

Elk Grove Unified School District
Visual and Performing Arts Resources
Art

Grade Two: Lesson 1

Title: Leafy Lines

(This lesson is best done in the fall when fallen leaves are available.)

Standards Addressed

Artistic Perception

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

- 1.1 Perceive and describe repetition and balance in nature, in the environment, and in works of art.
- 1.3 Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape, texture, and space.

Creative Expression

Creating, Performing, and Participating in the Visual Arts

- 2.5 Use symmetry (bilateral or radial) to create visual balance.

Aesthetic Valuing

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

- 4.4 Use appropriate vocabulary of art to describe the successful use of an element of art in an artwork.

Connections, Relationships, Applications

Connecting and Applying What is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

- 5.1 Use placement, overlapping, and size differences to show opposites (e.g., up/down, in/out, over/under, together/apart, fast/slow, stop/go).

Time: 45-60 minutes

Floor Plan: Regular classroom setting.

Materials Needed:

- Leaves (collected by students or teacher)
- Construction paper
- Crayons
- Watercolors

Purpose:

- To create artwork using lines and shapes.
- To recognize lines and shapes in nature.

Background:

The students will need to have at least a minimal understanding that there are elements in art. You might want to remind them of all the elements of art (line, color, shape/form, texture, and space).

Key Questions:

How are lines and shapes used in nature, and specifically in leaves?

<u>Steps of the Lesson</u>	<u>Thoughts for the Teacher</u>
<p>1 Set up purpose/goals Today we are going to create lines found in nature.</p>	<p>How are you making your purpose clear to the students? Through the use of leaves.</p>
<p>2 Engage students Show the students a variety of leaves using transparencies or real leaves.</p>	<p>How can I effectively get the students interested in the content of the lesson? Guide the students in discovering the elements of art in leaves (shape, color, line).</p>
<p>3 Learning Sequence</p> <ul style="list-style-type: none"> ▪ Have the students collect a variety of leaves in different shapes and sizes. (Have some of your own for those who forget.) ▪ Have the students take out their leaves and discuss the variety of leaves that were found, emphasizing differences in sizes and shapes and color. Where are the veins thicker? ▪ Arrange the leaves in an interesting way on the paper. ▪ Using that arrangement as a model, have the students draw the leaves on another piece of paper. The leaves' edges and veins must be drawn with a heavier line. Have the students draw with crayon and fill in with watercolor. 	<p>What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present?</p> <ul style="list-style-type: none"> ▪ Elements of art are found in nature. ▪ Elements of art, such as line and shape are used to create artwork.
<p>4 Assessment Does the student work reflect the use of lines in nature accurately?</p>	<p>How will you allow your students to deepen their understanding of content presented? (Reflect, revise, retell, refine, practice) The students will describe to the class or in small groups, how they used lines and shapes in their artwork to reflect lines in nature.</p>