

UNIT: The Elements of Art and Design
PROJECT: Line
GRADE OR AGE: Grade 7
LENGTH: 3 days

ACADEMIC STANDARDS:

History:

Standard 1

- 7.1.2 Research and compare works of art to identify similarities and differences in function or purpose.

Criticism:

Standard 3

- 7.3.1 Analyze the artist's use of sensory, formal, technical, and expressive properties in a work or art.
- 7.3.3 Expand on and use appropriate art vocabulary.

Production:

Standard 7

- 7.7.1 Demonstrate refined observational skills in drawing from life which present accurately rendered subject matter.

Standard 8

- 7.8.1 Apply elements (line, shape, form, texture, color, value, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis, and unity) in work that effectively communicates their ideas.
- 7.8.2 Identify and discriminate between types of shapes (geometric and organic), colors (primary, secondary, warm, cool, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middleground, foreground, placement, one and two point perspective, overlap, negative, converging lines positive, size, color), balance (symmetrical, asymmetrical, radial) and the use of proportion, rhythm, variety, repetition, and movement in their work and the works of others.

Standard 9

- 7.9.2 Demonstrate appropriate use of different media, techniques, and processes to communicate themes and ideas in their work including:

DRAWING: Media: pencils, colored pencils, markers, ink, chalks, crayons, oil pastels, charcoals

Processes: contour lines, rendering, sketching, value, shading, crosshatching, stippling, one and two point perspective.

- 7.9.3 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Standard 10

- 7.10.1 Revise and refine work through reflection, analysis, synthesis, peer critique, and self-evaluation.
- 7.10.2 Identify connections between their work and similar works of art for the purpose of identifying criteria and revising and refining of their work.
- 7.10.3 Demonstrate respect for their work and the work of others.

INTRODUCTION:

Lines are everywhere. You write words, numbers, and symbols with the help of lines. You use lines to draw pictures. You read lines of printed words. The lines on a map help you find the best route from one place to another. A line can say, or express, different ideas or feelings. This is why lines are an important part of the language of art.

OBJECTIVE:

After completing this project students will be able to name the different kinds of lines and how they can vary in appearance. Students will also learn to observe the lines in their environment more closely and understand the expressive qualities of different lines. Students will use lines to create contour drawings and use lines to change values.

MATERIALS AND PREPARATION:

- 12 x 18 piece of paper, which is divided into 24- 3 x 3 inch squares
- pencil
- eraser
- 24 everyday objects (screw, pencil sharpener, eraser, paperclip, etc.)
- 24 brown paper bags (numbered)

PREPARATION BY TEACHER:

I will make a vocabulary sheet, which will contain the vocabulary of this lesson plan. I will also have examples of art work, which contain a variety of lines that we will be discussing as a class.

INSTRUCTIONAL RESOURCES

- Books: ArtTalk. By Rosalind Ragans

PROCEDURE:

Introduction/ Motivation:

1. As a class we will discuss lines that are seen throughout our environment, different types of lines, contour drawings, and how to change value using lines. (Examples: pages 62, 66-67, 74-75, and 81) (Gardner's Naturalist and Verbal/Linguistic Intelligences) (Bloom's Taxonomy-Knowledge and Comprehension)

Step by Step Plan:

2. Students will fold a 12 x 18 piece of paper into 24- 3x3 inch squares, numbering each square, 1-24.

3. I will give each student a numbered paper bag, which contains an every day object.
4. The students will reach inside the paper bag, not being able to see the object, and draw on their paper what they feel. (Gardner's Visual/ Spatial and Bodily/ Kinesthetic Intelligences) (Bloom's Taxonomy- Application)
5. After all the students have had the chance to draw each object; I will collect the paper bags and reveal what each object is.
6. The students will pick one object of their choice, and on a separate piece of paper, the students will create a contour drawing of the object.
7. Once the contour drawing is complete, the students will use lines to create value on the object (page 81). (Bloom's Taxonomy- Synthesis)

