Unit 1: Line

Content Area: **Arts**
Course(s): **Peer Outreach**
Time Period: **Semester 1**
Length: **2 weeks**
Status: **Published**

Standards

1.3.1	Apply elements and media common to the arts to produce a work of art.
1.5.12prof.Cr2a	Engage in making a work of art or design without having a preconceived plan.
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
	Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

Enduring Understandings

1. Different types of lines include vertical, horizontal, diagonal, curvy, and zigzag.
2. Artists use various supplies to create lines of different thicknesses or thinnesses.
3. Different types of lines communicate different actions and feelings.

Essential Questions

1. What are the different types of lines?
2. Why do artists use different types of lines in their drawings?
3. How can you draw to create the illusion of movement?

Knowledge & Skills

Visual aids/examples

Adaptive tools- Larger pencil, modified scissors, sensory-friendly materials

Google Suite - https://gsuite.google.com/

Youtube- https://www.youtube.com/

Transfer Goals

1. Students will be able to identify and utilize different types of lines (vertical, horizontal, diagonal, curvy, and zigzag) to convey various actions, feelings, and movement in their artwork.
2. Students will be able to apply various line techniques to create the illusion of movement and express different emotions in their drawings, using appropriate tools to vary line thickness.

Assessments

Create a virtual gallery showcasing students' line artworks. (Google Site- portfolio)

Collaborate on a mural using lines from all students in the class.

Line Rubric

Assessments

Modifications

Modifications:

Repeat, reword, clarify directions

Preferential seating

Modify tests

Extended time on due dates

Visual Aids

Adapted Materials

ARTS IEP Modification

Visual Aids: Create visual aids to provide friendly reminders. These can include step-by-step instructions, visual cues, and prompts to support students during art activities.

Adapted Materials: Provide alternative materials when necessary. Consider using adaptive tools such as larger brushes, modified scissors, or sensory-friendly materials.

Flexible Seating and Workspace: Arrange the art room to accommodate different mobility needs. Ensure that students can access materials comfortably.

Individualized Goals: Set individualized art goals for each student. Tailor projects to their abilities and

interests.

Sensory Considerations: Be aware of sensory sensitivities. Adjust lighting, noise levels, and other environmental factors as needed.