

Sample Visual Digital Art Learning Plan

Big Idea/ Topic

Line Creativity Lesson

ENDURING UNDERSTANDING:

Using the element of line to create shapes that become an image from the imagination.

TECHNICAL FOCUS: Students will gain an understanding of the element of how line creates shape in 2-D drawing/painting with a focus on creating from the imagination. Students will focus on various 2-dimensional drawing skills, proper care and materials management, and craftsmanship. Students will focus on the creation of artworks that fill the composition.

ESSENTIAL QUESTIONS:

- What are the types of lines?
- Why are lines important as an element of art?

Standard Alignment

CREATING

VA1.CR.1 Engage in the creative process to generate and visualize ideas by using the subject matter and symbols to communicate meaning.

- Generate individual and group ideas in response to visual images and personal experiences.
- Generate visual images in response to open-ended prompts, themes, and narratives.
- Produce multiple prototypes in the planning stages for works of art (e.g., sketches, models).

VA1.CR.2 Create works of art based on selected themes.

- Create works of art emphasizing one or more elements of art and/or principles of design.
- Create works of art that attempt to fill the space in an art composition.

VA1.CR.3 Understand and apply media, techniques, and processes of two-dimensional art.

- Create drawings and paintings with a variety of media.

Presenting

VA1.PR.1 Participate in appropriate exhibition(s) of works of art to develop identity of self as artist.

- Complete works of art.
- Sign a finished work of art.

Responding

VA1.RE.1 Discuss personal works of art and the artwork of others to enhance visual

literacy.

c. Demonstrate an appreciation for art and art-making processes by communicating thoughts and feelings.

Connecting

VA1.CN.2 Integrate information from other disciplines to enhance understanding and production of works of art.

a. Explore universal concepts (e.g., self, family, community, world) inspired by other subject areas.

VA1.CN.3 Develop life skills through the study and production of art (e.g., collaboration, creativity, critical thinking, communication).

Instructional Design



**This lesson has a flexible timeline and will cross over several days.*

This lesson is intended to reach students in a virtual setting, whether plugged or unplugged. See the bottom of the lesson for a list of unplugged supplies.

FOUNDATIONAL INFORMATION: Students will focus on lines and the various types of lines. They will create shapes with lines and then turn that shape into an image from their imagination.

CONCEPTS:

- There are various types of lines
- Lines can create shapes
- Shapes become images
- All of the space in an art composition should be filled

VOCABULARY: Types of Lines: Wavy, Zigzag, Broken/Dotted, Curved, Horizontal, Diagonal, Vertical, Straight, Spiral

Types of Shapes: Geometric, Organic, Circle, Square, Triangle, Rectangle, Oval, Diamond

LINKS



Assessments:

[1_VA_U1_LP3 Smiley Face Rubric.docx](#)

[1_VA_U1_LP3 Teacher Rubric.docx](#)

Presentation: [1_VA_U1_LP3_Line Creativity GaDOE PPT \(KI\).pptx](#)

Resources: [1_VA_U1_LP3 Printable Practice Line Assessment.docx](#)

STUDENT SUPPLIES: White paper, Crayons, black crayons, sketchbook or journal

TEACHER SUPPLIES: Line Creativity PowerPoint presentation, Line poster, White paper with pre-drawn lines for demonstration

UNPLUGGED STUDENT SUPPLIES:

- Unplugged student packet (beginning on page 5)
- All items listed under student supplies or available substitutions

ESSENTIAL QUESTIONS:

- What are the types of lines?
- Why are lines important as an element of art?

HOOK/INTRODUCTION ACTIVITY:

- Have a student come to the board and draw a line. Demonstrate how to change that line into a shape, and then into an image, and then into a complete picture.
- Print out the handout to take notes, practice, and do sketchbook activities in instructions.

Unplugged: Give students the student packet with printed PowerPoint slides (see p. 6) and have them write and illustrate/visually define lines, shapes, and terms in their sketchbooks or on available paper.

