Unit I: Lines

Content Area: **Art**
Course(s): **Art**
Time Period: **September**
Length: **9 weeks**
Status: **Published**

Enduring Understandings

Artists understand that line is an element in art defined by a point moving in space.

Artists manipulate line to make it two or tree-dimensional, descriptive, implied, or abstract.

Artists utilize line to create shape, texture, pattern, form, and movement.

Artists use specific tools and materials to produce artworks for specific purposes.

Artists produce artwork to communicate a variety of needs and ideas.

Artists reflect ideas from different cultures, movements, and artists from the past.

Artists apply the use of discovery by asking questions and seeking answers about artworks, and the artists who made them.

Artists demonstrate comprehension of a common art vocabulary.

Artists exhibit artwork to communicate and/or express their ideas.

Artists apply the use of thinking skills and critical analysis by explaining and critiquing their own works of art.

Artists use descriptive words to communicate ideas and feelings about both their own artworks and art in the world around them.

Essential Questions

Suggested Questions: (Varies Depending on Lesson Content)

How can lines create shapes and patterns?

What are the different kinds of lines and how do they vary in appearance?

How can different kinds of lines change the emotional feeling of a piece of art?

How can we compare and contrast the use of line in artwork?

How are lines used to change values?

How can the use of lines balance the space of a piece of art?

How can lines be used and changed to show different perspectives?

What kinds of lines can be used to create different textures?

How can we analyze the expressive qualities or meanings of different lines in works of art?

How do artists grow and become accomplished in art forms?

Content

Interdisciplinary Connections

Possibilities:

Children's Literature (Read and reflect the illustrations in a children's book, explaining how all illustrations start with lines.)

Science (Use nature to develop an understanding of perspective, depth, and how lines occur naturally, whether on land or sea.)

Math (Use a ruler to measure line.)

Physical Education (Instruct students to pose while learning to draw people in movement, emphasizing that line creates movement.)

Related Artist, Culture, Work of Art

Varies Depending on Lesson Content.

Skills

Line:

Experiment with line to create implied texture.

Utilize line to create shape.

Discover how line can be used to fill space.

Understand how colors and values can be used to create line.

Analyze how line can create balance.

Judge in other pieces of art the emphasis on straight and curved lines and their repetition.

Identify vertical, horizontal, diagonal, curved, thick, and thin lines in artwork.

Apply lines to make a two dimensional shape become a three dimensional form.

Explain where we see straight, curved, zig-zag, wavy, jagged, dotted, and dashed lines in the world around us.

Work with a variety of materials and processes.

Comprehend that people have different views about art.

Standards

VPA.1.1.2.D.1	Identify the basic elements of art and principles of design in diverse types of artwork.
VPA.1.1.2.D.2	Identify elements of art and principles of design in specific works of art and explain how they are used.
VPA.1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
VPA.1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
VPA.1.3.2.D.1	Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
VPA.1.3.2.D.3	Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
VPA.1.3.2.D.4	Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.
VPA.1.3.2.D.5	Create works of art that are based on observations of the physical world and that illustrate

	how art is part of everyday life, using a variety of art mediums and art media.
VPA.1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
VPA.1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
VPA.1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
VPA.1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
VPA.1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.