



The Long And Short Of It

Visual Arts

Level: 4	Duration: 3-6 lessons	Class: Years 7-8
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<p>Achievement Objectives (Level 4) UC–Understanding Context Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued.</p> <p>PK-Developing Practical Knowledge Explore and use art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.</p> <p>DI–Developing Ideas Develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination, supported by the study of artists’ works.</p> <p>CI–Communicating and Interpreting Explore and describe ways in which meanings can be communicated and interpreted in their own and others’ work.</p>	<p>Learning Intentions:</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Experiment with applying line in a variety of different ways. Describe line use in their own and other artists’ work. (PK/UC) • Make connections between the use of line in artworks and emotions they remind them of. Justify their thinking. (CI/UC) • Develop artwork that uses line to express their emotions, drawing from learnings developed in the experimentation process (DI)
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<p>Teaching and Learning focus:</p> <p>Elements covered: Line Tone Texture Colour Form Shape Space</p> <p>Principles covered: Balance Harmony Contrast Rhythm Tension Pattern Unity Repetition</p>	<p>Process: Drawing Painting Printmaking Photography Construction Collage Modelling Papier Mache Mixed Media Fabric and Fibre Design & Graphics Time-based (Video / computer-generated)</p>	<p>Media / Materials: Pencil Pastel Crayon Dye Clay Paint Fabric Paper Cardboard Natural materials Recycled materials Camera Wire Canvas Gold leaf</p>
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Contexts:	Individual Group
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Helping teachers work with children when they first return to school following major traumatic or life-changing events

<p>Cross-Curriculum Links</p> <ul style="list-style-type: none"> ● Language ● Maths ● Science ● Technology ● Digital Technology ● Social Sciences ● Health and PE ● The Arts: Dance, Drama, Music 	<p>Key Competency Focus:</p> <ul style="list-style-type: none"> ● Thinking ● Using Language, Symbols & Texts ● Managing Self ● Relating to Others ● Participating & Contributing
<p>Teacher Resources:</p> <p>Video: Elements of Art: Line KQED Arts</p> <p>Written information online in art: Line as an art element</p> <p>Creative thinking framework</p> <p>Creative Schools Initiative website</p>	<p>Materials:</p> <ul style="list-style-type: none"> ● Large sheets of paper - ideally from a paper roll, otherwise A2 or bigger ● Drawing materials - crayons, oil pastels, charcoal, pencil - whatever is available ● Scissors, glue ● For each student - 2 x A3 black and white printouts of a head/shoulders photograph of themselves
<p>Lesson experience outline</p> <p><i>This lesson sequence uses the visual arts to support students in re-connecting with people in their class and starting to explore emotions post a traumatic/crisis event. The approach outlined also encourages the development of creative dispositional qualities that support positive mental wellbeing.</i></p> <p><i>In this unit, students will explore and experiment with using the visual arts element of line. They will use and describe line in a broad range of ways. Students are able to produce a range of artwork as part of these lessons, both representational and abstract. This work connects with supporting students' mental wellbeing in the following ways:</i></p> <ul style="list-style-type: none"> - <i>Using line in artworks to help us name, make sense of and express our emotions; learning from each other how we each respond to this thinking – similarities and differences</i> - <i>Engaging in creative thinking activities that ask students to tap into and practice skills also valuable in maintaining positive mental health - risk taking in learning, being open to new ideas and experiences, being empathetic towards themselves and others, collaborating with others, and reflecting on their ideas and emotions.</i> 	

This lesson plan uses a creative thinking framework - **EXPLORE -> EXPERIMENT -> REFINE**. This framework was developed by staff at Auckland Art Gallery Toi o Tāmaki. A link to this framework is listed in this unit plan under 'Teacher resources'.

Key Questions

Visit and revisit these questions during the learning experience.

- What are some of the different ways line can be used in art making?
- What role can experimentation play in developing our own artworks?
- How can we communicate our ideas and feelings through artworks?

Teaching and learning sequence:

Explain

- In this learning experience we are going to be exploring how, as visual artists we can use *line* in many different ways.
- We will look at line in other people's artwork, and experiment with line and making art ourselves
- We will also experiment with making connections between these lines and emotions they might start to remind us of.
- We will use a creative process framework to help us get the most out of our learning here.
EXPLORE -> EXPERIMENT -> REFINE

EXPLORE

Discuss, and gather initial ideas

- What is *line*? How can it be used in art?

Build content knowledge

- Watch the video listed under 'Teacher Resources'

Discuss

- Have students discuss what they learnt from the video, and add new understandings and wonderings to their initial ideas.

Students could also read the 'written information on line in art' resource (under 'Teacher Resources') to add further to this thinking.

You could present this developing learning in a way that allows you to continue to build on it as students continue through the learning experience.

EXPERIMENT

Preparation:

- Place paper on the floor/tables
- Place drawing materials in proximity to the paper (perhaps in the middle of the pieces), so students will be able to access and exchange different options easily
- You may wish to write up the guidelines and rules (written below) somewhere they can be seen

Explain:

- Today, we are going to be EXPERIMENTING with some of the many ways you can apply lines to paper.
- Experimenting means:

"To try something in order to discover what it is like or find out more about it"

<https://dictionary.cambridge.org/dictionary/english/experimenting> (Cambridge University Press)

Discuss:

What sorts of things will you need to do, to really experiment?