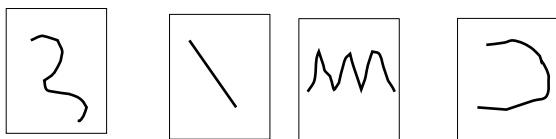
Visual Verbal Journal Assignments:

Students can use their journals to document the types of lines. They can then use it to turn various lines into images. Their final sketchbook/journal assignment will be to take the line from their chosen paper, draw it in their journal/sketchbook and turn it into an image for their final art product.

Work Sessions:

Session One:

1. Show the Line Creativity PowerPoint and discuss how lines are important in art.
2. Give each student their sketchbook. Have them draw a line. Ask them to turn the line into something. Demonstrate how to do this on the board (Or use the printable).
3. Have students practice this on three lines in their sketchbook. Each time make sure they draw a recognizable image.
4. Pre draw lines on white paper. One line per paper. Allow the students to come up and pick the line they want to work with.



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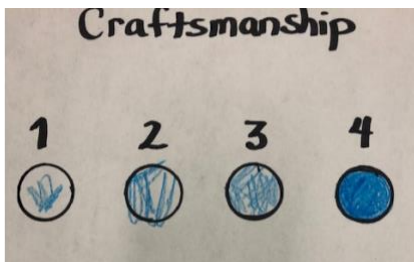


5. Allow students to draw the line on their paper in their sketchbook, have them practice what they want to turn it into.
6. Once the students have a good idea, have them use a pencil to turn their line into an image on their paper.
7. Once they have completed their image, discuss background and place. Have students decide what their background or place is going to be and draw it too.
8. If time allows go over all pencil lines with a black sharpie or a black crayon.

Unplugged Session One: Have students complete the printable Line Drawing Practice handout that has step by step instructions (see Unplugged Packet p.6)

Class Session Two:

1. Give each student back their papers.
2. This is a great lesson to demonstrate proper coloring techniques and discuss filling the entire space with no “white peek-a-boos” or white areas showing like the diagram below. Also, demonstrate how to fill in a shape completely.



3. Allow students time to color their ENTIRE page.
4. When students finish, have them fill out the Student Self-Assessment

Unplugged Session Two: Give students the diagram above to show proper technique when coloring with Crayons, colored pencils, or markers. Follow the rest of Session Two instructions.

CLOSING:

1. In a synchronous or previously recorded session, review the essential questions, vocabulary, and previous session’s concepts on the different types of lines.
2. Have students write a reflection in their visual-verbal journals: What new concepts or techniques did I learn through creating this project? What came easily to me, and what was a challenge? What would I do differently next time? They may choose to type this reflection to submit or hand write it and photograph the journal page.
3. Using Flipgrid, students will share their completed artworks and read their reflections and respond to each other with peer feedback. (See Flipgrid Tutorials for educators at the end of this lesson)
4. Assess student work using the standards-based rubric (p. 11).
5. Review lines and shapes. Have students sign and title their artwork.

Unplugged Closing: Have students review sketchbook notes and then complete artwork for submission to their teacher at school. Students will complete the Smiley Face Self-Assessment found in the Unplugged Packet on p. 10 and write a reflection to submit with the finished artwork for grading.



Unplugged Student Packet

Visual Art Grade 1, Unit 1, Lesson 3

Glossary of Terms

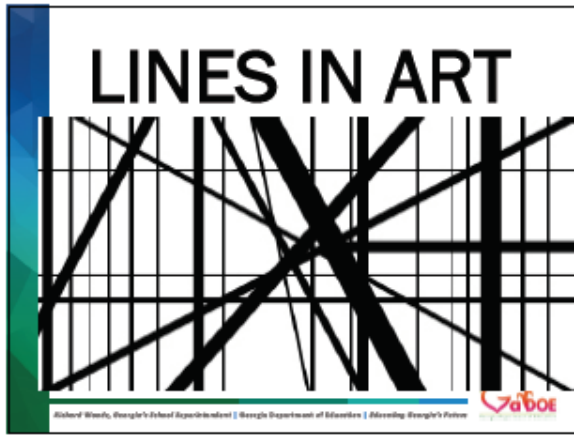
In your journal, write each term and create an illustration/visual definition to go with it.

