

**Line in Art
Instructional Program for Grades K-4**

Teacher's Guide

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**Teacher's Guide
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Line in Art

Instructional Program for Grade K-4

Introduction

This program covers basic information about line in art for early elementary students. The definition and types of lines, media for creating lines, lines in the world around us, and line in great works of art are all discussed in simple terms. Two special topics that relate to line, calligraphy and cartooning, are also clearly explained. Additional titles in the series include ***Color in Art***, ***Shape and Form in Art***, and ***Texture in Art***.

Student Objectives

(Correlated to the National Standards for Visual Arts Education)

After viewing the program, students should be able to...

- Describe that lines are an important part of the world around us, and an important element of art. (Content Standards 4, 5, 6)
- Identify and describe types of lines and their expressive qualities. (Content Standards 2, 3)
- Identify a variety of art media used to create lines. (Content Standards 1, 2, 3)
- Explain how line is used in art by using such descriptive terms as horizontal, vertical, diagonal, curved, zigzag, free-form, crosshatching, contour, and gesture. (Content Standards 2, 3)
- Define and recognize calligraphy and calligraphic drawing. (Content Standards 2, 3)
- Describe the use of line in cartoons and comics. (Content Standards 2, 3)
- Identify the important emotional impact of line in the world around us, and in works of art. (Content Standard 5)

Line in Art

Chapter Topics from the Program

1. What is a line?
2. Kinds of Lines
3. Expressive Qualities of Lines
4. Lines Around Us
5. Lines as Shape, Pattern or Texture
6. Lines in Art
7. Calligraphy
8. Cartooning
9. Conclusion and Review

Line in Art Hands-on Activities

Kindergarten - 2nd Grade

1. Lines into Shapes

Students will enjoy experimenting with shape templates. Offer them a wide variety of plastic or cardboard templates to trace from. Colored pencils or thin markers are good for tracing the shapes. Younger students can experiment freely. Older students can be encouraged to create images using the shapes. (Content Standards 1, 2)

2. Drawing with Lines and Shapes

Show students how to draw various animals by using lines and simple shapes. Remind students of body part shapes and sizes. Offer photos and drawing as examples, but don't be rigid in your expectations. (Content Standards 1, 2)

3. Free-form or Scribbled Lines into Shapes

Have students scribble over a 6" x 9" paper, then color in the resulting shapes. (Special markers such as Crayola's Overwriters Markers are especially fun with this activity. Patterns can be created over each colored-in shape.) (Content Standards 1, 2)

4. Imaginative Possibilities of a Line

Scribble a line on a paper and make a copy for each student. Ask them to look for something in the scribble and draw that by adding details and color. Share the results. (Content Standards 1, 2, 3)

5. Simple Crayon Resist

Have students draw a variety of lines and symbols in white crayon and then paint over them with black watercolor paint. Give students ideas of different kinds of lines and symbols to draw: stars, suns, spirals, zigzags, snowflakes, etc. (Content Standards 1, 2)

6. Line and Texture

Yarn drawings add a tactile component to the understanding of line. Xerox a simple design (ethnic designs are good for this and can be correlated to a social studies unit) and have student color it with crayons, then add lines of Elmer's glue and press pieces of colored yarns into the glue with fingers or a craft stick. (Content Standards 1, 2)

7. Line and Sculpture

Use colored wire (twistees) or pipe cleaners to encourage students to experiment with the three-dimensional possibilities of line. A chunk of styrofoam can be the base for an imaginative wire sculpture. (Content Standards 1, 2)

3rd - 4th Grade

1. Line and Pattern

String prints are a great introduction to printmaking, and a good lesson on line and pattern. Give each student a square of corrugated board. Then, students draw with Elmer's glue and press string into the glue lines. Let this print plate dry. Using a brayer (roller), roll paint in a tray and then onto the plate. Press the inked plate onto paper. Repeat, overlap, experiment, to create linear patterns. (Content Standards 1, 2)