Some things you could discuss...

- Push yourself to try out different ways of doing things (take learning risks)
- Not think about things as 'good' or 'bad' - they are just things you are trying (being open, empathetic)

Explain:

What we are going to do:

- Shortly, students will try out making lines on the big shared pieces of paper, in response to words offered by the teacher

Guidelines and rules:

- Try to use a variety of the drawing materials
- Work as big or small as you like
- No drawing of 'things' - just lines
- Stay with your one large sheet, but feel free to move around it
- You can go over other people's previous lines
- Be respectful of where anyone else is at any one time. Don't touch other people. You are doing this part of the activity as an individual

Activity:

Explain

1. Direct students to start by slowly moving around their shared paper. Teacher will call out words every 30 seconds or so. When they are called out - students respond by making lines that for them express that word.

Write on board and call out (select up to four, ensure there are very different types)

2. Write up only one at a time.
3. Options: Long / Short / Curving / Swirling / Messy / Tidy / Hard / Soft / Fast / Slow / Zigzagged / Bumpy / Jagged / Smearred / Thick / Thin

Explain

4. Physically walk around the different groups' papers and familiarise yourself with the lines. Find examples from other groups that you think responded to the words you were given. Share your thoughts with others nearby you.

Ask

5. For examples from the small group sharing
6. Did anyone notice how it felt in your body when you were making different types of lines? Did any make your body more tense? More relaxed? Did you notice any impact on your facial expression? Your breathing?

Explain

7. We are going to repeat the activity with more words. This time try to notice what happens with your body as you make your lines

Repeat

8. Use up to another four words from point 2 above. Again, ensure there are very different types

Explain

9. Students are now going to slowly move around the different pieces of paper, looking for lines that make sense with some new words the teacher will share. These words will be feeling words.

Write on board and call out, discuss

10. Angry / Calm / Excited / Worried / Sad / Thoughtful
11. Use two or three of these to begin with. Write one on the board at a time, and allow students time to look for lines or areas of line that fit each word (at least 30 seconds, perhaps longer). When they have located some, ask them to share and justify their thinking with someone near them.
 - a. *Support students in this by getting them to think back about how their body felt when making different lines; looking for where things remind them of things they have experienced in the world (e.g. scribbling, graffiti, different fonts... etc), actions they have taken (e.g. big gestures, fast movements etc) and emotions they might connect with these experiences.*
 - b. *Take note that although there will probably be commonalities between student choices, students likely will also have different associations*
12. After they have done this a couple of times, **Ask:** Were there things that helped individuals in finding lines that made sense for the different words?
13. Repeat this activity another couple of times

Ask

14. What sorts of things did you notice about connecting lines and feelings? Did colour have an impact in any way? If not, how might it?

REFINE

Activity

Explain

Students are going to draw their own name, but using line to try to show a chosen emotion

1. Students think about a feeling they have had often in the past couple of weeks. Keep it a secret from everyone else!
2. They create a page where they write their name using line and colour to try to show that feeling word. They are welcome to add more lines, colours outside of their name - but no pictures.
3. They share with someone else. Can the other person work out what feeling they were trying to express? *Give students time to share with each other here. This is both an art and a human connection opportunity.*
4. Reflect - how did you go? What worked well? What might you change? This sharing could be done in small groups or whole class
5. Students could repeat this activity to action learnings

Further activity ideas

Ideally encourage students to experiment as part of the process of developing completed work. When working with collage – don't involve any glue until they've taken time to look at different possible configurations. Where appropriate, having them share their ideas with other students to get feedback on how the way their work is looking fits against their intentions could be part of this.

When working with drawing, paint etc – students could try out different techniques and ideas on planning sheets, and look at the effects of these. Again, feedback from others can be helpful here too.

In all instances, making more than one work is a great way to explore the multiple potentials of finished work.

Activity - make an abstract artwork

Explain

1. Students could now repeat the first activity, but this time with no picture or words, just using line and colour (shape could also be introduced).
Some ideas...
 - They could work on a coloured background that made sense with their chosen emotion (either coloured paper, or a painted coloured background)
 - As well as adding lines to this new work, they could cut up and use parts of the large sheets of experimental line paper to use on their work (collage)
 - The activity could be done in drawing materials, or they could expand into other line oriented materials - e.g. paint

- They could keep their work completely open, or start to incorporate patterns (still must use line to express their chosen emotion)

Activity - make an abstracted portrait

Explain

2. Students could create an abstracted collage portrait that uses line to share emotion (*again, perhaps an emotion they have felt frequently in the past few weeks*)

One way to do this...

- Print off 2 x A3 photographs of each student to use
- Students work on a coloured background that makes sense with their chosen emotion
- They create an abstracted portrait that includes cut out parts of their A3 images, alongside cut out parts of the large sheets of experimental line paper (which could replace some of their features, or work more loosely as just other interesting elements).
- They could add extra lines, shapes, patterns as well (again, still need to fit their selected emotion).
- They could again see if others can 'guess' their emotion - or you could leave this as a more private activity, where students just take the opportunity to explore and express their feelings without a sense of having to share these with others.