Elements of Art	
Line	The identifiable path created by a point moving in space. Characteristics: <ul style="list-style-type: none">• Straight• Curvy• Broken• Zig-Zag• Vertical• Horizontal• Diagonal• Thick• Thin• Spiral
Shape	2D – having height and width Characteristics: <ul style="list-style-type: none">• <i>Geometric – (human-made)</i> circle, square, triangle, rectangle, pentagon, hexagon, octagon• <i>Free-form (Organic) – nature</i>
Texture	Perceived surface quality Characteristics: <ul style="list-style-type: none">• Rough• Smooth• Soft• Hard



Color	Produced when light, strikes an object and reflects to the eye <i>Primary</i> – Red, Blue & Yellow <i>Secondary</i> – Green, Orange & Purple <i>Neutral</i> – Black, Brown, Grey, White
Space	Area within a 2-D composition Beside/overlapping, above/below, close/far, left/right, top/bottom, side/center, front/back, over/under
Form	3D – having height, width, and depth Characteristics: <ul style="list-style-type: none"> • <i>Geometric form</i> – sphere, cube, pyramid, cone, cylinder • <i>Organic form</i> – natural (e.g. tree)
Value	Dark/light color

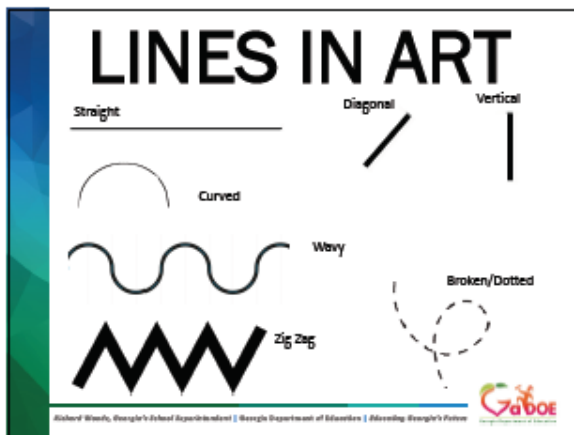




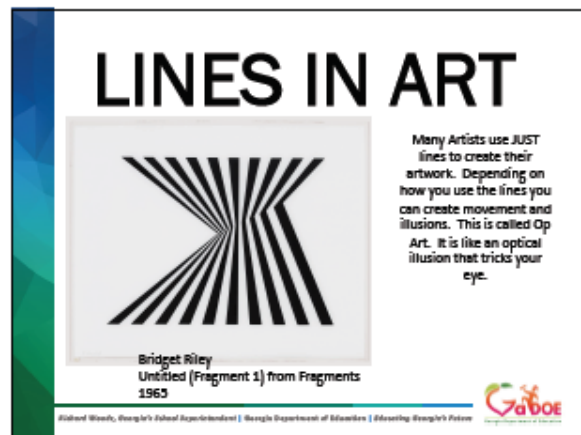
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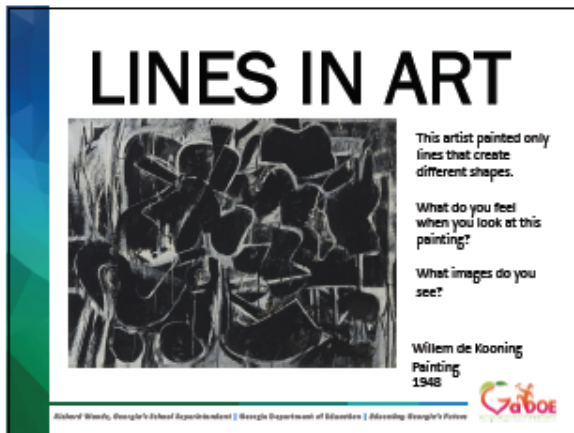
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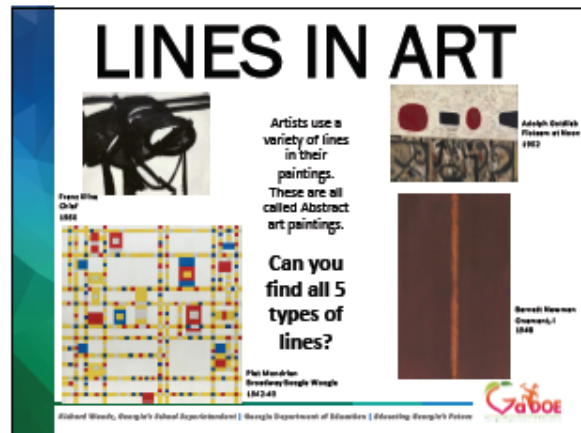
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5



