

## Unit 3: Line

**Unit #:** APSDO-00114405  
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**Grade(s):** 9, 10, 11, 12  
**Subject(s):** Visual Arts  
**Course(s):** SCULPTURE

### Unit Focus

This unit will introduce students to the concept that the lines they are familiar with from 2-dimensional drawing can also be used as a 3-dimensional design element that can extend into space. Line quality, weight, variations, and use of negative space will be used in the creation of expressive works. Lines will be the subject in the study of works which portray a sense of movement or containment of volume without mass. Assessments will be completed through class critiques, project rubrics, written self evaluations, sketchbook progress, and in class observations of progress. Primary instructional materials include, but are not limited to, visual resources, sketchbooks, writing implements, glue sticks, paper, wire of various weights, pliers and wire cutters, wire jigs, work gloves, paper, accent items (beads, found objects, etc.), and wood blocks.

### Stage 1: Desired Results

Established Goals	Transfer	
<b>Standards</b> <ul style="list-style-type: none"> <li>Connecticut Goals and Standards <ul style="list-style-type: none"> <li>Visual Arts: PK-12 <ul style="list-style-type: none"> <li>CREATING <ul style="list-style-type: none"> <li>Generate and conceptualize artistic ideas and work. (ART.CREA.01 PK-12)</li> <li>Organize and develop artistic ideas and work. (ART.CREA.02 PK-12)</li> <li>Refine and complete artistic work. (ART.CREA.03 PK-12)</li> </ul> </li> <li>PRESENTING <ul style="list-style-type: none"> <li>Develop and refine artistic techniques and work for presentation. (ART.PRES.02 PK-12)</li> <li>Convey meaning through the presentation of artistic work. (ART.PRES.03 PK-12)</li> </ul> </li> <li>RESPONDING <ul style="list-style-type: none"> <li>Interpret intent and meaning in artistic work. (ART.RESP.02 PK-12)</li> <li>Apply criteria to evaluate artistic work. (ART.RESP.03 PK-12)</li> </ul> </li> <li>CONNECTING <ul style="list-style-type: none"> <li>Synthesize and relate knowledge and personal experiences to make art. (ART.CONN.01 PK-12)</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i>	
	T1 (T101) Experiment with diverse materials, tools, techniques, and concepts in order to grow one's capacity as an artist. T2 (T102) Provide specific, actionable feedback to another artist during the creative process. T3 (T103) Analyze a piece of artwork according to the elements and principles of design. T4 (T100) Work through a creative process to make art that communicates meaning and/or achieves a desired result.	
	Meaning	
	Understanding(s)	Essential Question(s)

	<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 (U100) Artists plan, problem solve, and revise ideas throughout the creative process.</p> <p>U2 (U101) Artists effectively communicate by using the elements and principles of design.</p> <p>U3 (U105) The materials and techniques you use and the way you use them affect the craftsmanship/quality of your work.</p> <p>U4 (U106) Growing artistic capacity requires exploration, invention, and openness to new ideas.</p> <p>U5 (U109) Artists develop and build upon specific skills and application of media processes.</p> <p>U6 (U300) Feedback is effective when specific suggestions are shared in order to help the artist achieve a desired result.</p> <p>U7 (U400) Effective analysis of artwork uses the elements and principles of design with appropriate art terminology.</p> <p>U8 (U104) Artists improve through exploration and experimentation with materials, tools, techniques, and concepts.</p>	<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 (Q100) Where do I find inspiration to create art? How do I choose an idea?</p> <p>Q2 (Q403) How do I turn my ideas, experiences, and feelings into art?</p> <p>Q3 (Q104) How do I use materials, tools, techniques, and concepts to express my ideas?</p> <p>Q4 (Q300) How do I use what I know to evaluate a work in progress? What ideas can I suggest to make it better? How do I share that in a helpful way?</p> <p>Q5 (Q102) How and when do I step back/evaluate my work to figure out what I need to do next?</p> <p>Q6 (Q401) How do I use art vocabulary and criteria to talk about a work of art?</p> <p>Q7 (Q200) Which pieces demonstrate my best work?</p>
<b>Acquisition</b>		
	<b>Knowledge</b>	<b>Skill(s)</b>
	<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <p>K1 Line worked as a 3-dimensional element can be varied in weight and form to be used as an effective means of expression</p> <p>K2 Line can be used as a means of containing and defining a 3-dimensional space</p> <p>K3 3-dimensional line can be used as contour to suggest specific objects</p> <p>K4 Wire forms can be analyzed and evaluated using many of the same design principles and elements as applied to 2-dimensional artworks</p>	<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Choosing and employing appropriate tools and techniques for wire forming</p> <p>S2 Using line as a 3-dimensional element in the expression of a specific idea</p> <p>S3 Employing effective wire attachment techniques to support their creation of artistic forms</p> <p>S4 Applying relevant vocabulary and art elements and principles in the evaluation of 3-dimensional wire work</p> <p>S5 Critiquing art using appropriate terminology and concepts (e.g., elements, principles) supported by clear explanations</p>