



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

4

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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

FOURTH GRADE LESSON SEVEN

LINE DIRECTION IN ASSEMBLAGE

Description Of Project:

Students create an assemblage using line to direct the viewers' eyes in three different directions.

Problem To Solve:

How can line create direction?

Student Understanding:

Use of vertical and horizontal balance emphasized with directional line can direct the viewer's eye through multiple areas of a composition.

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Identifies line directionality.

AC: Names vertical, horizontal, and radial/diagonal lines in art.

LT: Composes using line directionality.

AC: Repeats parallel, perpendicular, and angle lines/objects in vertical, horizontal, and radial balance using whole space.

LT: Uses craftsmanship in assemblage.

AC: Glues objects securely to background.

EVIDENCE OF LEARNING

Art: Assemblage

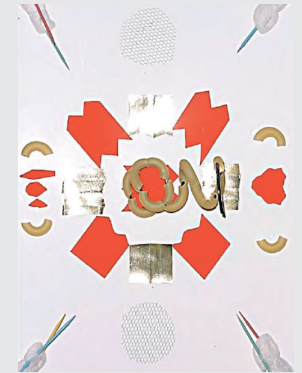
names and creates vertical, horizontal, and radial/diagonal lines

repeats parallel, perpendicular, and angle lines/objects in vertical, horizontal, and radial

balance using whole space

glues objects securely to background

EXAMPLE



VOCABULARY

- angle
- assemblage
- composition
- diagonal
- horizontal balance
- parallel
- perpendicular
- radial balance
- repetition

RESOURCES

Harold Balazs, *Museum Piece*, MAC; Ross Palmer Beecher, *Feathered World Without End*; Adriene Cruz, *Going Through the Motions*, 4Culture; Henri Matisse, *Interior with Egyptian Curtain*

ART MATERIALS

- 9x9" newsprint; pencils; scissors; found materials with linear textures or patterns: ribbon, string, fabric, found papers, sticks, molding; corrugated cardboard; 9x9" mat board (alt: heavy cardboard); tacky glue for each student

FOURTH GRADE LESSON SEVEN // FIGURES IN A SETTING

INSTRUCTIONAL STRATEGIES

TEACHER

STUDENT

Introduce *Museum Piece*, by Harold Balazs, *Going Through the Motions* by Adriene Cruz, *Feathered World Without End* by Ross Palmer Beecher and/or *Interior with Egyptian Curtain* by Henri Matisse.

Prompts: What lines and shapes are emphasized to tell you which way to look in the composition? Where do your eyes move first? Where do your eyes move next? Why? Where do we see vertical, horizontal and vertical lines? Where do we see parallel, perpendicular, and angle lines? Do we see radial balance (rotation of shape or line around a center point)?

Demonstrate and guide making a preliminary drawing (on 9x9" newsprint the same size as assemblage background) as a plan for an assemblage—a dimensional artwork in relief made of found objects. Emphasize organizing line in vertical, horizontal and diagonal/radial directions and repeating parallel, perpendicular, and angle lines.

Prompts: I am sketching lines that are vertical, horizontal and diagonal. I am also creating radial balance by drawing angle lines that radiate and repeat as they rotate around a center point in one area of my composition. Notice how I am repeating parallel lines to emphasize line direction and am creating perpendicular lines for horizontal and vertical balance. Balance means equal, so I am working to use the whole space of my paper/composition. My composition might be symmetrical or asymmetrical. It can still be balanced either way.

Demonstrate and guide selecting and arranging found materials that match directional line in preliminary drawing.

Prompts: I'm looking for paper or materials that already are linear (strips or lines) or have a line pattern or direction within them. Here is a radial pattern printed on paper that I can use. Also I think I will use several pieces of string to make vertical, parallel lines. I can cut most materials down with scissors as needed. Now I am arranging materials right on top of my drawing.

Demonstrate and guide arranging and gluing materials on background support surface. Direct students to leave art undisturbed to dry.

Prompts: Once you have established your composition by altering and layering materials on your preliminary drawing, carefully arrange your composition again on the heavy mat board background paper. Object by object, squeeze pea-sized blobs or ribbons of glue on background to make sure that all surfaces are securely adhered. Leave art undisturbed overnight to dry.

Guide criteria-based reflection.

Prompts: Point to vertical, horizontal, and diagonal/radial line in your composition. Also identify places where you have used parallel, perpendicular, and angle lines. Describe a peer's composition that moves your eye and seems balanced.

Identifies shapes and line direction in composition.

Makes a preliminary drawing of composition with vertical, horizontal, and radial balance. Repeats parallel, perpendicular, and angle lines.

Selects, alters, and organizes materials that match line in preliminary drawing of composition.

Arranges composition on final background support and glues securely.

Students reflect.

FOURTH GRADE LESSON SEVEN // LINE DIRECTION IN ASSEMBLAGE

SKILLS AND TECHNIQUES



Student organizes materials using preliminary sketch.

ART STUDIO TIP

Found Materials That Support Directional Line: Collecting and placing found materials that have a distinct linear quality (vertical/horizontal and radial pattern or texture) reinforces the movement of the viewer's eye through the composition. Individual lengths and combinations of linear materials (string, wire) can function as lines in a composition.

LESSON EXPANSION

Students find directional lines in another art example: *Echoes* by Harold Balazs or *The Maria at Honfleur* by Georges Seurat.

EVERYDAY CONNECTIONS

line direction in graphics, advertisements.

LEARNING STANDARDS

Visual Art

- 11.a Brainstorm multiple approaches to a creative art or design problem.
- 12.a Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
- 21.a Explore and invent art-making techniques and approaches.
- 22.a When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.
- 71.a Compare responses to work of art before and after working in similar media.
- 8.a Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.

Common Core Math

- 4.G.A.1. Draw points, lines, line segments, rays, angles, and parallel and perpendicular lines. Identify these in two dimensional figures.

