

Elk Grove Unified School District
Visual and Performing Arts Resources
Art

Grade One: Lesson 1

Title: Line

Standards Addressed

Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

- 1.1 Describe and replicate repeated patterns in nature, in the environment, and in works of art.
- 1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape, and texture.

Aesthetic Valuing

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

- 4.1 Talk about their own artwork and the work of classmates, focusing on selected elements of art (e.g., shape, texture, line, color).

Time: 40 minutes (two 20 minute sessions on different days)

Floor Plan: Regular classroom setting.

Materials Needed for the Lesson:

- Shells
- Egg carton
- Lined paper
- Polka dot or checkered fabric
- Things with patterns
- A transparency of *Children at Play*, by Jacob Lawrence

Materials Needed for the Art Project:

- Thick string
- Scissors
- Cardboard (or thick paper approximately 4 x 4 inches)
- Paint brush
- White paper
- Newspaper
- Glue
- Tempera paints or markers

Purpose:

- To create a pattern-based piece of artwork.
- To describe patterns and shapes.

Background:

Review kindergarten terminology: line, color, shape/form, and texture.

Key Questions:

Can we find patterns occurring in nature and man-made objects?

Vocabulary:

- * *Pattern*—anything repeated in a predictable combination.
- * *Shape*—A two-dimensional area or plane that may be open or closed, free-form or geometric. It can be found in nature or is made by humans.
- * *Relief*—a raised surface.

<u>Steps of the Lesson</u>	<u>Thoughts for the Teacher</u>
<p>1 Set up purpose/goals Say to the students, “Today you’re are going to be detectives!”</p>	<p>How are you making your purpose clear to the students? By sharing and making objects that have patterns.</p>
<p>2 Engage students</p> <ul style="list-style-type: none"> ▪ Cover your collection of 8-10 shells, egg carton, and anything else that is patterned, such as a sheet of lined paper, polka dot or checkered fabric, etc. and place it in front of your students. ▪ “When I uncover my collection of objects, I want you to study them and determine what they all have in common.” 	<p>How can I effectively get the students interested in the content of the lesson? The students will observe a collection of objects to find a common thread in a fun and interesting way.</p>
<p>3 Learning Sequence</p> <ul style="list-style-type: none"> ▪ Uncover and give the students several seconds for study. ▪ Allow the students to share their observations with the class and gradually direct the discussion to patterns. Tell the students that a pattern is anything repeated in a predictable combination. ▪ Direct the discussion so that students begin to see the difference between a natural pattern (as in the natural shell) and in a man-made pattern (the egg carton, lines on paper, etc.) ▪ “Now you will be detectives! Look around the room and find patterns. They can be natural or man-made.” If this line of discussion goes unengaged, point out the ceiling tiles, windowpanes, and anything else in the room that has a pattern. ▪ Allow the students to share with the class any patterns they have found, and have the class determine whether each pattern is natural or man-made (e.g., leaves, snail shells). 	<p>What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present? Patterns occur in nature and man-made objects. They are all around you.</p>

<p>3 Learning Sequence (con't)</p> <p>Art Project (<i>Teacher must model how to do the stamping and how to make patterns.</i>)</p> <ul style="list-style-type: none"> ▪ “Today you are going to make a pattern art project. You will use string to create a design made of simple lines, shapes, and colors. You will glue string onto a piece of cardboard to form a relief or raised surface. Then you will paint the pattern and use it to print.” ▪ Have the students experiment with a piece of string until they find a pattern they like. ▪ Draw that pattern on the piece of cardboard. Place the beads of glue on the pattern and place the string over the pattern they created. ▪ Allow glue to dry overnight. ▪ The students will choose a color and paint the string. Turn it over and press gently. ▪ Have the students practice printing until they have learned to make a clean and clear print. You may use scratch paper or newspaper. ▪ Once they feel confident, hand out a clean piece of paper and have them create their pattern going from edge to edge and top to bottom. 	
<p>4 Assessment</p> <p>Assess the students’ understanding of pattern, including natural and man-made, through class discussion. Have the students decide if their pattern is man-made or found in nature.</p>	<p>How will you allow your students to deepen their understanding of content presented? (Reflect, revise, retell, refine, practice)</p> <p>If you can secure a copy of Jacob Lawrence’s <i>Children at Play</i>, have the students study the painting and discuss the patterns they see in it (e.g., the sidewalk lines, the walls, the children at play). Have the students tell you which patterns are man-made and which are natural. You may also use any painting with man-made or natural patterns. The students can retell the process and the source of their inspiration.</p>

Considerations:

- You may want to do the creating and gluing of the string pattern on one day and the printing on another to allow time for drying.