DISCOVERING, ABSTRACTING, AND REACTING TO LINE

Grade Level: 3-5 (Can be modified for Middle School or High School)

Presented by: Niki Moyer

Background Information:
This lesson is a great introduction to the process of abstraction and offers students a way to incorporate observation and imagination into one work of art while creating a visual, personal interpretation of the world around them. Students will learn to see and use line creatively.

Romanticism, Impressionism, and Expressionism, all contributed to the development of Abstract Art. During the Post-Impressionist Era Cubism and Fauvism developed; two art movements that directly opened the doors for Abstraction in the 20th century.

Students will recognize the distinguishing characteristics between Abstract and Non-Objective Art and ultimately understand that Abstraction is a reinvention of something observed.

Content Standards:
1.0 ARTISTIC PERCEPTION
1.2 Identify and describe characteristics of representational, abstract, and nonrepresentational works of art.
2.0 CREATIVE EXPRESSIONISM
2.6 Use the interaction between positive and negative space expressively in a work of art
2.4 Create an expressive abstract composition based on real objects
2.7 Use contrast (light and dark) in expressively in an original work of art.
3.0 HISTORICAL AND CULTURAL CONTEXT
3.1 Compare and describe various works of art that have a similar theme and were created at different time periods

Learning Objectives/Goals/Essential Understandings:
Students will create multi-media abstractions using line and be able to combine inspiration from the observed world and their imaginations in order to communicate their own personal interpretations of the world around them while recognizing that everybody views the world differently.

Vocabulary:
Full page composition, straight, curvy, jagged, edges, abstract, view finder, react, non-representational, observe, composition, shape

Materials:
Manilla paper, black construction paper, black and white tempera paint, view finders, oil pastels, 1”x1”- 3”x3” cardboard squares, Styrofoam plates/trays for paint, soap dispensers with pumps for paint

Motivation:
- Introduce three types of line (straight, curvy, jagged). Have students create different lines with their bodies.
- Tape off a large rectangle on floor. Students run from edge to edge in straight, curvy, jagged lines.
- Theo Van Doesburg’s Abstraction of a Cow.
- Show Picasso and Mattise and ask students what the paintings are of. Ask them how they know. Through questioning help them realize that these works of art are not exact representations of objects or people.
- Introduce the word abstract to mean “to take from”. Ask one student to give a detailed account of what they did that day (ask them to include everything: what time they woke up, what they ate, what order they put their clothes on, etc. Stop them after a minute or so). To contrast, give example of an abstracted account of your day. “I woke up, ate, came to school, had lunch, etc.” Students can get in pairs or small groups to give abstracted accounts of their days.
Procedure:

Day 1: Discovering Line

- Warm up: Introduce three types of line (straight, curvy, jagged). Have students make those types of lines with their bodies.
- Tape off large rectangular area of floor and have students run from edges to edges in straight, curvy, and jagged lines. Ask a few students to draw their paths on rectangle drawn on board. Point out all lines touch an edge. This is edge to edge composition.
- With cardboard squares and black tempera paint, have students dip edges in paint and experiment to stamp and create straight, curvy, jagged lines across 18”x24” manila paper. Make sure lines cross.

Day 2: Abstracting Line

- Warm up: Show Van Doesburg’s Abstraction of a Cow. Ask students to describe what’s happening in the series.
- Introduce the word abstract to mean “to take from”.
- Take photos of areas of the room and laminate. Show photos and ask students to identify that area of the room. Have students come to the front to trace the places they see lines on top of the laminated photo. Ask students to touch the lines in the room. Students must understand here that edges = lines. Ask a student to recreate the line drawing on the board, without the photo behind it to reveal a simplified, abstracted drawing of the room. *photos at end of lesson plan
- Using view finders, students will choose areas of the room to abstract. Students will divide an 18”x12” manila paper in half. On one half students will trace the outside of the viewfinder and create their abstractions in the small areas using black paint and cardboard. Reinforce edge to edge composition. On other half of paper, students will fill entire rectangle with a larger abstraction, still using view finders to find a different composition. *photos at end of lesson plan

Day 3: Still Life

- In groups, students set up interesting still lives. On 18”x24” black construction paper with white paint and cardboard, students create abstractions on the entire page. Allow students to pull from other lines in the room. (windows, floor, things behind the still life, etc.). If they finish, have them do another.

Day 4: Shapes and Color

- Through questioning and showing student work, have students identify that shapes have been created where lines cross.
- Show examples of artists who use unrealistic color.
- Show examples of patterns with color, analogous colors, opposite colors, etc. for ideas for color schemes.
- Using oil pastels, students will color in shapes created in their last compositions. They are now responding to their own work, rather than pulling from reality.
- Make sure to talk about contrast and show students in your prototype how powerful it is to leave some of the black paper showing.
**Assessment and Evaluation:** Following Rubric can be used for summative assessment:

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>DID NOT HAPPEN</th>
<th>SOME, NOT ALWAYS CONSISTENT</th>
<th>ALWAYS AND CONSISTENTLY</th>
<th>ALWAYS WITH ARTFUL ATTN TO DETAIL</th>
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<tbody>
<tr>
<td><strong>Discovering Line</strong></td>
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<tr>
<td>Used edge of cardboard to make marks</td>
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<td>Explored different kinds of line</td>
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<td>Lines went from one edge of paper to another</td>
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<tr>
<td><strong>Abstracting Line</strong></td>
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<tr>
<td>Completed one small and one half-page drawing</td>
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<tr>
<td>Marks fill the space</td>
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<tr>
<td>Lines are abstracted from surroundings</td>
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<tr>
<td><strong>Still Life</strong></td>
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<td>Drawings drawn from still life</td>
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<td>Composition fills page and touches edge</td>
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<td>Used edges to inspire lines and patterns</td>
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<td><strong>Shapes &amp; Color Choice</strong></td>
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<td>Color is inside shapes created</td>
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<td>Color choice is thoughtful and planned out using shapes composition for guidance.</td>
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**Extensions:** Create a poem inspired by their works of Art. 5.0 Connections, Relationships, Applications. 5.2 Create a poem or story uninspired by their own works of Art.
DAY 3: STILL LIFE

Student work

DAY 4: SHAPES AND COLOR

Student work

Student work

Student work