

LESSON: WHOSE LINE IS IT ANYWAY?	CLASS: ART FOUNDATIONS	TIME NEEDED: 9 44-MINUTE CLASS PERIODS
ART HISTORICAL BACKGROUND: Line is the basic unit of almost any work of art. Line creates and defines objects. When considering composition, all skilled artists consider harmony, unity and balance in their overall designs. Artists employ a number of techniques to achieve a visually pleasing design through repetition, contrast and overall balance of elements.		
SUBJECT: Students will create their own layered drawings based on the lyrics or words of a song or poem. Students will practice rendering and creating various forms through the use of basic line drawing techniques. Students will layer and repeat these images to create interesting, dynamic compositions that contain visual harmony and unity.		
VOCABULARY: HARMONY REPETITION UNITY CONTRAST BALANCE		

EQUIPMENT:

Smart board and Power point

<http://www.youtube.com/watch?v=EXkfkPPpuY> CONTOUR LINE DRAWING

SUPPLIES:

Pencils

Newsprint

(Images and lyrics provided by students)

Drawing paper

Sharpies markers

Colored Pencils

OBJECTIVES:

Students will discuss various types of line and how to create them.

Students will review elements and principles of design and how to create balanced compositions employing unity, contrast and repetition.

Students will create a balanced, unified layered drawing based on the lyrics or words from a song or poem.

BENCHMARKS AND STANDARDS:

2PE Identify and describe the sources artists use for visual reference and to generate ideas for artworks.

6PR Identify visual literacy as a means to create images that are personally expressive.

2RE Identify assessment practices to manage, monitor and document their learning.

READING STANDARDS:

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and redefined by specific details; provide an objective summary of the text.

PROCEDURE:

DAY 1:

Students will view a Power point where they will look at images to review UNITY, REPETITION, OVERLAPPING, BALANCE and HARMONY.

Students will review the different types of line.

Students will be asked to identify these principles of design in other works of art.

Students will choose lyrics or words to a poem for the basis of their project.

Students may begin searching for images that relate to their lyrics of choice.

DAY 2:

Students will continue to collect images they wish to use.

They will create simple line drawings based on these images.

Students should sketch out a rough draft of their overall composition, considering the PRINCIPLES of DESIGN discussed.

DAY 3:

Students will review how to create HARMONY, UNITY and BALANCE in their compositions.

Students will be given newsprint to continue to plan and layout their designs.

DAY 4:

Students should have a completed design on newsprint.

Students will have informal, table discussions about their sketches. Students will check each other's work for a display of the PRINCIPLES of DESIGN discussed.

DAY 5:

Students should revise their sketches if necessary.

Students may begin to transfer their sketches to their final sheet of paper.

DAY 6:

Students will transfer their drawings to their final piece of paper.

Students will trace their lines with Sharpie markers.

DAY 7:

Students will be given a demonstration on how to apply colored pencil.

Students will choose a color scheme of 3-5 colors to fill in their drawings.

DAY 8 and beyond:

Students will continue to add colored pencil to their designs.

LEARNER OUTCOMES:

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Students will create a balanced, unified layered drawing based on the lyrics or words from a song or poem.