6




LINES IN ART



Use your imagination and see what fun images you can find in this artwork.


Salvador Dalí
Luchini
1927

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LINES IN ART



Lines are an important element of art.


What could the line above be? A foot? A snake?

Think of things it might become.

Henri Matisse
Marguerite Reading
in 1906

Did anyone guess the nose of a face?

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LINES IN ART

It's your turn to be the artist.


You have to take a line and turn it into an amazing picture. Be creative and fill the entire page. Remember leaving white space or scribbling does not make your picture complete.



Compare the two pictures on the left and the one on the right. Which one is finished? Why? Which do you like best? Why?

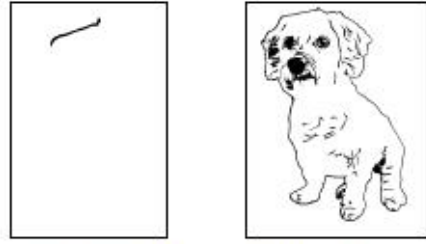


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LINES IN ART



Start with a line and see where it takes you!

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LINES IN ART

- <https://www.gadoe.org/InformationSystems/2017/07/26/InformationSystems.aspx#sthash=20170726>
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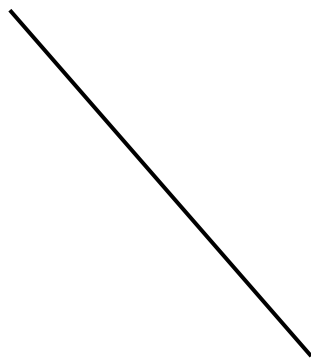
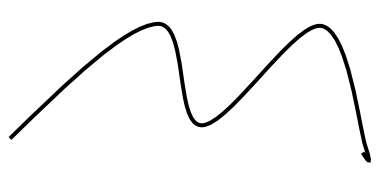
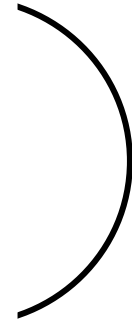


Line drawing Practice/Review

In each box, draw the line that matches the name.

Straight Lines	Curved Line	Zig Zag Line
Wavy Line	Dotted /Broken Line	Spiral Line




In the boxes below, turn the lines into a picture.

		
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Smiley Face Rubric

Name of Student: _____ Lesson: _____

Art Rubric			
<p>Focus I worked hard.</p>			
<p>Creativity I used my own ideas. I created my art using a _____ Line</p>			
<p>Craftsmanship All of my coloring is neat. There are no white uncolored areas or white streaks.</p>			
<p>Composition I filled the art composition. I paid attention to the background.</p>			
<p>Comments:</p>			