2. Moods of Lines

Play several short selections of music with different moods, and have students create small (6" x 9") drawings to the music. Encourage them to create a variety of lines based on the mood they feel when listening. Play the selection once, just for listening, then a second time to draw from. Have students share the finished works. This will allow for comparisons of line moods and an opportunity to use vocabulary that relates to mood. (Content Standards 1, 2, 3, 5, 6)

3. Calligraphy and Lettering

Third and fourth graders love working with letterforms. If you can teach them bubble or block letters, or simple calligraphy, they will enjoy designing signs with their names on them or posters for special school events. One classical project is to ask students to design each letter of their name as a different object, preferably something that relates to his/her identity or interests. (Content Standards 1, 2, 3, 5)

4. Art History Connection

As a class, study one of the artists highlighted in this program: Leonardo da Vinci, Wassily Kandinsky, Michelangelo, Claude Monet, Vincent Van Gogh, and Edgar Degas. Looking at reproductions of the artist's work, discuss line and how it is used in each painting. Have each student do an interpretation of a favorite work by the artist - as a line drawing using a variety of colored markers, crayons and pencils. (Content Standards 1, 2, 3, 4, 5)

5. Crayon Resist Cityscape

Discuss the visual variety of cities, using any resources you have which show the urban environment - paintings, photos, or a discussion with students impressions of cities they have visited. Have students draw a city in crayon, using many colors, and lots of variety of line and pattern. Encourage the students to press hard with the crayons. Show them how to overlap - showing one building behind another. Mention that students can include specific well-known buildings or landmarks that actually exist. They can also be designers and architects, creating their own futuristic or wacky buildings. Their cities can be full of office buildings, theatres, department stores, parks, churches, traffic, telephone poles, etc. When the crayon drawing is complete, students paint over the crayon lines with watery watercolors, creating a rich effect. (Content Standards 1, 2)

6. Cartooning Game

Give students a template for a short six-frame comic strip (such as the one with this packet) and pencils. Do a step-by-step cartooning exercise with the whole class.

Frame 1: Ask students to draw (design, using simple shapes) a cartoon character, face, neck and shoulders only, with ears. This character can be a person or an animal. Remind them to used exaggeration, as in a caricature.

Frame 2 should be a repeat of the first box, with the addition of an insect, who has flown into the box. Remind them that they can use lines to show the motion of the flying.

In Frame 3, tell students to repeat the image again, only here the insect flies into the character's ear, and the expression on the face of the character changes appropriately.

In Frame 4, the character's face should get more upset with lines and symbols showing the upset around his/her face.

In Frame 5, the insect exits the other ear, and the facial expression of the character should change again.

Frame 6 shows the insect gone and the character feeling....relief, joy, whatever emotions the student wants, with a dialogue balloon overhead to write an appropriate "whew!" or other suitable words.

Students can go over their pencil lines with fine black markers, and add color with colored pencil. Before students color, you can copy the classes' work to create a classroom comic book. (Content Standards 1, 2, 3)

7. Contour and Gesture Drawing

Students in third and fourth grade can begin to try contour and gesture drawing exercises. Students enjoy drawing their hands, shoes or other simple objects with contour drawing technique. For gesture drawing, have students do very quick (1 or 2 minute) poses for each other. (See Books, Videos and Sites section of this booklet if you are unfamiliar with gesture and contour drawing.) (Content Standards 1, 2)

Line in Art Glossary

architect - An architect is a person who plans the designs of buildings, cities and bridges.

calligraphy - Calligraphy is beautiful handwriting.

caricature - Caricatures are drawings of people, which exaggerate certain facial features to be humorous and/or critical.

cartooning - Cartoons are simple drawings that express a mood, character and/or story very directly.

contour lines - Contour lines define the surface shapes of objects.

crosshatching - Crosshatching is a way to add shadow, and therefore volume (the look of 3D), to a drawing using parallel lines.

designer - A designer is a person who plans how any useful object (the interior of a home, furniture, clothing, shoes, stage sets, cars, websites, etc.) will look.

diagonal lines - Diagonal lines are lines that are angled or slanting.

draughtsman - A draughtsman is a person who is skilled at drawing.

elements of art - The elements of art are the basic visual components that make up works of art. The elements of art are: line, shape and form, color and value, texture, and space.

gesture lines - Gesture lines capture the movement of an object, and are usually done quickly.

horizontal lines - Horizontal lines are parallel to the horizon, or to the bottom edge of the paper or canvas.

line - A line is the path of a dot as it moves through space. Usually, lines are made on a surface with a tool (such as a pencil, crayon, brush, pen, etc.) that moves. Lines can also be created on computers.

mood - Mood in art means feeling, just as in the real world. Works of art have moods, which can be interpreted by each viewer. Looking at the elements of art (such as line) in a work of art is way to interpret mood. Various types of lines could themselves be said to have mood.

