**Shape and Line Art Lesson**

**Grade Level:** 5th Grade

**Subject Area:** Visual Art

**Materials Needed:** • white board with markers or smart board, document camera, white cardstock paper, Scrap paper, Scissors, Pencil, fine tip markers

**Standards:**

* 8.1.2 Understand how different techniques\* are used to create\* visual art.
  + drawing techniques (e.g., gesture\*, contour, cross hatch, value\* shading, line variation, perspective, composition)
* 8.1.6 Students employ a variety of visual structures\* (e.g. line, shape, texture, color, value, form, contrast, repetition, emphasis, movement, rhythm)

**Objectives:**

* Students will recognize differences in organic, geometric, and implied shapes.
* Students will compare and contrast various types of lines.
* Student will create an art piece utilizing various shapes and lines.
* **Cognitive Level in Bloom’s Taxonomy:** knowledge, analysis, create

**Learning Activities:**

* Opening Element: INQUIRY
* I need a volunteer to come up and draw me a line.
  + *Student approaches white board or smart board and draws a line.*
* Somebody come up and draw me another type of line.
  + *Second student repeats process.*
* Let’s talk about these lines. What do they have in common? How are they different?
  + *Students supply a variety of answers.*
* What about a line like this?
  + *Teacher supplies alternative examples.*
* As you can see, there are many types of lines: jagged, curvy, straight, spiral—the list could go on and on. Today we are going to an art project where you will get to use many different types of lines and shapes.
* That being said, let’s talk a little bit about lines. Start naming different shapes you know.
  + *Students will list various shapes (most likely geometric).*
  + *Teacher will draw shapes in two categories.*
* As you can see, as you were listing types of shapes, I was drawing them on the board in two different categories. These are Geometric Shapes and these are Organic Shapes.
  + *Teacher writes Geometric and Organic beneath the shapes.*
* First, let’s talk about Geometric shapes since most of the shapes you mentioned fell in this category. What are some of the things these shapes all have in common?
  + *Student answers could include: straight lines, angles, corners, etc.*
* Okay, let’s move on to Organic shapes. What do we see that these shapes have in common?
  + *Student answers could include: curvy lines, no corners, etc.*
* There is one last type of shape that I want to talk to you about and that is called an “Implied Shape.”
  + *Teacher writes Implied on the board. Draws an example of an implied shape.*
* What shape did I just draw? So why do you think they call this an implied shape?
  + *The shape is not actually drawn with sides.*

**Technology:** Smart Board, Document Camera

**Required Vocabulary:**

* Geometric: straight lines with no curves; sides connected by angles
* Organic: less-defined edges, occurs in nature; flowing
* Implied: not clearly defined

**Guided Practice:**

* Introduce lines first since lines make up shapes. Introduce one type of shape at a time.
  + Broken Down into Parts

**Independent Concrete Practice:**

* I think you have some background now. Please take out a sheet of paper and I want you to practice drawing one of each type of shape on the board and then 2 different types of lines.

**Differentiation:**

* Visual: Drawing shapes/lines on the board
* Kinesthetic: Practicing drawing shapes/lines
* Auditory: Verbal instruction/explanations
* Spatial: Using lines to create implied shapes
* Logical/Mathematical: Mathematical connection🡪 geometric shapes

**Assessment:**

* Since Christmas is around the corner, I thought we could take our knowledge of shapes and lines and use it to create a Christmas-themed work of art.
  + *Show completed piece using Document Camera.*
* Student Instructions:
  + Fold piece of paper in half, draw 3 shapes, cut out shapes.
  + Place shapes on paper and trace LIGHTLY!
  + Using markers, create line designs within the shape.
    - What type of shape is this?
  + Erase excess pencil marks.
    - Voila!
* **Formative:**  Questions found throughout the lesson.
* **Summative:** Completed art piece will be used to assess student understanding of line and shape.

<http://artprojectsforkids.org/category/view-by-grade/5th-grade/>

