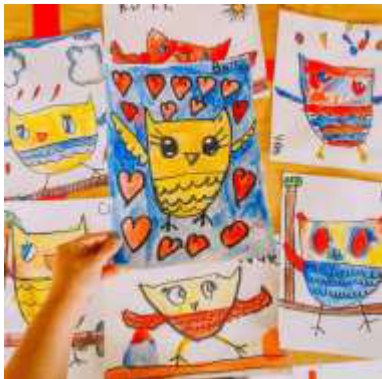



<b>Title: Line Project: Line Owls</b> Ms Ducksworth – September 9-13 September 16-20		<b>Kindergarten</b> <b>1<sup>st</sup> Grade</b>
<b>Grade &amp; Time</b> Kindergarten & 1 <sup>st</sup> Grade 2 class periods	<b>Teaching</b> The student will explore the types of lines and how to apply them to a drawing.	<b>Visuals/examples- Line Owls</b> 
<b>Learning Goals-</b> CCSS. Visual Arts. VA:Cr3.1.Ka Explain the process of making art while creating. VA: Cn10.1.K Synthesize and relate knowledge and personal experiences to make art: Understand characteristics of the Elements of Art: lines.	<b>Process- Day 1</b> DI: Teacher will continue to explain how artist use lines. Students will watch a reading of the book Little Hoot. GP: We will discuss how the illustrator used lines to create the main character.  IP: Students will use crayons to practice drawing lines. We practice drawing a type of line with a certain color and then do it on the paper in the form of an owl.	<b>Materials &amp; Planning</b> Drawing paper Crayons Color Pencils Black markers  <i>Book connection-</i> LITTLE HOOT by Amy Krouse Rosenthal and Jen Corace <a href="https://youtu.be/aSrB3TM0zPQ">https://youtu.be/aSrB3TM0zPQ</a>
<b>Essential Questions-</b> What are lines? How can I use lines to draw? What type of lines can I use to create an owl?	<b>Day 2</b> DI: Students will follow step-by-step directions. The teacher will demonstrate how to use markers to draw an owl using lines. The teacher will demonstrate how to color using crayons and color pencils neatly. IP: Students will complete an owl design.	<b>Overview &amp; Objectives</b> I can use lines to make a design.  I can use my observation, drawing, and coloring skills.  I can apply my knowledge of lines to create an owl design.
<b>Vocabulary-</b> Line Pattern Background Details Guided drawing	<b>Review &amp; assess-</b> What is the difference between coloring and drawing? What types of lines do you know? How can I use lines to draw an owl? →Can students identify lines?	

<b>Title: Line Project: Line Landscapes</b> Ms Ducksworth – September 9-13 September 16-20		<b>2<sup>nd</sup> Grade</b>
<b>Grade &amp; Time</b> 1st and 2 <sup>nd</sup> grade 2 class periods	<b>Teaching</b> The student will explore landscapes and how to create them.  Process <b>Day 1</b> The teacher will explain what a landscape is. Students will explore landscape art and what lines we see in landscapes.  GP: Students will watch the teacher demonstrate step-by-step instructions on drawing a landscape.  IP: Students will design a landscape work of art on a large [12x18] piece of paper. They will only draw the horizon line, sections of the field, and whatever is on top of the horizon line. Then add details.  <b>Day 2</b> Students will discuss each line in their landscape and then add more color and details to art work.  <b>Review &amp; assess-</b> Teacher examines the placement of horizon line and observe objects in the fore, middle, and backgrounds.	<b>Visuals/examples-</b>  <b>Materials &amp; Planning</b> 12x18 drawing paper Pencils Sharpies Color Pencils Markers
<b>Learning Goals-</b> CCSS. Visual Arts. VA: Re9.1.1 Classify art into categories, such as landscapes, cityscapes, seascapes, portraits, and still life. CCSS. Visual Arts. VA:Cr2.1.1a Explore uses of materials and tools to create works of art or design. Cn10.1.2 Synthesize and relate knowledge and personal experiences to make art: Understand characteristics of the Elements of Art: lines.		<b>Overview &amp; Objectives</b> I can use lines to make a design.  I can use my observation, drawing, and coloring skills.  I can apply my knowledge of lines to make a landscape design.
<b>Essential Questions-</b> What is a landscape? What type of lines can I use to create a landscape?  <b>Vocabulary-</b> Line Landscape Horizon Line Pattern Background Middle ground Foreground		

# Title: Line Project: Hand Art with Lines

Ms Ducksworth – September 9-13  
September 16-20

## 3rd & 4th Grade

### Grade & Time

3rd and 4th grade  
2 class periods

### Learning Goals-

CCSS. Visual Arts.

VA:Cr2.1.4a

Explore and invent art-making techniques and approaches.

Cn10.1.4

Synthesize and relate knowledge and personal experiences to make art:  
Understand characteristics of the Elements of Art: lines.

### Essential Questions-

How do I use the line element of art to make a picture pattern?

How can I use lines to make patterns?

### Vocabulary-

Line

Pattern

Repetition

Zentangle/ Zen Doodle

Contour

### Teaching

Students will create a work of art using the art of zentangle or Zen Doodle.

### Process-

#### Day 1

DI: Teacher will define a Zentangle/Zen doodle. Student will learn more about zentangles through examples and watch a video.

GP: The teacher and Students will draw a small example of patterns and how to use them in a zentangle.