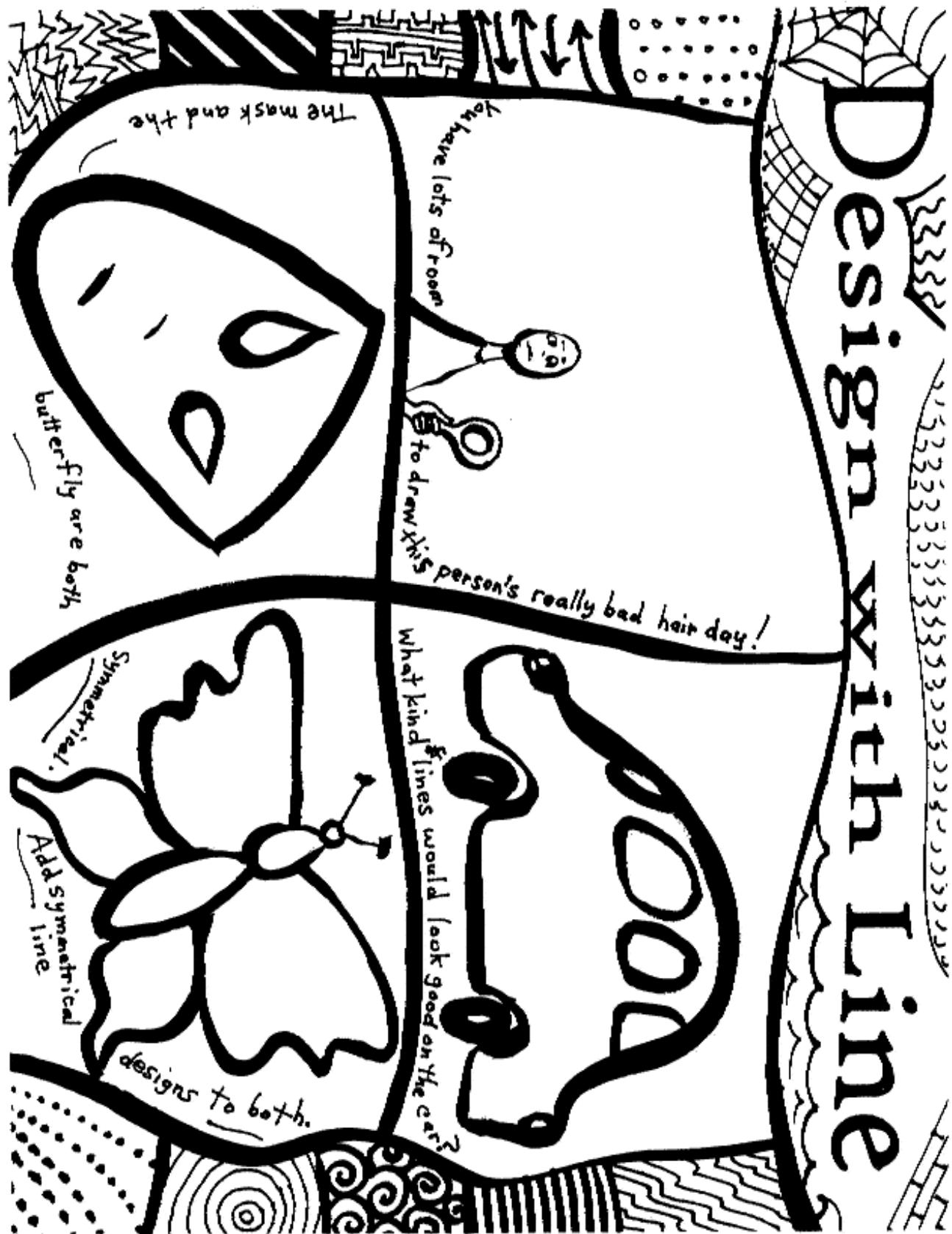
observation - Observation means looking carefully at the world around us.

