



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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THANK YOU!



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ART LESSONS IN THE CLASSROOM

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ARTS EDUCATION FOR ALL

FIRST GRADE LESSON TWO

LINES IN BALANCE

Description Of Project:

Students create a balanced collage with vertical and horizontal lines made with textiles (string, cord, ribbon).

Problem To Solve:

How do artists use horizontal and vertical lines?

Student Understanding:

Balancing and spacing horizontal and vertical lines creates lines and balance in art.

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Identifies horizontal and vertical lines.

AC: Shows horizontal and vertical lines in public art.

LT: Balances two directions of lines.

AC: Uses equal amount of horizontal and vertical lines in collage.

LT: Measures and balances lines to compositional space.

AC: Cuts lengths of line that fit edge to edge; balances horizontal and vertical lines with spacing between each line.

EVIDENCE OF LEARNING

Art: Collage

Shows horizontal and vertical lines

Balances equal number of horizontal and vertical lines in textiles

Measures and cuts lengths of line that fit edge to edge

Balances horizontal and vertical lines with spacing between each line

EXAMPLE



VOCABULARY

- Balance
- Collage
- Horizontal
- Line Direction
- Space
- Textile
- Vertical
- Equal
- Measurement

RESOURCES

Pam Beyette, *Impressions in Time, Adorned Cornice* Fragment, Public Safety Building lobby, Redmond, WA;

Akan people, *Kente Cloth*, SAM

ART MATERIALS

- 8x8" tagboard
- Precut to lengths greater than tagboard - ribbon, yarn, cord, string, raffia
- Glue sticks
- Pencils or popsicle sticks
- Baby wipes

FIRST GRADE LESSON TWO // LINES IN BALANCE

INSTRUCTIONAL STRATEGIES

TEACHER

STUDENT

Show Pam Beyette sculpture, *Impression in Time, Adorned Cornice Fragment* and asks students to find examples of vertical and horizontal lines.

Prompts: Can you tell me what type of materials the artist used in this art? Can you find vertical and horizontal lines in this art?

Identifies media/materials and finds vertical and horizontal lines.

Demonstrate selecting textile materials for collage

Prompts: Think about the textures and colors you will want to use in your collage.

Observes and describes textures the teacher selected.

Demonstrate selecting, measuring, and placing the textile materials for the horizontal lines of the composition.

Prompts: You will need equal numbers of ribbons for horizontal lines and vertical lines: choose up to 6 for lines in each direction. What is your total number of ribbons (even number)?

Compare the lengths of the textiles (ribbon) you selected to the length of your mat board. Are they shorter or longer?

Make sure they reach edge to edge or are longer so that you can cut your string/cord to be just the right length to reach tightly from one side to the other. Measure and cut at least three horizontal lines. Measure twice! Cut once!

Demonstrate drawing a horizontal line with glue from left edge to right edge, staying as level as possible.

Prompts: Stretch the string/cord out and press it from one end to the other into your horizontal glue line. And do it again.

Selects, measures (through comparing textile lengths to mat board) and glues horizontal textile materials.

Demonstrate selecting, measuring, and placing an equal number of textile materials for vertical lines in composition.

Prompts: Compare the lengths of the textiles (ribbon) you selected to the length of your mat board. Are they shorter or longer?

Make sure they reach edge to edge or are longer so that you can cut your string/cord to be just the right length to reach tightly from top to bottom. Measure and cut the same number of vertical lines as horizontal lines. What will your total number of lines be? Measure twice! Cut once!

Demonstrate placing vertical lines from top to bottom.

Prompts: Balance the horizontal and vertical lines by making about the same amount of space between each line.

Selects, measures (through comparing textile lengths to mat board) and glues vertical textile materials.

FIRST GRADE LESSON TWO // LINES IN BALANCE

SKILLS AND TECHNIQUES



Ribbons placed in an even g

ART STUDIO TIP

Provide shared box of precut textiles at tables.

Use a range of mat board sizes (approx. 8x8").

A pencil or popsicle stick can be used to press textiles into lines of glue.

LESSON EXPANSION

Using SAM's *Kente Cloth*, students look at the lines in this cultural reference.

Use a finger loom to show horizontal and vertical lines in a simple weaving.

EVERYDAY CONNECTIONS

Textiles

LEARNING STANDARDS

Visual Art

- 1.1.a Engage collaboratively in exploration and imaginative play with materials.
- 1.2.a Use observation and investigation in preparation for making a work of art.
- 2.1.a Explore uses of materials and tools to create works of art or design.
- 3.a Use art vocabulary to describe choices while creating art.
- 7.1.a Select and describe works of art that illustrate daily life experiences of one's self and others.
- 11.a Understand that people from different places and times have made art for a variety of reasons.

Common Core Math

- 1.OA.C.6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.
- 1.MD.A.1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.

