved line could describe moving water, or the flapping wings of a bird, or how repeated diagonal lines could show long grasses blowing in the wind.

- *Writers use "moving words", verbs, to tell us how things move in stories; artists use different lines to tell us how things move in stories.*
 - *I'll draw lines in the air that show movement. Here's a wavy curved line that shows water moving.*
-

4. Read the story aloud, and ask the students to air-draw (with brushes) the directions of lines they imagine or see when they hear the moving words in the story.

- *Paint in the air the directions of lines you see or hear as I read to story.*

Criteria-based process assessment: Listens to the story and air-draws different directions of lines to express the movements heard in the story.

Day Two

1. Remind students of different directions of lines – vertical, horizontal, diagonal, curved.

- *What are the directions we can make with our lines?*
 - *Let's draw them in the air!*
-

2. Demonstrate watercolor techniques.

- *Load your brush with water.*
 - *Drag it gently against the side of the water cup.*
 - *Swirl it softly in the paint palette several times to pick up lots of color.*
 - *Drag your brush gently across the paper towards you. "Stroke the bunny."*
 - *When you want to change colors, circle your brush in the water ten times, then drag it against the side of the water cup again to get the extra water out, and dab it on a paper towel to see if it is clean. If it's not, make ten more circles in the water!*
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3. Ask students to think of some different ways they like to move on the playground.

- *How do you move when you are on the playground? (e.g. jumping, climbing, running around.)*
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4. Direct students to choose at least two different directions of lines that show how they like to play and to paint them.

- *Pick two directions of lines to show how you move and play on the playground.*
- *Paint the directions you move on the playground.*
- *You can change colors as many times as you like!*

Criteria-based teacher checklist: Paints at least two different directions of line (curved, diagonal, vertical, horizontal) to express specific movements.

5. Guide student reflection.

- *When you are finished painting, look at your painting. Tell me which motions your line directions show.*
- *You are using the 21st Century Skill of Communication!*
- *Will you repeat that word with me? COM-MU-NI-CA-TION. Let's tap the word into our shoulders while we say it again. COM-MU-NI-CA-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. COM-MU-NI-CA-TION.*
- *How do your lines communicate the movements you do on the playground?*

- *Use action words to describe the motions.*

Criteria-based teacher checklist, reflection: Expresses actions in line painting; responds by identifying actions observed in line painting. Names action words the lines express.

ARTS IMPACT LESSON PLAN Arts Infusion

Pre-kindergarten Lesson: *Moving Lines*

CLASS ASSESSMENT WORKSHEET

Disciplines	VISUAL ARTS	VISUAL ARTS	LITERACY	Total 3
Concept	Line Direction	Communication	Verbs	
Criteria	Paints at least two different directions of line (curved, diagonal, vertical, horizontal) to express specific movements.	Expresses actions in line painting; responds by identifying actions observed in line painting.	Names action words the lines express.	
Student Name				
1.				
2.				
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24.				
25.				
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?

What were the strongest connections between visual arts and literacy?

Teacher: _____

Date: _____

VISUAL ARTS AND LITERACY LESSON: *Moving Lines*

Dear Family:

Today your child participated in an **Arts and Literacy** lesson. We learned that writers use “moving words” (verbs) to tell how something or someone moves in a story, and artists use different directions of lines to show how things move. We learned that lines can be vertical (move up and down), horizontal (lie down), diagonal (move at an angle), or curved (bend softly).

- We listened to a story and made our arms move in the different directions of lines.
- We made paintings of lines that communicated some of the ways we move when we are playing.

At home, you could ask your child to move his or her arms or “air-draw” different directions of lines the next time you read to her or him aloud.

Enduring Understanding

Directions of lines can imply specific movements.