

GRADE 9 ART (Art Foundations)
UNIT #1: Visual Elements: Line (Chapter 4)

Lesson 4

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	ART PROJECT	Expressive Line Drawings	
	BIG IDEA	The element of line can express feelings and ideas.	
	ESSENTIAL QUESTION (S)	How do artists express feelings through line?	
	MATERIALS MEDIA SUGGESTED RESOURCES	White paper, black ballpoint pens, pencils, pen and black ink, black felt tip pens, pointed brushes Textbook: <i>The Visual Experience</i> chapter 4	
1	Student Objectives (SWBAT):	Instructional Objective (Curriculum Guide): 1. Demonstrate the varieties of line. SOLS: Production: AI.3: experiment with line Criticism: AI.24: describe criteria affecting line quality History: AI.15: identify line's influence to meaning/expression Aesthetics: AI.30: describe aesthetic properties of line	Enabling Objectives (steps of the obj.: TS) E1.1: Define abstract line. E1.2: Discuss feelings in line. E1.3: Define line shape. E1.4: Define line movement. E1.5: Define line direction.
2	Anticipatory Set	Ask students how they are feeling: people wear their feelings on their faces and in their body language. Mirror drawings of facial gestures with non-permanent markers, quickly transferred to paper.	
3	Instruction	Instructional Activities (LS): E1.1-5: read pp 32-35 and complete the study questions. E1.1-2: Page 39 #c: Match the words to the scribble drawings. E1.1-5: Draw your own sketches.	Activity Procedure: 1. Refer to the list of words on p36 and select 3 (or think of your own). 2. Divide the paper into 4 sections and write the words randomly in 1 of the sections. 3. Select your drawing media and draw a line sketch in each of the sections. 4. Each drawing should describe the feeling of the words (1 drawing per word).
4	Closure	Could classmates match your drawings to the proper words?	
5	Independent Practice	Short essay: Are some drawing tools more effective than others for making lines that communicate certain ideas? Describe your process and the results.	
6	Evaluation and Assessment	Question and Answer, Monitor and Mentor, Scan, reading guide, 3 words, 3 drawings: 1 per section, 1 per word.	
7	Follow-Up	Draw a classmate using the same media. Express a mood: happy, reflective, agitated, etc	
8	Critique/Reflection	What could be improved? What worked well?	
	CORRELATIONS		
	VOCABULARY	abstract line, line shape, line movement, line direction	