

# Tell Me About Your Art!

## Dear Second Grade Families:

Today we practiced

## FINDING THIN AND THICK LINES IN PATTERNS.

<b>Looking:</b>	We observed and recognized <b>thin and thick lines</b> in <i>Walk to the Mountain</i> by Gloria Bernstein, <i>Fisherman's Morning</i> by Aki Sugabi, and/or <i>Interior with Egyptian Curtain</i> by Henri Matisse. We observed the way surface <b>textures</b> can be represented by <b>patterns</b> of line.
<b>Talking:</b>	We named the thin and thick lines in natural and human-made objects. We talked about how lines create patterns.
<b>Making:</b>	We made a <b>relief print</b> by using a variety of <b>tools</b> to create thin and thick lines in a <b>printmaking plate</b> . We observed and <b>recounted</b> the steps of the print-making process to prepare us for printing our plates. We: <ol style="list-style-type: none"> <li>1) enlarged a portion of our textural drawing;</li> <li>2) selected tools to make thin and thick lines;</li> <li>3) <b>transferred</b> ink from a Plexi surface to our Styro plate using an inked brayer;</li> <li>4) <b>centered</b> the plate upside-down in the middle of a paper;</li> <li>5) covered the whole set with newsprint;</li> <li>6) rolled over it with a clean brayer; and finally,</li> <li>7) <b>pulled a print</b>.</li> </ol>

## Art at Home

### Together:

You could look for the ways thin and thick lines combine to create patterns that represent textural surfaces. Use thin and thick crayons, thin and thick pens, or combinations of drawing tools to create different widths of lines. Combine lines to make patterns that represent surfaces you can observe at home.

### Questions to ask:

Where do you see thin and thick lines in your environment?  
How many different combinations of lines can you make to represent a surface?

**Combining thin and thick lines in different patterns can represent a surface texture.**