



# 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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ArtsEdWashington.org  
programs@artsedwashington.org

## ART LESSONS IN THE CLASSROOM

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## PREVIOUS FUNDERS AND CREATORS

### Original Development

Susy Watts  
& Meredith  
Essex



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Pro Bono Graphic Design: Jill Schmidt  
Content Revision: Meredith Essex

## 2018 CURRICULUM CREDITS

**Graphic Design**  
**Photos**  
**Copy**  
**Arts Standards**  
**Spanish Translations**  
**Online Portal Support**

Dave Taylor, OkayBro!  
Peyton Beresini, Aline Moch, Abigail Alpern-Fisch  
Alyssa Hays, Aline Moch, Danielle Gahl  
Cheri Lloyd  
Aline Moch  
Seven DeBord, Kube Warner

## THANK YOU!



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programs@artsedwashington.org

## ART LESSONS IN THE CLASSROOM

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**ARTS EDUCATION FOR ALL**

# FOURTH GRADE LESSON ONE

## LINE CHARACTER

### Description Of Project:

*Teach in multiple sessions*

Students establish facial proportion, and then use line characteristics to vary basic facial drawing by associating line qualities with personality.

### Problem To Solve:

How can words and images reflect similar character attributes?

### Student Understanding:

Using line characteristics (tense, calm, erratic line) with descriptive language can reveal more about individual character attributes.

## LEARNING TARGETS AND ASSESMENT CRITERIA

### The Student:

LT: Makes a facial portrait.

AC: Draws their face with the eyes approximately  $\frac{1}{2}$  way down the face, bottom of the nose  $\frac{1}{2}$  way between the eyes and chin line, and the lower edge of the bottom lip  $\frac{1}{2}$  way between the bottom of the nose and chin line.

LT: Develops a character with words.

AC: Uses descriptive language.

LT: Develops a character with line.

AC: Uses line characterization (tense, calm, etc.) to describe character attributes.

LT: Creates a range of line marks with tools.

AC: Uses lines that vary in thickness, direction, and intensity.

## EVIDENCE OF LEARNING

### Art: Portrait

eyes approximately half way down the face

bottom of nose approximately half way between the eyes and chin line

lower edge of the bottom lip half way between the bottom of the nose and the chin line

uses descriptive language

uses line characterization (tense, calm)

uses thick/thin, direction, and intensity with line

### VOCABULARY

- characterization
- line quality
- portrait
- proportion
- nib
- quill

### RESOURCES

*Franz von Stuck,*

*Saharet, Frye;*

*Henry Raschen, Old*

*Man with Locket, Frye;*

*Honore Daumier,*

*Crispin and Scapin*

### ART MATERIALS

- sketchbook,
- 2B graphite pencil,
- India ink pens with drawing nibs, reeds, quills, sticks, found objects,
- (alt: diverse black pens-ballpoint, calligraphy, thin/thick),
- 9x12" 60# white sulfite drawing paper

## FOURTH GRADE LESSON ONE // LINE CHARACTER

## INSTRUCTIONAL STRATEGIES

## TEACHER

## STUDENT

Ask students to observe each other. Demonstrate creating facial proportion.

**Prompts:** Let's all lift our hair back to be sure we can see our foreheads. Now, in relation to the top of the head, when you draw a face it can be divided into fractions to place the eyes, the nose, and the mouth. Where are her eyes? I'm going to divide the shape of the face into one-half. Her eyes are halfway down her face. I'm going to divide the space between the eyes and the chin in one-half. The bottom of her nose is halfway between her eyes and chin. I'm going to divide the space between the nose and chin in one-half again. Her bottom lip is halfway between the bottom of her nose and the bottom of her chin.

Creates a basic facial proportion drawing with light, whisper lines.

Introduce *Saharet* by Franz von Stuck and *Old Man with Locket* by Henry Raschen and/or Honore Daumier's *Crispin and Scapin*

**Prompts:** What can you tell about the characters? What are they like? What types of lines did the artist use for eyebrows? Nose? Mouth? For hairline? How did the artist show that the character has distinct attributes? Compare characters in paintings.

Analyzes and responds to art and characterization within arts.

Demonstrate selecting a character from current literary resources and ask students to brainstorm, using descriptive language, character attributes associated with that person using that text as a reference.

**Prompts:** I'm thinking of a character who is harsh, explosive, and scruffy. Now it's your turn to select a character. Quote a passage from the literature that describes the character.

