Lines in art

Subject	Age level	Time
Arts	9 – 10 years old	50-55 min

Teaching and learning aims
At the end of the lesson pupils will be able to:
- ***Creative Exploration:***
  - *Develop students' understanding of the diverseuse of lines in art.*
  - *Stimulate artistic expression through creativeexploration of various line techniques.*
- ***Practical Experience:***
  - *Familiarize students with different types of linesand their applications in a practical and entertaining way.*
  - *Foster experimentation and play in the creativeprocess of using lines in art.*
- ***Collaboration and Communication:***
  - *Facilitate communication and collaborationamong students as they explore and share techniques using lines.*
  - *Develop verbal expression skills and teamworkthrough collaborative art activities.*

Equipment and material
- **Quality Drawing Paper:**
  - Provides a suitable surface for experimenting withdifferent line techniques.
- **Various Drawing Tools:**
  - Colored pencils, markers, and crayons forexploring different line types and styles

- **Images of Artworks:**
  - Visual resources showcasing diverse artworksutilizing lines for inspiration

Teacher resources: on this page you can learn about themain characteristics of lines in art and get to know this aspect a little better before conducting the session withyour students. Link: The Visual Elements - Line (artyfactory.com)

- **Decorative Work Surfaces or Boards:**
  - To create an inspiring and comfortableenvironment.

Learning outcomes (4 Cs)

Content
- Line Techniques Mastery: Students will demonstrate proficiency in various line techniques, including straight lines, curved lines, zigzag lines, dotted lines, overlap, and parallel lines.
- Artistic Vocabulary: Students will expand their artistic vocabulary, recognizing and using terms related to line techniques

Cognition
- Creative Thinking: Students will employ creative thinking skills to experiment with diverse line techniques, fostering imaginative expression
- Narrative Understanding: Through line-based storytelling, students will enhance their cognitive skills in creating visual narratives.

Culture
- Cultural Appreciation: Students will appreciate and integrate diverse cultural influences into their collaborative artwork, recognizing the significance of different line styles.
- Global Perspective: By exploring images of diverse artworks, students will develop a global perspective on how lines are used in various cultural contexts.

Communication
Language Function:

- Students will use descriptive language to explain their creative choices, discuss the cultural significance of drawings, and communicate effectively within their teams

Vocabulary:

- Students will expand their vocabulary related to line techniques, cultural art, and creative expression

Verbs:

- Students will actively participate, experiment, create, collaborate, discuss, showcase, and narrate

Language structure:

- Students will employ varied language structures to describe their creative process, express preferences, engage in meaningful discussions, and narrate visual stories

Activities
Step 1: **Introduction to Lines in Art (15 minutes):**

- **Teacher's Explanation:**

  - "Today, we will explore the fascinating world of lines in art. Let's discover the power of lines to convey emotions and create visual interest!"

- **Activity: Drawing Expressive Lines**

  - Students practice different types of lines to understand their visual impact and emotional expression.

❖ As a resource for this activity, you can give them one of the three "line" sheets that have been enclosed in the materials needed. With this, they can practice and decide which line they like the most.

- **Detailed Techniques:**

  - Straight Lines: Understanding the stability and structure they provide.
    Curved Lines: Exploring the fluidity and dynamism they bring to art.

Step 2: **Creating Art with Lines (15 minutes):**

- **Teacher's Explanation:**

  - "Now, let's create art using various line techniques. Unleash your creativity and experiment with different line styles!"

- **Activity: Drawing Scenes with Diverse Line Styles**

  - Students create drawings incorporating different line types to represent scenes or emotions.

- **Detailed Techniques:**

  - Zigzag Lines: Expressing energy and movement.

  - Dotted *Lines:* Creating texture and patterns.

Step 3: **Collaborative Team Artwork (10 minutes):**

- **Teacher's Explanation:**

  - "Let's work together to create a collaborative artwork using lines. Each of you contributes to our collective masterpiece!"

- **Activity: Collaborative Line Artwork**

  - Students collaborate in teams to create a large artwork using various line techniques.

