

## Lesson Plan 5: Line and Shape Review

Art, Esparto High School

Monday, December 18, 2006 (Day One of 3-day Review for Final Project)

### **OBJECTIVES**

Three-day review of the elements of art: *line, shape, form, value, color* and *texture*. Also to be reviewed is the notion of composition and the design principle of *contrast*. This review will be followed by the final exam day in which students will do a split drawing demonstrating their knowledge of all of these concepts. This first lesson will include the elements of *line* and *shape*.

Goals for day one:

1. Every student will be able to demonstrate an understanding of *line*.
2. Every student will be able to demonstrate an understanding of *shape*.
3. Every student will create a composition which is a creative arrangement of *line* and *shape*.

### **STANDARDS**

California Standards for Visual Arts, Grades 9-12 [Proficient]:

- 1.1 Artistic Perception: Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
- 2.1 Creative Expression: Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

### **ANTICIPATORY SET**

1. Instructor will begin by asking students what *line* means and what *shape* means.
2. Instructor tells the students that today they will play a drawing game using line and shape.

### **TEACHING**

#### **Input**

1. Instructor then displays three posters. One shows images of the following types of lines: vertical, horizontal, slant, curve, wavy, zigzag, and curlicue. The second shows types of geometric shapes: circle, oval, square, rectangle, triangle, trapezoid, parallelogram, pentagon, hexagon, and octagon. The third shows a variety of organic shapes, some recognizable

- (such as a banana shape,) and some not. Each of these items is given a name which is written clearly under it.
2. Instructor describes the rules of the game:
    - a. Each student begins with a pencil or pen and a sheet of paper.
    - b. Each student is to create a scene or abstract composition.
    - c. Each student is given a turn to call out any shape or line they want.
    - d. All the class must use that shape or line in their drawing. If someone calls out a line or shape a student had not planned to use in the art, they have to figure out some way to use it anyway.
    - e. Students have 30 seconds to include the line or shape before the next one is called.
    - f. If there is time after the game, color the resulting picture.

### **Modeling**

Instructor will demonstrate briefly on the white board, about three or four turns.

### **Check for Understanding**

Instructor will ask if there are any questions.

### **GUIDED PRACTICE/MONITORING**

Instructor will call on each student to take his/her turn, giving time in between for students to add the new line or shape in their drawing (30 seconds.)

Instructor will circulate around the room to verify that students understand the assignment, and to answer any questions.

### **CLOSURE**

Students write their name on the back of the paper, along with a score from one to four of how well they think their resulting drawing turned out. Students are welcome to circulate around the room after the game to view the work of others. Students turn in their drawings at the very end of class.

### **INDEPENDENT PRACTICE**

Assigned independent practice is not appropriate for this lesson which requires a specific environment and set of materials. Students will be encouraged to try these techniques at home, however, if they have the materials available to them.

### **ASSESSMENT**

Each student is to write on the back of their drawing how well they think their drawing turned out, on a scale from one to four.