



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

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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

SECOND GRADE LESSON TWO

FINDING THIN AND THICK LINES IN PATTERNS

Description Of Project:

Students make relief prints based on patterns observed in the environment.

Problem To Solve:

How can lines represent different surfaces?

Student Understanding:

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

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Observes and recognizes different types of lines.

AC: Identifies specific thin and thick lines.

LT: Selects types of line that best represent an object.

AC: Selects thin and thick lines to approximate object in sketch.

LT: Represents specific textures.

AC: Approximates surface using patterns of line.

LT: Makes a variety of lines on printmaking plate.

AC: Uses a variety of tools.

LT: Makes and registers a print.

AC: Transfers even, opaque ink layer and centers on paper.

EVIDENCE OF LEARNING

Art: Relief print

Identifies specific thin and thick lines

Selects thin and thick lines to approximate multiple objects in sketches

Creates patterns to approximate surface

Uses a variety of tools

Prepares by recounting the print process

Transfers even opaque ink layer

Centers on paper

EXAMPLE



VOCABULARY

- brayer
- centers
- pattern
- printmaking
- registers
- relief print
- thin and thick lines
- texture
- describe
- recall
- recount

RESOURCES

Gloria Bernstein, *Walk to the Mountains*, 4Culture;

Aki Sugabi, *Fisherman's Morning*, 4Culture;

Henri Matisse, *Interior with Egyptian Curtain*

ART MATERIALS

- sketchbook
- pencils
- magnifying glass
- medium jar lids for templates
- Styrofoam plate centers
- six brayers
- newsprint
- 9x12" white paper
- black water-soluble block printing ink
- three 9x12" Plexi sheets
- natural objects with patterns

SECOND GRADE LESSON TWO // FINDING THIN AND THICK LINES IN PATTERNS

INSTRUCTIONAL STRATEGIES

TEACHER

STUDENT

Lead review and discussion of line types (vertical, horizontal, diagonal, short, long) found in *Fisherman's Morning* by Aki Sugabi, *Walk to the Mountain* by Gloria Bernstein, and/or *Interior with Egyptian Curtain* by Henri Matisse.

Prompts: What types of lines did the artist use to show different textures in the picture? What direction, thickness, and patterns of line give us information? Describe.

Describes thin and thick lines seen in art.

Introduce objects (natural and human-made) and asks students to find both thin and thick lines in one single object using a magnifier. Directs students to notice the way thin and thick lines are organized to create a pattern that represents the surface texture that is seen.

Observes lines and the way lines are organized into patterns.

Demonstrate observing the surface of an object and selecting the types of line that best represents that part of the object. Demonstrates organizing lines to represent a specific textural surface. Demonstrate enlarging one pattern.

Prompts: Notice the kind of lines that form the texture you see. Are they curved? Straight? Overlapping? Where do you see thin lines? Thick lines? How much space is between each line?

Identify an area in your drawing that you will make bigger: use a circular template (cap or jar lid) to trace a circle around the most interesting part of your drawing that shows a pattern. You will make this circle part larger in your print.

Observes and uses thin and thick lines to represent three distinct textures. Students select one linear pattern sketch and enlarge it.

Demonstrate selecting tools to make thin and thick lines. Draws an enlarged pattern into the Styrofoam plate by drawing into the surface.

Prompts: As you enlarge, consider if the lines are diagonal, straight, or curved and from what to what point the lines move. Vary thickness of tools (pencil, chopstick) to control making thin and thick lines. Press hard to make sure your lines will create enough texture to print effectively.

Observes and selects tools. Draws into printmaking plate.

Carry plate to printing station and reviews rolling ink out on a Plexi surface to create an even distribution of ink on the brayer.

Transfer ink from Plexi surface to Styrofoam plate by rolling the ink on the plate with the brayer.

Center the inked plate upside-down in the middle of a piece of paper.

Cover with a piece of newsprint and prints on paper by rolling over the cover paper with an additional clean brayer.

Pull print by turning whole set over and the pulling paper from one side to the other while lifting it up.

Observes complete print-making process. Makes plates as a whole class.

Guide students in recounting process with a partner and printing.

Prompts: Work with a partner to recall and recount the printing process before you print.

Reviews print process and prints in small groups with the supervision of an adult.

SECOND GRADE LESSON TWO // FINDING THIN AND THICK LINES IN PATTERNS

SKILLS AND TECHNIQUES



Using a tool for thin lines.



Using a tool for thick lines.

ART STUDIO TIP

Provide a variety of natural objects for the student to observe:

bark, feathers, shells, branches, leaves, flowers.

LESSON EXPANSION

Recounts printmaking process by also communicating step-by-step process in writing.

EVERYDAY CONNECTIONS

sequential steps to complete a process

LEARNING STANDARDS

Visual Art

1.1.a Brainstorm collaboratively multiple approaches to an art or design problem.

2.1.a Experiment with various materials and tools to explore personal interests in a work of art or design.

2.2.a Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

Common Core Math

2.L.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.

2.SL.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

2.L.5.a. Identify real-life connections between words and their use.

SECOND GRADE LESSON TWO // FINDING THIN AND THICK LINES IN PATTERNS

ASSESSMENT CHECKLIST

LEARNING TARGET	ASSESSMENT CRITERIA
Observes and recognizes different types of lines.	Identifies specific thin and thick lines.
Selects types of line that best represent an object.	Selects thin and thick lines to approximate object in sketch.
Represents specific textures.	Approximates surface using patterns of line.
Makes a variety of lines on printmaking plate.	Uses a variety of tools.
Makes and registers a print.	Transfers even, opaque ink layer and centers on paper .

STUDENT	IDENTIFIES THIN AND THICK LINES	SKETCHES THIN AND THICK LINES IN OBJECTS	CREATES PATTERNS TO MIMIC SURFACE	USES A VARIETY OF TOOLS	TRANSFERS EVEN, OPAQUE INK LAYER	CENTERS ON PAPER	TOTAL POINTS