



ARTS LESSONS IN THE CLASSROOM

A COMPREHENSIVE K-6 VISUAL ART CURRICULUM

Aligned with Washington State Arts Standards and Common Core in English Language Arts and Math

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ART LESSONS IN THE CLASSROOM

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ART LESSONS IN THE CLASSROOM

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ARTS EDUCATION FOR ALL

FIRST GRADE LESSON ONE

LINES IN BUILDINGS

Description Of Project:

Students use vertical, horizontal, and diagonal lines to paint an image of a building.

Problem To Solve:

What kinds of lines represent objects and scenes?

Student Understanding:

Directional lines (vertical, horizontal, and diagonal) can represent shape and size of observed objects and scenes.

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Identifies, shows, and finds three directions of lines.

AC: Names, "air-draws", and points out vertical, horizontal, and diagonal lines in art and local buildings.

LT: Makes three directions of lines in art.

AC: Uses vertical, horizontal, and diagonal lines in building contours and details in art.

LT: Uses the whole picture plane.

AC: Makes composition that fills page from edge to edge.

LT: Analyzes shape made by line and length of line.

AC: Points out triangles, rectangles and squares and identifies shortest and longest lines in own art.

EVIDENCE OF LEARNING

Art: Painting

Names, shows, and identifies vertical, horizontal, and diagonal lines in art and buildings

Uses vertical, horizontal, and diagonal lines in building contour/details

Fills page from edge to edge

Points out shapes and compares line length in own art

EXAMPLE



VOCABULARY

- *Diagonal*
- *Horizontal*
- *Vertical*
- *Watercolor*
- *Length*
- *Shape*

RESOURCES

Vanessa Helder, *Neighbors*, MAC;

Max Liebermann, *Dutch Courtyard*, Frye;

Pierre Auguste Renoir, *Monet Painting in his Garden*

ART MATERIALS

- **12"x18" or 18"x24" white construction paper**
- **watercolors**
- **1/4-3/4" paint brushes**
- **rulers**
- **paper towels**

FIRST GRADE LESSON ONE // LINES IN BUILDINGS

INSTRUCTIONAL STRATEGIES

TEACHER

STUDENT

Demonstrate air-drawing lines: vertical, horizontal, and diagonal.

Prompts: Remember that vertical is up and down; horizontal is across, back and forth; diagonal is from corner to corner of the room.

Think about the different directions you use when you write letters and numbers.

Air-draws along with teacher.

Guide students as they look at *Neighbors* by Vanessa Helder, *Dutch Courtyard* by Max Liebermann or *Monet Painting in his Garden* by Pierre Auguste Renoir, and asks students to find vertical, horizontal, and diagonal lines.

Identifies and points to three directions of lines.

Lead discussion on places vertical, horizontal, and diagonal lines can be found in buildings, all around us.

Identifies directions of lines in buildings: windows, doors, and roof.

Demonstrate painting the contour of a building using only vertical, horizontal, and/or diagonal lines.

Prompts: Make your building so big that it touches the edge of your paper.

Make your brushstrokes with your whole arm, so that your lines move from edge to edge, top to bottom, side to side.

Name the shapes you made with vertical, horizontal and diagonal lines.

Observes teacher demonstration. Student makes building contour, and reflects on attributes of shapes created with directional line.

Demonstrate using only vertical, horizontal, and/or diagonal lines to add building details (doors, windows, etc.).

Prompts: Every time you make a line for your building, make sure that it is either a vertical, horizontal, and/or diagonal line. Some of your lines may be short, while others are very long.

Think about unusual places in a building where you might find lines: siding, bricks, roof shingles, stairs, railings, etc.)

Name the kind of shapes you made for details: how many sides do they have?

Makes building details with only vertical, horizontal, and diagonal lines.

FIRST GRADE LESSON ONE // LINES IN BUILDINGS

SKILLS AND TECHNIQUES



Have students fill the entire paper with images.

ART STUDIO TIP

Encourage awareness of brush size and brush sharing.

LESSON EXPANSION

Students look at the view outside a classroom window and find vertical, horizontal, and diagonal lines, then create a drawing of what is observed.

EVERYDAY CONNECTIONS

buildings, machines

LEARNING STANDARDS

Visual Art

- 1.1a Engage collaboratively in exploration and imaginative play with materials.
- 2.1a Explore uses of materials and tools to create works of art or design.
- 2.2a Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- 2.3a Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.
- 3a Use art vocabulary to describe choices while creating art.
- 7.2a Compare images that represent the same subject.
- 11a Understand that people from different places and times have made art for a variety of reasons.

Common Core Math

- 1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- 1.GA.1 Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.

