

## ARTS IMPACT LESSON PLAN

### Visual Arts and Writing Infused Lesson

#### Lesson One: *Active Lines*

Author: Beverly Harding Buehler      Grade Level: Second



#### Enduring Understanding

Diagonal, curved, and zigzag lines can create a sense of movement and visual excitement. Visual art and music can use active lines to engage the audience.

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

*Students review line direction and respond to art by labeling diagonal, curved, and zigzag lines, then find verbs to describe these active lines. Music is introduced as a stimulus for making active lines using brush and ink. Soft washes and crisp lines in watercolor are then added to active lines. Last, students write a sentence using a vivid verb describing a specific line that echoes movement in the music.*

### Learning Targets and Assessment Criteria

**Target:** Uses active lines to interpret a piece of music visually.

**Criteria:** Draws diagonal, curved, and zigzag lines to express movement (changes in tempo, pitch, or volume) in a piece of music.

**Target:** Uses watercolor techniques.

**Criteria:** Makes both crisp lines and soft washes with watercolor paint.

**Target:** Describes how own composition reflects the music.

**Criteria:** Re-draws an active line from his/her work and writes a sentence with a vivid verb describing how the movement of the line echoes the movement in the music.

#### Vocabulary

##### Arts Infused:

Active words/lines

##### Writing:

Verbs

##### Arts:

Line direction

Horizontal line

Vertical line

Diagonal line

Curved line

Zigzag line

Action lines

Watercolor wash

Crisp brushstrokes

#### Materials

##### Museum Artworks or Performance

##### Seattle, WA

Seattle Art Museum

##### Tacoma, WA

Tacoma Art Museum

##### Materials

Watercolor paper: 6x9" (practice) and 9x12" (final composition); Paper towels; Laminated art mats; Arts Impact sketchbook; Blue painter's tape; India drawing ink: black; Bamboo/Sumi brushes; Watercolor paints; Watercolor brushes; Water containers; Class Assessment Worksheet; Sign Language Chart Excerpted from:

<http://www.lifeprint.com/asl101/topics/sign-language.htm>

*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 direction-diagonal, curved,

1.2.1 Skills and techniques: Brush and ink, watercolor painting

2.1.1 Creative process

2.3.1 Responding Process

4.2.1 Connections between Visual Art and Writing

##### Early Learning Guidelines (Pre-K – Grade 3)

(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; Express feelings through movement and dancing in various musical tempos and styles.

*continued*

**Link to Art Connections, Level 2**

"Active Lines," pages 20-21A

**Connections**

Teachers College Writers Workshop

Art Connections images:

Wassily Kandinsky, Russian, *Composition IV*, 1913

Seattle Art Museum images:

Arshile Gorky, Armenian, *How My Mother's Embroidered Apron Unfolds in My Life*, 1944, 74.40



Emily Kame Kngwarreye, Australian Aboriginal, *Anooralya (Wild Yam Dreaming)*, 1995, 2000.157



**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/>

W.2.5. Production and Distribution of Writing: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

L.2.1. Conventions of Grammar: Verbs

L.2.5a. Vocabulary Acquisition and Use: Real-life connections between words and their use.

### ICON KEY:

 = Notes specific *Writers Workshop* Curriculum strategies addressed

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

### COLOR CODING for ARTS AND LITERACY INFUSED PROCESSES:

GENERATE IDEAS	CONSTRUCT MEANING	SELF-REFLECT
<p>Gather Information</p> <ul style="list-style-type: none"><li>• From WHAT you know</li><li>• From WHO you know</li><li>• Brainstorm</li></ul>	<ul style="list-style-type: none"><li>• Create drafts</li><li>• Organize ideas</li><li>• Make a choice</li></ul>	<ul style="list-style-type: none"><li>• Check in with self</li><li>• Check in with others</li><li>• Refine work</li></ul>

### Pre-Teach

Review the concept of verbs/action words in texts. Have students practice identifying vivid verbs in texts.

LESSON PREP: Tape down all four edges of the students' painting paper to laminated art mats, capturing about ¼" of the paper under the tape and attaching the remaining width of tape to the art mat. This will keep the paper flat when the students paint their images and will leave a nice crisp white edge to the painting when you remove the tape after it is dry.