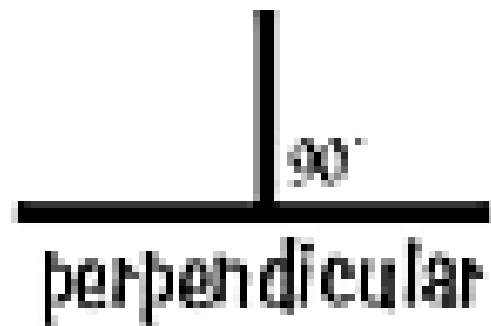
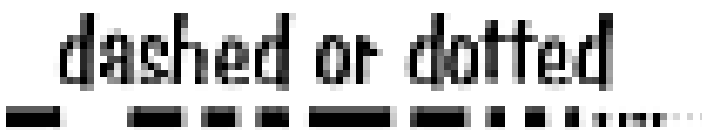
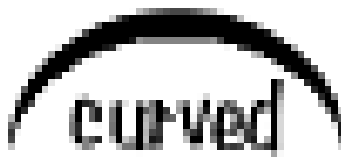
Closure:

8. This lesson will prepare students for our next lesson, which shows the students how multiple lines can create shapes, forms and space.

ADAPTATIONS/ ENRICHMENTS:

SELF- REFLECTIONS:

Types of Lines



Environmental Lines

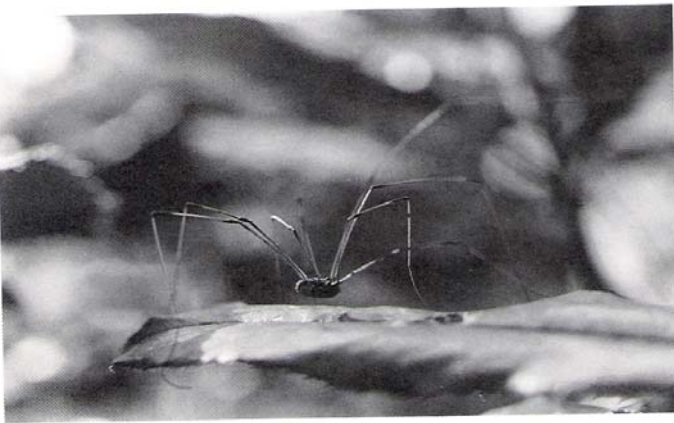
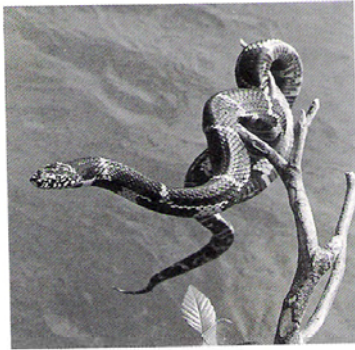


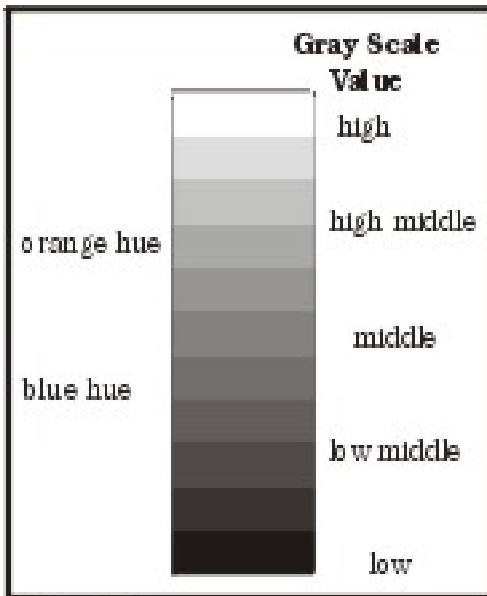
Figure 5.2 What lines do you see around you?

Photography by Robert Nix.

Contour lines- define the edges and surface ridges of an object.



Value- is the art element that refers to darkness or light.



A Value Scale

Rubrics

	Just Beginning	Almost There	So So	On Track	Over and Beyond
Composition:	1	2	3	4	5
Creativity:	1	2	3	4	5
Colors Used:	1	2	3	4	5
Techniques:	1	2	3	4	5
Overall:	1	2	3	4	5

1. What was the hardest part about this project?
2. What would you change next time if you had to do it again?
3. What did you like about this project?
4. What was one major thing you learned from this project?