Brainstorms, identifies character, writes three descriptive words for character.

Introduce India ink and drawing tools. (Alternative: diverse black pens: calligraphy, thin/thick ball point, brush).

**Prompts:** Different tools make different kinds of lines. Experiment with the range of tools provided and make sketchbook notes by drawing a variety of types of marks. Note the tools that made those marks. Use a big stick; use a little stick. Use a feather quill; use a drawing nib. India ink is ideal because it makes a dark, intense line quality. As the ink dries up on the tool or stretches out on the paper, the mark-making quality changes.

Experiments with mark making tools.

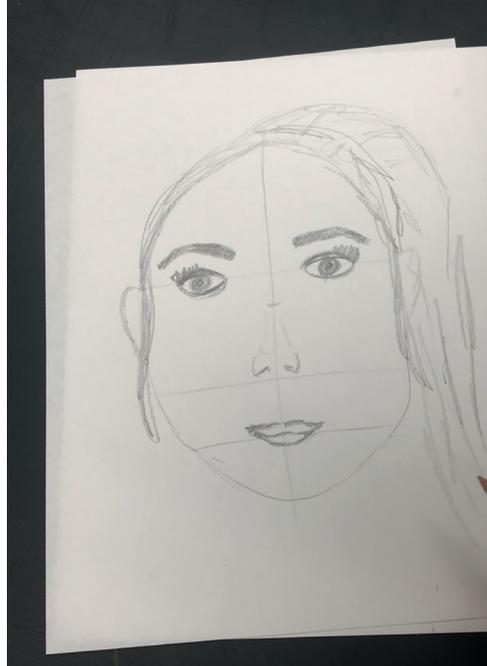
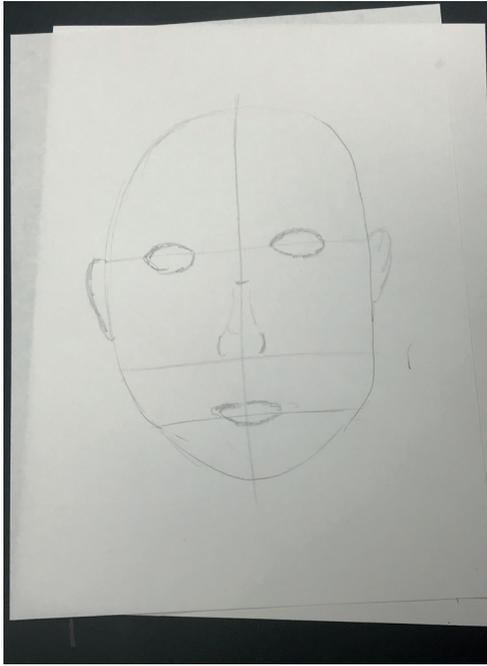
Demonstrate selecting a tool(s) for marks that best associate line with character.

**Prompts:** I'm looking at my basic facial drawing and wondering what lines I will change or draw over to emphasize these character attributes. I think I will use lots of thick lines going in different directions for his eyebrows. Which tool can best help me do that? Now on to other parts of the face.

Selects tools and line qualities to match descriptive language identified for character.

## FOURTH GRADE LESSON ONE // LINE CHARACTER

## SKILLS AND TECHNIQUES



Makes basic facial proportions and add facial attributes with line characteristics.

## ART STUDIO TIP

**Drawing Tools:** Almost anything with a point or an edge can be used as a drawing tool. Some found tools make specific types of line and can be selected for creating those effects. Other tools need developed control to create a wide variety of lines. ring.

**Focusing on Line in Art:** Using strictly black and white in making art sets one art element apart from the rest and allows the students to focus on line quality and that alone.

## LESSON EXPANSION

Students invent a character and use words and images to describe their character.

## EVERYDAY CONNECTIONS

recognize character in media.

## LEARNING STANDARDS

**Visual Art**

- 1.1.a Brainstorm multiple approaches to a creative art or design problem.
- 2.1.a Explore and invent art-making techniques and approaches.
- 2.2.a Document, describe and represent regional constructed environments.
- 3.a Revise artwork in progress on the basis of insights gained through peer discussion.
- 7.2.a Analyze components in visual imagery that convey messages.

**Common Core Math**

- 4.NF.B.3.a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

**Common Core ELA**

- 4.RL.3 Describe in depth a character, setting, or event in a story or a drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions).

