

---

# Two Lines Go For a Walk



**Grade:** 2<sup>nd</sup>

**Medium:** Pen & Paper, Markers or Oil Pastels

**Learning Objective:** Students will use line, shape and color to create a symmetrical, non-representational design.

They will create an interesting design, using variety and unity.

They will use good craftsmanship.

They will understand the difference between geometric and organic lines and shapes.

**Author:** Angie Warren

---

## Elements of Art

**Line:** an element of visual arts; the flat path of a dot through space used by artists to control the viewer's eye movement; a long narrow mark or stroke made on or in a surface; a thin mark made by a pencil, pen, or brush.

**Shape:** a two-dimensional (flat) area enclosed by a line: geometric: shapes and/or forms that are based on mathematical principles, such as a square/cube, circle/sphere, triangle/cone, or pyramid. organic: shapes and/or forms that are irregular, often curving or rounded, and more informal than geometric shapes.

## Principles of Design

**Balance:** the way the elements are arranged so that individual parts appear equally distributed visually throughout the composition. i.e. spread out in a visually interesting way. **Symmetrical Balance** is the exact appearance on opposite sides of a dividing line or plane.

**Pattern:** repetition of the elements in an organized way. In this lesson color should repeat on each side to maintain the symmetry.

**Unity:** all parts of the work of art are connected, creating a sense of completeness. Too much unity is boring & needs variety. Too much variety brings chaos and needs unity. An interesting design is neither boring nor confusing.

### **Additional Vocabulary**

**Craftsmanship:** A way of working that includes following directions, neatness and proper use of tools.

**Geometric:** any shapes and/or forms based on math principles, such as a square/cube, circle/sphere, triangle/cone, pyramid, etc.

**Non-representational:** A design that doesn't look like anything from real life.

**Organic:** shapes and/or forms, often curvilinear in appearance, that are similar to those found in nature, such as plants, animals, and rocks.

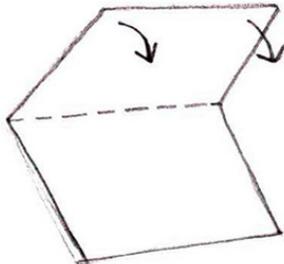
**Parallel lines:** straight lines that run side-by-side and never cross.

### **Materials & Supplies**

- 12x18" white sulphite #90 paper (3-4 per student)
- Pencils (1 per student)
- Black fine tip permanent markers (2 per student)
- Painter's Tape or Masking Tape
- Colored markers, crayons or oil pastels

### **Advanced Preparation**

- Fold each 12x18" sheet of paper in half. Crease to show center line. Prepare three creased 12x18" papers per student.



- Unfold each sheet of paper. Stack 3 papers on top of each other.
- Tape sheets down individually, creating a stack of 3 papers at each student's work area.
- Each paper will be removed after drawing is complete.
- Leave all drawings at table until drawing portion of lesson is completed. Students will choose their favorite one to color after they've finished drawing all three.

### **Tips & Tricks**

- Read the book *Lines that Wiggle* by Candace Whitman.
- Things to point out:  
Organic, squiggly lines vs geometric, straight lines.  
Lines that are parallel run side by side. Lines can show feelings or emotions. How do squiggly lines make us feel? How do straight, angular lines feel? There are no wrong answers here, so mention differing views. For example, some people prefer the structure of straight lines, while others find them boring.

## **Discussion Points**

- On the white board post and briefly explain the elements and principles of art listed above. Spend time on how what makes an “interesting” design (not too boring or confusing). When pertinent, mention the vocabulary words too.
- Point out that the body is symmetrical. “We have two eyes, two arms, legs. We only have one nose and lips - they are centered and mirror each other. We are going to draw with both hands using symmetry”.
- Have students raise their hands in the air. – “Close your eyes and pretend to draw with both hands. Make circles with both hands in the air, making the same shapes and lines. That is called symmetry.” (check each child to be sure they are making the same motions in symmetry. Some kids will move their hands separately. If they are having difficulty, first ask them if you can help them by touching their hands and moving them at the same time in the same motions to demonstrate symmetry. They will catch on quickly.)
- Next demonstrate drawing on the paper under the overhead projector or at a group table, using both hands to create symmetry.