SUMMATIVE ASSESSMENT RUBRIC

Criteria	Advanced/Level 4	Proficient/Level 3	Emerging/Level 2	Developing/Level 1
Planning/Pre-Assignment ____/ VA1.CR.1a VA1.CR.1b VA1.CR.1c	Student did more than three sketches turning a line into an image. Student used multiple details to make sure their sketches were detailed. 4 Points	Student created three sketches turning lines into an image. Student used details to make sure the image was recognizable to the viewer. 3 Points	Student created only one or two sketches. The image is not a recognizable image to the viewer. There are a few details. 2 Points	Student did not do the sketching process or created using one line, and it is not a recognizable image. 1 Point
Understanding of Art Concept(s) Taught ____/ VA1.CR.2ab VA1.CR.3a VA1.RE.1a VA1.RE.1c	Student's work demonstrates a deep understanding of line, shape, and color in this lesson and student demonstrated above-average coloring techniques by color blending 4 Points	Student's work demonstrates a basic understanding of line shape and color in this lesson and student applied their color techniques to fill white spaces 3 Points	Student's work demonstrates a basic understanding of line, shape, and color in this lesson, but the student struggled to color and fill in the spaces 2 Points	Student's work does not demonstrate an understanding of line, shape, and color in this lesson. Coloring skills are below grade level. 1 Point
Creativity/Composition ____/ VA1.CN.3 VAK.CR.3a VA1.CN.2a	Student has used materials in a unique and innovative manner, and authentic creativity is evident in their work. Student created an innovative background fully detailed. 4 Points	Student has uniquely applied materials, and creative thinking is evident in their work. Background is complete and full. 3 Points	Student used materials in a basic manner, and there is evidence of some creative thought in their work. Background is not complete or detailed. 2 Points	Student did not use materials in a unique, innovative, or creative manner. 1 Point
Craftsmanship ____/ VA1.CR.5 VA1.CR.3e	Student used the painting materials with thoughtfulness, care, and in a manner that is typically associated with an older, more experienced student. 4 Points	Student used the painting materials with thoughtfulness, care, and in an age-appropriate manner. 3 Points	Student used the painting materials with some thoughtfulness and care, but not always in an age-appropriate manner. 2 Points	Student did not use the painting materials with thoughtfulness, care, or in an age-appropriate manner. 1 Point

Evidence of Student Success



Diagnostic:

- Critique of student exemplars and introduction of the essential questions
- Ticket in the door- Tell me one type of line?

Formative:

- One-on-one or group discussions determining content knowledge and understanding of vocabulary terms.
- Line Design Practice Handout

Summative:

- Imaginative Line Design Grade 1 Project Rubric
- Student Reflection in sketchbook
- Presentation of student artwork on class FlipGrid
- Smiley Rubric Self-Assessment

Student Learning Supports

INCREASED RIGOR: Students who need a challenge can have two or more drawn lines on their paper to connect. They must connect it into one picture, not several individual pictures.

ADAPTED ASSIGNMENT: Students who need extra support may be given a line that is almost a shape by the teacher and should receive more in-progress critiques and monitoring. When necessary, students who need a great deal of support may use some pre-drawn shapes.

Engaging Families

Materials included to support unplugged learners:

The lesson plan, Types of Line PowerPoint presentation (hard copy), vocabulary, project rubric.

Optional materials to support learning not included:

blank paper/sketchbook for notetaking and project planning, drawing materials (pencils and erasers), ruler or straight edge, and resource images of people and animals.

*****All activities and resources should be previewed prior to student use. Adjustments should be implemented to provide for individual abilities, needs, and safety.***

Teacher's Guide to Digital Teaching and Learning

GaDOE Fine Arts Resources:

- <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Fine-Arts.aspx>
- <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/Fine-Arts/Digital%20Teaching%20%26%20The%20Arts.pdf>

Video Conferencing Tips and Resources:



- <https://www.teachthought.com/technology/tips-for-video-calls-for-teachers/>
- <https://www.cultofpedagogy.com/distance-learning/>

Flipgrid Resources:

- Flipgrid Getting Started Guide: <http://blog.flipgrid.com/gettingstarted>
Flipgrid Tips and Tricks for Remote Learning: <https://blog.flipgrid.com/news/remoteteaching>
- Flipgrid Educator
Guide: <https://drive.google.com/file/d/0BzZGEfOtEWqPcGUzcFd2RzRjYTQ/view>