### Lesson Steps Outline

**1.** Show *How My Mother's Embroidered Apron Unfolds in My Life* by Arshile Gorky and *Anooralya (Wild Yam Dreaming)* by Emily Kame Kngwarreye from the Seattle Art Museum collection. Review directional lines—vertical, horizontal, diagonal, curved, zigzag.

Criteria-based peer and teacher process assessment: Student identifies diagonal, curved and zigzag lines using sign language.

**2.** Introduce concept of ways diagonal, curved, and zigzag lines create a sense of visual excitement or movement.

Criteria-based process assessment: Student participates in visual analysis of the effect of diagonal, curved and zigzag lines in a composition, and uses verbs to propose titles for the painting.

**3.** Introduce moving lines in music and demonstrate and guide making active lines in response to changes in music. Guide reflection and refinement.

Criteria-based peer assessment and teacher checklist: Student draws diagonal, curved, and zigzag lines to express movement (changes in tempo, tones, or volume) in a piece of music.

**4.** Demonstrate filling background with watercolor paint – both soft washes and crisp lines.

Criteria based self-assessment and teacher checklist: Student makes both crisp lines and soft washes with watercolor paint (in and around active lines).

**5.** Facilitate students reflecting, describing a line in their composition, and how it expresses the music.

Criteria-based peer and self-assessment, and teacher checklist: Student re-draws an active line from his/her work and writes a sentence with a vivid verb describing how the movement of the line echoes the movement in the music.

## LESSON STEPS

**1. Show *How My Mother's Embroidered Apron Unfolds in My Life* by Arshile Gorky and *Anooralya (Wild Yam Dreaming)* by Emily Kame Kngwarreye from the Seattle Art Museum collection. Review directional lines—vertical, horizontal, diagonal, curved, zigzag.**

📖 Sharing professional work, interpreting, group conferring



📖 The Seattle Art Museum's collection is available on-line at:

<http://www.seattleartmuseum.org/emuseum/code/collection.asp>. To find the images in this lesson, enter the accession number for the work of art in the search box on the collections page of SAM's website. Accession numbers for these works of art are listed in the materials box on page 1 of the lesson.

- *What do you call a line that moves straight up and down? (Vertical) How about one that lies down flat? (Horizontal)*
- *What words would you use to describe these lines? (Diagonal, curved, zigzag). In art, when we describe the way a line looks like it is moving, we call it line direction.*
- *I'm going to touch some lines in this picture. If I touch a diagonal line, hold up a sign language "D".*

📖 See student self-assessment worksheet page in this lesson for sign language alphabet chart.

- *If I touch a curved line, make a "C". If I touch a zigzag line, make a "Z". Talk to a friend and tell them what you see.*

Criteria-based peer and teacher process assessment: Student identifies diagonal, curved, and zigzag lines using sign language.

**2. Introduce concept of ways diagonal, curved, and zigzag lines create a sense of visual excitement or movement.**

📖 Mini-lesson, action words, and active line directions

- *When an artist puts diagonal, curved and zigzag lines together in a picture, it can make it look visually exciting and active. What action words (verbs) would you use to describe what the lines are doing in this picture?*
- *You are constructing meaning as an artist when you think about what you see. Jot down one or two ideas in your journal, and then share the best one with us.*

Criteria-based process assessment: Student participates in visual analysis of the effect of diagonal, curved and zigzag lines in a composition, and uses verbs to propose titles for the painting.

### **3. Introduce moving lines in music and demonstrate and guide making active lines in response to changes in music. Guide reflection and refinement.**

#### Generating ideas

 You will want to play a fairly dynamic piece of music to have the students respond to. A good one is Rachmaninoff’s Concerto No. 2, Opus 18, in C Minor—This discussion is most relevant to the painting by Kandinsky in Art Connections, Level 2, page 20.

- *Wassily Kandinsky, the artist of this painting, compared the active lines in his painting to music. When music changes tempo (speed), pitch (melody), or volume (gets louder or softer), it seems to move.*
- *You can make active lines—diagonals, curves, and zigzags—that seem to move in the same ways that a piece of music moves. Let’s first air-draw active lines in response to the changes in the music we hear.*
- *Generate ideas by sketching!*
- *Then we’ll make lines with brush and ink. When I dip my brush in the ink, I drag the extra ink off my brush on the side of the cup before I draw with it on my paper. If my line starts to get rough (showing the paper underneath), I know it’s time to get more ink.*
- *When we think about our own work we are working just like artists; we’re self-reflecting.*

 Teacher will want to re-play the musical selection right before or quietly during this peer assessment.

