LESSON PLAN by Amanda Nordmann

Lesson: Element of Line-Expressive Qualities                Length: 1 day

Age/Grade Intended: 9-10 grade Intro Class

**Academic Standards:**

**Standard 3:** Students describe, analyze, and interpret works of art and artifacts
  **H.3.1:** Analyze the effective use of symbols, elements, principles, and media in the works of art.

**Standard 8:** Students understand and apply elements and principles of design effectively.
  **H.8.1:** Evaluate the effectiveness of elements and principles in works of art and use this evaluation to inform their own artwork.

**Performance Objectives:**

1. The students will identify the five basic types of lines and the five ways lines are produced when shown works of art with 100% accuracy.
2. The class will recognize the use of the crosshatching technique as a means to add value in others artwork and use it in their own artwork accurately.
3. Students will discover the emotional level of a painting by looking at the lines in the work with 90% accuracy.

**Advanced Preparation by Teacher:**

♦ Make a handout of the five types of line and the five ways they are created with an example for each.
♦ Gather copies of paintings that use line as a major element, so that the students can locate and mark the use of line.
♦ Have a box of markers ready for the line exercise.
♦ Make an overhead of a painting to do as an example.
♦ Gather paper for the cross-hatching exercise.

**Procedure:**

**Introduction:**

Begin by asking the students if they are involved in any sports or activities or have hobbies that require special vocabulary. Ask them about the activities and what special terms are used only in that activity. Then go on to explain that in order to do art one must learn the elements, which are the terms for art.

**Steps:**

1) Begin by explaining that there are six elements of art and we will begin by learning about the element of line.
2) Have the students begin looking for lines around the classroom and see how many are found. Lines can include concrete lines or implied lines. (Spatial)
   Question: What are some examples of lines around the classroom? (Knowledge)
3) After many lines are found lead into a discussion on the different types of lines (horizontal, vertical, diagonal, curvy, and zigzag) and how they are created (length, width, texture, direction, and degree of curves).
   Question: Which lines belong to which category of lines discussed earlier? (Knowledge)
4) Give an explanation of the following activity. Students will each receive a painting and a marker so they can locate the various types of lines in the painting. (Teacher will do an example on the overhead.)
5) Have the students pair up and show their painting to their partner and have them explain what type of lines they found and how they were created. (Interpersonal)
6) The students will then discuss whether there could be any relationship between the types of lines in the paintings the energy or emotion that the painting portrays. (Analysis)
7) Come together as a class and discuss what the students discovered. Discuss any emotional connections to the various types of lines. (Interpersonal)
8) Lead into a discussion of cross-hatching. Show examples of drawings that use cross-hatching as a way to add value.
   Question: Do any of you know what the cross-hatching technique from previous classes? (Knowledge)
9) Demonstrate how the cross-hatching technique is used.
10) Have the students get a piece of paper and a pencil and create a gradation from light to dark values using the cross-hatching technique.

Closure: inept
- Review the five types of line and how they are created
  Question: Can you recall the five types of lines? (Knowledge)
- Review the crosshatching-technique.
  Question: In your own words can you describe what cross-hatching is and what it is used for? (Comprehension)
- Explain that tomorrow we will continue with our study of line as an element and begin a large sculpture project.

Adaptations/Enrichments:

Self-Reflection: