

Supplies

Day 1

- 9"x12" heavy, white drawing paper (1 piece per student)
- Pencil (1 per student)
- Fine tip, black, permanent marker (1 per student)
- Crayons, variety of colors (1 pack per student)

Day 2

- Watercolor pan set (1 per student)
- Medium sized paint brush (1 per student)
- Water cup (1 per student)
- Paper towel (1 per student)

Day 3

- Worksheet 1, see page 6 (1 copy per student)
- 9"x12" heavy, white drawing paper (1 piece per student)
- Pencil (1 per student)
- Fine tip, black, permanent marker (1 per student)
- Eraser (1 per student)

Day 4

- Crayons, variety of colors (1 pack per student)
- Scissors (1 per student)
- Bottled school glue (1 bottle per student)

National Standards

Grade 1

Creating

VA:Cr1.2.1a Use observation and investigation in preparation for making a work of art.

VA:Cr2.1.1 Explore uses of materials and tools to create works of art or design.

VA:Cr3.1.1 Use art vocabulary to describe choices while creating art.

Responding

VA:Re7.1.1 Select and describe works of art that illustrate daily life and experiences of one's self and others.

Grade 2

Creating

VA:Cr1.2.2 Make art or design with various materials and tools to explore personal interests, questions and curiosity.

VA:Cr2.1.2 Experiment with various materials and tools to explore personal interests in a work of art or design.

Responding

VA:Re7.1.2 Perceive and describe aesthetic characteristics of one's natural world and constructed environments.

Connecting

VA:Cn10.1.2 Create works of art about events in home, school, or community life.

Lesson Introduction

Day 1

- *Today we are going to talk about something that we can see in almost every piece of art. It is called **line**. A line is made every time we drag our pencil tip across the paper. Draw a line on the board to demonstrate. A line has a start and a finish. Artists use many different kinds of lines in their art work and have many different tools to make lines. Some artists use pencils, pens, or paintbrushes to make lines. Others use tools to scratch lines into their work.*
- *We can use many different words to describe lines. Draw lines on the board and have students describe each type of line— **straight, curved, long, short, thick, thin, wavy, jagged, broken**. Today we will practice making different kinds of lines. Once we are good at making different kinds of lines we can use lines to make pictures.*

Day 3

- *Today we are going to look at how artists use lines to make pictures. Show the students the poster of *One of the Family*, by Frederick George Cotman. *This is a painting by an artist named Frederick George Cotman. Cotman lived in England over 100 years ago. He loved to paint pictures of people in his village.**
- *Can you tell what is happening in this painting? What are the people doing? Eating a meal. Who do you think the people are? A family. What else do you see in the painting? Food, a dog, a horse. Is this what it looks like at meal time at your house? What is the same, what is different? Why do you think this painting is called *One of the Family*? The horse and the dog are pets and the family loves them so much they are feeding them at their dinner table too! Do you have any pets at your house? The horse in this painting is called the **point of interest** because it is the biggest thing in the paintings and it is what you notice first in the painting.*
- *Do you think a painting like this would be hard to paint? Why? Today we are going to learn how artists begin to make plans for paintings like this. They use lines to draw with. When an artist looks at something he or she wants to draw they try to figure out what kind of lines they need to use to draw that thing. Let's look at what kind of lines Frederick George Cotman had to use to begin drawing what he saw.*
- *Point out the window in the background of the painting. What kind of lines did he use to draw the window? Straight lines. First, he probably drew the outline of the window with straight lines. Trace your finger over the outline of the window. Then draw it one the board. An **outline** of something is the line that goes around the outside edge of something. An artist draws the outline first, then they look at the details inside. What kind of lines did Cotman use on the inside of the window? Straight, thin lines. Draw the grid lines inside the window. See? Now we have a window like the one in the painting!*
- *Next, have the students look at the pitcher in the foreground of the painting. Cotman had to use different kinds of lines to draw the outline of the pitcher. Where do you see straight lines in the pitcher? On the neck. What other kinds of lines to you see? Curved lines. Where? On the top, the body and the handle. Trace of the outline of the pitcher in the painting with your finger. Draw the pitcher on the board have the students point out what kinds of lines you used.*
- *Today we are going to use lines to draw outlines of animals that could be our pets! We are going to practice drawing just like Frederick Cotman would have practiced to begin his painting.*
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Vocabulary

- Line
 - Straight, Curved
 - Long, Short
 - Thick, Thin
 - Wavy, Jagged
 - Broken
- Outline
- Point of Interest