- *Ask a friend: What verbs would best describe the way the lines are moving? Ask your buddy which part of the music s/he was trying to show with his/her lines. Find the most active parts of your elbow buddy’s composition.*

Criteria-based peer assessment and teacher checklist: Student draws diagonal, curved, and zigzag lines to express movement (changes in tempo, tones, or volume) in a piece of music.

### **4. Demonstrate filling background with watercolor paint – both soft washes and crisp lines.**

- *Like the artists we studied, now we’re going to fill our backgrounds with paint. Like Kandinsky and Gorky, we can use the paint in many different ways.*
- *With watercolor, you can make a soft wash of paint either by first covering your paper with water and then painting the color onto it, OR getting a lot of water in your brush and painting it onto the dry paper.*

- *I can make crisp lines by using less water in my brush, and making sure I am painting in areas where there is dry paper or the paint I used earlier is dry.*
- *First we'll practice making both kinds of brushstrokes, and then we'll play the music again and paint both crisp and soft brushstrokes in our active line compositions.*
- *Ask yourself: "Did I use both soft washes and crisp brushstrokes of watercolor?"*

Criteria based self-assessment and teacher checklist: Student makes both crisp lines and soft washes with watercolor paint (in and around active lines).

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## **5. Facilitate students reflecting, describing a line in their composition, and how it expresses the music.**

 Self and peer reflection, drafting, refining

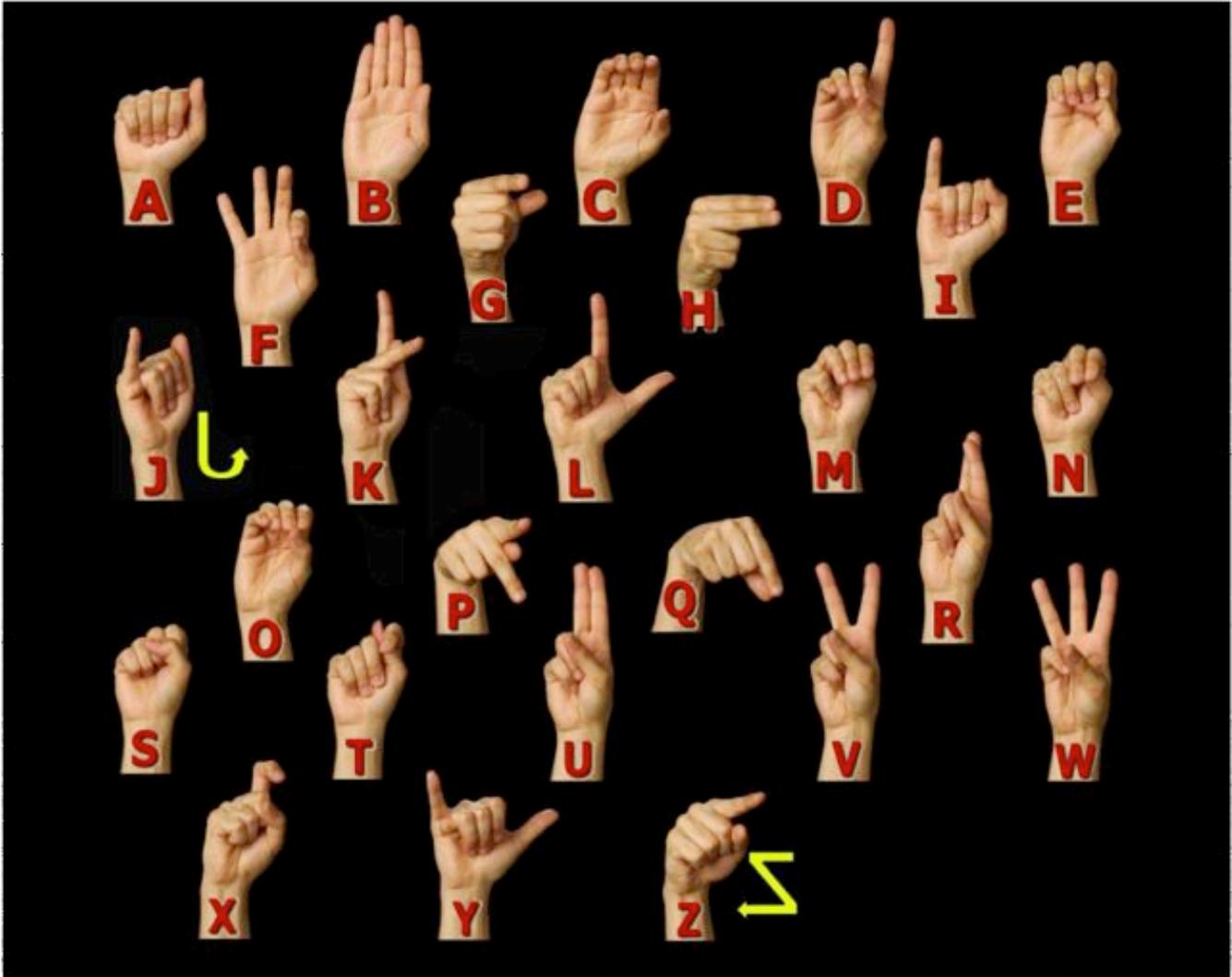
- *In art and writing, we use verbs, or action words, to describe what is happening in a picture or sentence.*
- *In your journal, re-draw one of the lines from your composition. Then, write at least one sentence with a vivid verb that explains how the movement of your line expresses the movement you heard in the music.*
- *Let's reflect again. Share your sentence with your elbow buddy. Can s/he see what you are explaining? Does your buddy have any suggestions for ways you could make your sentence more specific or descriptive?*