- **Detailed Techniques:**

- ▪ Overlap and Intersect: Experimenting with overlapping lines to create depth.

- ▪ Parallel Lines: Understanding the visual impact of parallel lines in art.

Step 4: **Creative Storytelling with Lines (10 minutes):**

- - **Teacher's Explanation:**

  - ▪ "Let's tell a story using only lines! Your lines will represent characters, actions, and emotions in a unique way."

- - **Activity: Line-Based Storytelling**

  - ▪ Students use lines to create a visual story on paper, emphasizing different line styles to convey narrative elements.

- - **Detailed Techniques:**

  - ▪ Squiggly Lines: Representing excitement or chaos.

  - ▪ Horizontal *Lines:* Conveying calm or stability.

Step 5: *Gallery and Final Talk (5 minutes):*

- - *Teacher's Explanation:*

  - ▪ *"It's time to showcase our creative line artworks and stories! Share your inspirations and discoveries with your classmates."*

- - *Activity: Exhibition and Final Talk*

  - ▪ *Students exhibit their artworks and engage in a final talk about their learnings and experiences*

Evaluation
1. Formative Assessment:
- - **Observation during Activities:**
    - ▪ *Criteria:* Creativity, engagement, and adherence to given instructions during line-based activities.
    - ▪ *Feedback:* Continuous feedback provided during activities to guide students in refining their line techniques and encouraging creative exploration.
- - **Collaborative Team Artwork:**
    - ▪ *Criteria:* Effective collaboration, contribution to the collective artwork, and integration of diverse line styles.
    - ▪ *Feedback:* Individual and team feedback on the overall harmony of the collaborative artwork and contributions from each student.
- - **Storytelling Activity:**
    - ▪ *Criteria:* Effective use of lines to convey narrative elements, creativity in storytelling, and adherence to the narrative structure.

- *Feedback:* Guidance on storytelling techniques and individual feedback on creativity in line-basedstorytelling.

Summative Assessment:
- **Individual Line Artwork:**
    - *Criteria:* Mastery of different line techniques,creativity, and personalization.
    - *Scoring:* Rubric-based assessment considering thediversity and proficiency of line techniques used.
- **Collaborative Team Artwork Presentation:**
    - *Criteria:* Presentation quality, integration ofdiverse line styles, and collaborative effort.
    - *Scoring:* Rubric-based assessment considering theoverall visual impact and collaborative dynamics.
- **Line-Based Storytelling Presentation:**
    - *Criteria:* Presentation quality, effectiveness in conveying narrative elements through lines, andcreativity.
    - *Scoring:* Rubric-based assessment focusing onstorytelling skills and visual narrative impact.

3. Self-Reflection and Peer Evaluation:
- **Self-Reflection:**
    - *Activity:* Post-activity self-reflection on personalgrowth, challenges faced, and lessons learned.
    - *Purpose:* Encourages students to reflect on theirartistic journey and set personal goals for improvement.
- **Peer Evaluation (Collaborative Artwork and Storytelling):**
    - *Activity:* Peer assessment focusing on collaboration, creativity, and individualcontributions.
    - *Purpose:* Promotes accountability within the teamand fosters communication skills.

        4. Continuous Engagement:
        - **Class Participation:**
    - *Criteria:* Active participation in discussions, enthusiasm, and constructive engagement duringthe entire sequence.
    - *Recognition:* Ongoing acknowledgment ofstudents' contributions to a positive and collaborative learning environment.

5. Additional Considerations:
- **Creativity Journal:**
    - *Activity:* Keeping a creativity journal where students document their artistic journey, challenges faced, and new techniques learned.
    - *Purpose:* Encourages reflective practice andprovides additional insights into individual growth.
- **Culminating Discussion:**

    - *Activity:* A concluding discussion where studentsshare their experiences, discuss challenges overcome, and express what they enjoyed most.
    - *Purpose:* Allows for holistic assessment and celebrates individual and collective achievements