



# 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

5

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## ART LESSONS IN THE CLASSROOM

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CULTURE



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**THANK YOU!**



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## ART LESSONS IN THE CLASSROOM

# PROTOCOL GUIDELINES

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**ARTS EDUCATION FOR ALL**

# FIFTH GRADE LESSON ONE

## CONVERGING LINES

### Description Of Project:

Students create a colored pencil landscape with literature as a stimulus.

### Problem To Solve:

How can an artist use descriptive language as a source for a representational setting?

### Student Understanding:

Development of space inspired by descriptive language, and guided by converging lines can create a setting with depth.

## LEARNING TARGETS AND ASSESMENT CRITERIA

### The Student:

LT: Identifies and references descriptive language in literature to create a setting with depth.

AC: Finds passages or phrases from literature that identify specific elements throughout receding space.

LT: Uses linear perspective to show depth.

AC: Uses converging lines to a vanishing point to show receding space.

LT: Uses colored pencil technique.

AC: Layers line, creates texture, and blends with pencil.

## EVIDENCE OF LEARNING

### Art: Drawing

Finds passages or phrases that identify element(s) throughout receding space

Uses converging lines to a vanishing point

Layers line

Creates texture with pencil lines

Blends pencil lines

### EXAMPLE



### VOCABULARY

- **Converging Lines**
- **Horizon Line**
- **Illusion of Depth**
- **Linear Perspective**
- **Scale**
- **Vanishing Point**
- **Descriptive Language**

### RESOURCES

**Peter van Veen, *The Willows*, Frye;**

**Ludwig Dill, *The Birch Grove*, Frye;**

**Armin Landek, *City Lane*, TAM;**

**Georges Seurat, *The 'Maria' at Honfleur***

**Childe Hassam, *World's Fair, Chicago***

### ART MATERIALS

- **sketchbook**
- **2B graphite pencil**
- **6x8" 60# white sulfite drawing paper**
- **colored pencils**
- **literature with journeys**

## FIFTH GRADE LESSON ONE // CONVERGING LINES

## INSTRUCTIONAL STRATEGIES

## TEACHER

Read passage from classroom literature that describes setting (literally or figuratively) with depth. Point out key descriptive words. Ask students to write and share words or word passages in their sketch journal.

**Prompts:** How does the writer describe those scape features that are close to you? Farther away? In the background? Are there metaphors or similes describing the setting? How does the writer describe the journey of walking down a path, floating down a river, driving down a road?

Introduce *The Willows* by Pieter van Veen, *The Birch Grove* by Ludwig Dill, and *City Lane* by Armin Landek or *The "Maria" at Honfleur* by Georges Seurat and *World's Fair, Chicago* by Childe Hassam and ask students to enter a work of art and mentally travel through space.

**Prompts:** Enter the art and travel as far as you can into the distance (by foot, boat, horseback or motorized vehicle). Can you find an object that is repeated in this scape? What is the difference between these two objects? (scale) How does the artist show you this whole journey from the point of view seen in the art? (uses converging lines to lead you into and through space)

Guide students to place three landscape components found in literature in a composition with converging lines.

Demonstrate creating a horizon and converging lines which meet at a vanishing point to guide placement and scale of elements in a setting. At least one element should be repeated twice in different scale.

**Prompts:** All horizontal lines in a building that are above the eye level will slant downward to a vanishing point and all lines below the eye level will slant upward to meet the vanishing point. An object is sized to match the height of the converging lines in foreground, middle ground and background.

Now you have finished a light preliminary drawing to guide your composition.

Demonstrate colored pencil techniques.

**Prompts:** There are many ways to build up color, texture, and surface using colored pencils. Think about what types of pencil marks best describe the part of the scape you are drawing. Think of every color as an equation of colors, layered one upon another. When you make grass in the foreground, for instance, think about making vertical strokes using many colors to describe the texture and depth of color you see. When you are working at building surface, think about how you can use marks to suggest the material of the building (brick, stucco, stone). Think about how you will want to use small smooth, lighter strokes in the background.

## STUDENT

Finds key descriptive language for setting or passage through space, quotes them, and records them in their sketchbook.

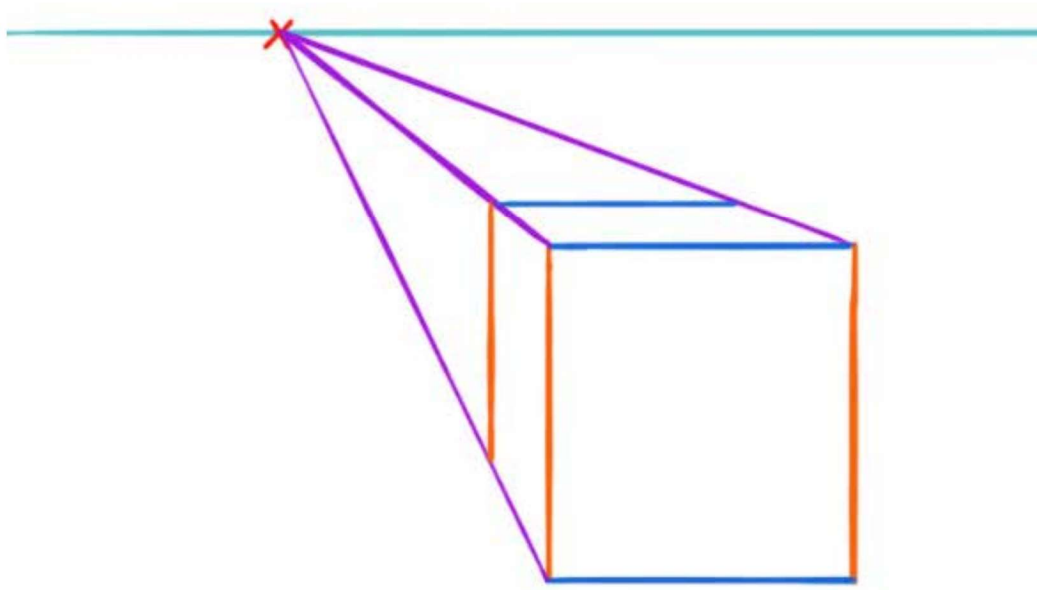
Responds by visualizing movement through receding space in art.

Establishes a horizon, vanishing point on the horizon line, and converging guidelines.

Completes colored pencil drawing applying a variety of marks and layers of marks to develop areas of color.

## FIFTH GRADE LESSON ONE // CONVERGING LINES

## SKILLS AND TECHNIQUES



Students establish a vanishing point on the horizon line and establish converging guidelines.

## LEARNING STANDARDS

**Visual Art**

- 1.1.a Combine ideas to generate an innovative idea for artmaking.
- 1.2.a Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.
- 2.1.a Experiment and develop artistic ideas and work.
- 2.2.a Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.
- 7.1.a Compare one's own interpretation of a work of art with the interpretation of others.
- 8.a Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.
- 10.a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.

**Common Core ELA**

- 5.RL.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as meta-

## ART STUDIO TIP

Converging lines serve as guidelines for size of related objects in receding space. When there are rectilinear, straight-sided objects in the scape, the converging lines serve as both guidelines and as actual edges. When there are no hard edges in the scape they become only guidelines.

## LESSON EXPANSION

Students view a work of art (from the lesson) and write the beginning of a story placing a character in the setting who is moving through space.

## EVERYDAY CONNECTIONS

understanding spatial relationships