Criteria-based peer and self-assessment, and teacher checklist: Student re-draws an active line from his/her work and writes a sentence with a vivid verb describing how the movement of the line echoes the movement in the music.

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# Active Lines Sign Language Chart

Excerpted from: <http://www.lifeprint.com/asl101/topics/sign-language.htm>



**ARTS IMPACT LESSON PLAN Visual Arts and Writing Infusion**

Second Grade Lesson One: *Active Lines*

**STUDENT SELF-ASSESSMENT WORKSHEET**

▣ Teachers may choose to use or adapt the following self-assessment tool.

Disciplines	VISUAL ARTS		WRITING		Total
Concept	<b>Line Direction</b>	<b>Technique: Watercolor Painting</b>	<b>Vivid Verbs</b>		4
Criteria	Draws diagonal, curved, and zigzag lines to express movement (changes in tempo, pitch, or volume) in a piece of music	Makes both crisp lines and soft washes with watercolor paint	Re-draws an active line from his/her work	Writes a sentence with a vivid verb describing how the movement of the line echoes the movement in the music	
Student Name					

**ARTS IMPACT LESSON PLAN Visual Arts and Writing Infusion**

Second Grade Lesson One: *Active Lines*

**CLASS ASSESSMENT WORKSHEET**

Disciplines	VISUAL ARTS		WRITING		Total 4
Concept	Line Direction	Technique: Watercolor Painting	Vivid Verbs		
Criteria	Draws diagonal, curved, and zigzag lines to express movement (changes in tempo, pitch, or volume) in a piece of music	Makes both crisp lines and soft washes with watercolor paint	Re-draws an active line from his/her work	Writes a sentence with a vivid verb describing how the movement of the line echoes the movement in the music	
Student Name					
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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 writing?*

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

### ARTS AND WRITING LESSON: *Active Lines*

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Today your child participated in an **Arts and Writing** lesson. We talked about how different directions of lines, especially diagonal, curved and zigzag ones, can create a sense of movement or visual excitement in a picture. We learned that you can listen for movement in music too, especially at the places where the tempo, pitch, or volume changes. We made pictures of active lines (especially diagonals, curves and zigzags) in response to a piece of music. Then we painted both crisp lines and soft washes of watercolor paint in between our lines.

- We made active lines – especially diagonals, curves and zigzags in response to movement in music.
- We described our lines with vivid verbs and explained how they expressed the music.
- We painted both crisp lines and soft washes of watercolor paint.

At home, you can make your body into active lines that suggest vivid verbs. Play charades, and have each player come up with a vivid verb to describe the actions of the other player.

### Enduring Understanding

Diagonal, curved, and zigzag lines can create a sense of movement and visual excitement.  
Visual art and music can use active lines to engage the audience.