IP: Students will contour a hand design and start filling in with zen doodles/patterns.

Day two- Students will complete filling the space in/around their hand and present to the class.

### Review & assess-

Rubric-

Student must include at least 5 types of lines or patterns.

Student must fill the entire space of the paper.

Students will complete a self-assessment

### Visuals/examples-



### Materials & Planning

9x12 white paper

Black markers

Black Pens

Black Color Pencils

Zentangle Video

<https://www.youtube.com/watch?v=w5jzsrF69FI>

PowerPoint Examples

### Overview & Objectives

I can use lines to make a design.

I can use lines to create a pattern.

I can apply my knowledge of lines to create a hand zentangle.

# Title: Line Project: Zentangles/ Zen Doodle

Ms Ducksworth – September 9-13  
September 16-20

## 5th Grade

### Grade & Time

5<sup>th</sup> grade  
2 class periods

### Learning Goals-

CCSS. Visual Arts.

VA:Cr1.1.6a

Combine concepts collaboratively to generate innovative ideas for creating art.

Cn10.1.6

Synthesize and relate knowledge and personal experiences to make art:  
Understand characteristics of the Elements of Art: lines.

### Essential Questions-

How do I use the line element of art to make a picture pattern?

How can I use lines to make patterns?

### Vocabulary-

Pattern  
Outline,  
Contour,  
Detail  
Zentangle/ Zen Doodle

### Teaching

Students will create a work of art using the art of zentangle or Zen Doodle.

### Process-

#### Day 1

DI: Teacher will define a Zentangle/Zen doodle. Student will learn more about zentangles through examples and watch a video.

GP: The teacher and Students will draw a small example of patterns and how to use them in a zentangle.

IP: Students will contour a plant/animal design and start filling in with zen doodles/patterns.

Day two- Students will complete filling the space in/around their plant/animal and present to the class.

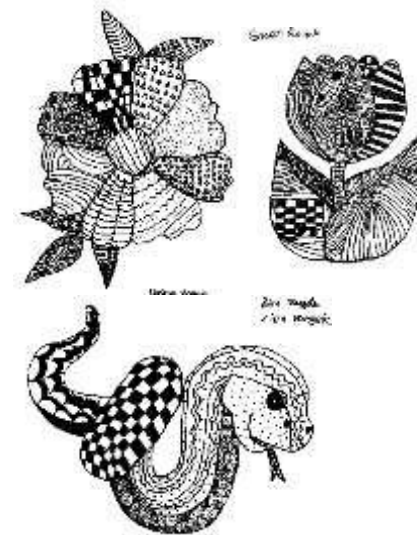
### Review & assess-

Rubric-

Student must include at least 10 types of lines or patterns.  
Student must fill the entire space of the paper.

Students will complete a self-assessment

### Visuals/examples-



### Materials & Planning

9x12 white paper  
Black markers  
Black Pens  
Black Color Pencils

Zentangle Video  
<https://www.youtube.com/watch?v=w5jzsrF69FI>

PowerPoint Examples

### Overview & Objectives

I can use lines to make a design.

I can use lines to create a pattern.

I can apply my knowledge of lines to create an animal/plant zentangle.

## Title: Pattern/Rhythm Project

Ms Ducksworth – September 9-13  
September 16-20

## 6<sup>th</sup> Grade

### Grade & Time

6<sup>th</sup> grade  
2 class periods

### Learning Goals-

CCSS. Visual Arts.

VA:Cr1.1.6a

Combine concepts collaboratively to generate innovative ideas for creating art.

Cn10.1.6

Synthesize and relate knowledge and personal experiences to make art:  
Understand the principles of design: pattern/rhythm & repetition.

### Essential Questions-

How do I use the line element of art to make a pattern?

How can I use patterns to create rhythm in a design?

### Vocabulary-

Pattern  
Outline  
Contour  
Detail  
Rhythm  
Repetition

### Teaching

Students will create a work of art using patterns that consists of both rhythm & repetition.

### Process-

#### Day 1

DI: Teacher will explain how patterns need to have rhythm and repetition when placed in a design. Student will learn more about patterns and rhythm through examples and watch a video.

GP: The teacher and Students will draw a small example of patterns and how to use them in harmony.

IP: Students will contour a the state of Mississippi. They will fill in the design with patterns that flow together and repeat.

Day two- Students will complete patterns inside their design and present to the class.

### Review & assess-

Rubric-

Student must include at least 10 types of lines or patterns.  
Student must fill the entire space of the paper.

Students will complete a self-assessment.

### Visuals/examples-



### Materials & Planning

9x12 white paper  
Black markers  
Black Pens  
Black Color Pencils

### PowerPoint Examples

Repetition and Patterns

<https://www.youtube.com/watch?v=QzsCuLquTno>

Rhythm

<https://www.youtube.com/watch?v=XCy6G-ZnR30>

### Overview & Objectives

I can use lines to make a pattern.

I can use my observation, drawing, and coloring skills.

I can apply my knowledge of patterns to create a design that has rhythm.

What is zentangle?

Zen= relaxing and calm

Tangle= the tangle of lines and patterns that fill the paper

Zentangle is a type of doodling used as a way to calm the mind. In zentangle if you make a mistake it doesn't matter, you turn it into something new.

What is a pattern?

A pattern is a design in which lines, shapes, forms or colours are repeated.