## **Reflection Point (Assessment of Learning Objectives)**

Students will use line, shape and color to create a symmetrical non-representational design.

They will create an interesting design, using variety and unity.

They will use good craftsmanship.

They will understand the difference between geometric and organic line and shape.

Students make a continuous line by keeping the marker on the paper.

## **Instructions for Lesson**

**Demonstrate practicing on the paper with the pen caps on.... just to get the feel. Draw squiggly lines while you call these lines “organic.”**

As you draw, model:

- “Go slowly to notice what you are doing.”
- “Move your hands slowly. It’s OK to stop, but always keep your marker on the paper.”
- “Keep your hands from crossing over the mid-line.”
- “Have your hands moving at the same time.”
- “Decide when you’ve made enough lines, so your design isn’t boring or confusing.”

**Show an example of sharp lines, geometric lines on second paper.**

As you draw, model:

- “I want my hands to draw the same thing on each side. This is called symmetry.”
- “Don’t plan too much. Let your hands be the boss, but don’t scribble.”

**Take Two Lines for a Walk:**

1. Pass out the black markers. Leave the caps on. Have students demonstrate drawing with two hands on the paper with the pen caps ON and walk the room to see that they understood the discussion points.
2. Have students put their name on each paper in a corner, or if on the back, use pencil.

3. Instruct students to use **organic lines** to create a symmetrical line drawing. Go back to the modeling points mentioned above, as they draw and you walk around the room. Help students remove first sheet of paper and fold tape under after drawing is complete.
4. Instruct students to use **geometric lines** to create another symmetrical drawing. Remove and add to pile.
5. Instruct students to use a combination of both organic and geometric lines. Remove drawing and have students choose one to add color to.

### **Color in the Shapes:**

6. Hand out colored markers. Instruct students to take their time and use good craftsmanship.
7. There are many variations on how to add color. Choose one and instruct students.
  - Add spots of color inside special shapes, demonstrate how to color carefully adding hints of color. Large shapes can be filled in with crayons or oil pastels turned on their sides or using the point.
  - Use warm /cool, complementary, neutral (black & white) or other color combinations.
  - Color symmetrically: one color on one side matches the color and area on the other side.

### **Examples:**



### **References and Attributions:**

Lesson developed by Leslie MacInnes, Art Teacher, St. Joseph's School, Issaquah, WA.  
Issaquah Valley Elementary PTSA Art Docent Program Lesson: Simple One-Line Drawing.

## **Notes for Educators**

### **21<sup>st</sup> Century Thinking Skills**

Thinking flexibly, persisting, taking responsible risks, reflecting, observing, visualizing, sequencing, comparing/contrasting, determining main idea, decision making.

### **WA State Learning Standards**

(VA:Cr1.1.2) a. Brainstorm collaboratively multiple approaches to an art or design problem. This happens when more than one drawing is made.

(VA:Cr3.1.2) a. Discuss and reflect with peers about choices made in creating artwork. This happens when peers compare their designs.

(VA:Pr5.1.2) a. Distinguish between different materials or artistic techniques for preparing artwork for presentation. This happens when noticing how drawing with both hands simultaneously impacts the design.

(VA:Re7.1.2) a. Perceive and describe aesthetic characteristics of one's natural world and constructed environments. This happens when looking for examples of organic vs geometric lines.

(VA:Re8.1.2) a. Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form. This happens when students relate their feelings to a particular type of line.

(VA:Re9.1.2) a. Use learned art vocabulary to express preferences about artwork. This happens if students and instructor use the listed vocabulary as they are working.

### **Arts Integration Opportunities**

Writing: include vocabulary on spelling lists.

Science: look for evidence of symmetry in nature.