parallel lines - Parallel lines are lines that move in the same direction and always are the same distance apart.

texture - Texture is an element of art. Texture means how the surface of an object feels, or looks like it would feel. Some textures are rough, smooth, shiny, bumpy, etc. Textures can be created with line.

vertical lines - Vertical lines are parallel to the side of a paper or canvas, and stand straight up and down, at right angles to the horizon.

Design with Line



Line in Art Books, Videos and Websites

There are many worthwhile resources in the areas of drawing, design, and the various topics related to Line. These are just a few.

For children:

Getting to Know the World's Greatest Artists Series, books by Mike Venezia and videos based on the books. These are excellent books and videos for teaching about art history, with clear information and entertaining humor. The websites are:

<http://www.gettingtoknow.com>
<http://www.mikevenezia.com>

Ed Emberley's Big Green Drawing Book by Ed Emberley, Boston: Little, Brown, 1979.

Note: Ed Emberley has a whole series of books on drawing for children in addition to this one.

Draw 50 Animals by Lee J. Ames, Garden City, N.Y.: Doubleday, 1974.

Note: There are many good step-by-step drawing books on the market, such as this one.

Dots, Spots, Speckles, and Stripes by Tana Hoban, New York: Greenwillow Books, 1987.

Note: Tana Hoban has many books of photographic images that encourage children to find design and beauty in the world around us.

Cartooning for Kids by Carol Lea Benjamin, New York: T.Y. Crowell, 1982.

Mark Kistler's *Draw Squad* by Mark Kistler, New York: Simon and Schuster, 1988.

Note: Mark Kistler has a several books, videos and a website for children on cartooning techniques. <http://www.draw3d.com>

Drawing with Children: A Creative Method for Adult Beginners, Too by Mona Brookes, New York: G.P. Putnam's, 1996.

There are also many works of children's fiction that deal with line and drawing. Some of them are: *Harold and the Purple Crayon* by Crockett Johnson, *Dinosaur Days* by Liza Baker, *David's Drawings* by Cathryn Falwell and *Cherries and Cherry Pits* by Vera B. Williams.

For learning to draw as an adult:

The Natural Way to Draw: A Working Plan for Art Study by Kimon Nicolaides, Boston: Houghton Mifflin, 1969.

Learning to Draw: A Creative Approach to Expressive Drawing by Robert Kaupelis, New York: Watson-Guptill Publications, 1966.

A Guide to Drawing by Daniel M. Mendelowitz, New York: Holt, Rinehart, and Winston, 1988.

Drawing on The Right Side of The Brain by Betty Edwards, Los Angeles: J.P. Tarcher, Inc., 1979.

Line in Art

Instructional Program for Grade K-4

National Standards for Visual Arts
Content Standards

Grades K - 4

Content Standard #1: Understanding and applying media, techniques, and processes

Content Standard # 2: Using knowledge of structures and functions

Content Standard #3: Choosing and evaluating a range of subject matter, symbols, and ideas

Content Standard #4: Understand the visual arts in relation to history and cultures

Content Standard #5: Reflecting upon the assessing the characteristics and merits of their work and the work of others

Content Standard #6: Making connections between visual arts and other disciplines

Note: To find the Achievement Standards which correlate to these Content Standards, and to learn more about the National Standards for Visual Arts Education in general, the following website is recommended:

<http://www.getty.edu/artsednet/resources/Scope/Standards/index.html>

LINE IN ART

Conclusion and Review Questions

Lines are all around us in the world, and they are an important element of art.

Be aware of lines around you and lines in works of art.

What art materials can you use to create lines?

Names some different kinds of lines.

Explain how lines show feelings.

What is crosshatching?

What is a contour line?

What is gesture line?

What is calligraphy?

How do cartoons and caricatures use line?