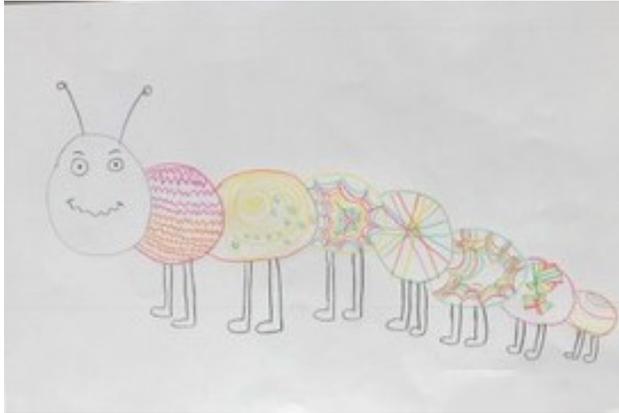

Line Caterpillar



Grade: Kindergarten

Medium: Colored Pencils

Learning Objective: To identify types and properties of lines.

Author: Laurelle Graves

Elements of Art / Principles of Design

Line: a mark on a surface. Lines can be created by a pen, pencil, brush, stick etc., on a variety of surfaces. Line is an element of art.

Vocabulary Words

Curly: Bend in a spiral or circular shape. May cross over another line.

Curved: Continuously bending without angles.

Diagonal: A slanted edge or line.

Horizontal: Moving straight across from side to side rather than up-and-down. For example, the top edge of a piece of paper is horizontal.

Parallel: Two lines on a plane that never meet. They are always the same distance apart.

Perpendicular: Two lines on a plane that intersect at 90 degrees. The lines that forms the corner of a square.

Spiral: Winding around a center or pole and gradually receding from or approaching it. Doesn't bisect another line.

Zig Zag: Geometric, angular line characterized by sharp turns in alternating directions.

Materials & Supplies:

- 12" x 18" Drawing/Sulphite Paper
- Colored Pencils

Context (History and/or Artists)

Inspired by Eric Carle's book, *The Very Hungry Caterpillar*.

Tips & Tricks

Try using several different colors for each caterpillar segment. This will provide interest to the art piece and will also eliminate the need to sharpen pencils during the lesson.

Instruct students to draw one segment at a time and completely fill it in before beginning the next segment. That way they can work until time is up. Some caterpillars may be longer than others.

This helps keep all students busy and on task.

Discussion Points

1. Today we are going to talk about line. What is a line? A line is a mark on a surface. Lines can be created by a pen, pencil, brush, stick etc., on a variety of surfaces. Line is an element of art.
2. Line has different characteristics. Lines can be thick/thin, long/short, ragged/smooth, straight/curved, broken/continuous, etc.
3. A line is a point (dot) moving in a direction. The famous artist Paul Klee once said "A line is a dot that went for a walk".

Instructions for Lesson

1. Explain the definition of a line.
2. Explain and demonstrate types of lines by having students do a line warm up. Using the Line Worksheet, draw the types of lines labeled in each square as they are guided through the worksheet. Once they have practiced their lines it is time to move onto their main project.
3. Instruct each student to put their name on the back of their 12" x 18" drawing paper.
4. Start by creating a large circle for the head of the caterpillar on the left side of the paper using a pencil.
5. Instruct students to draw the face and fill in the head and antennae.
6. Instruct students to draw the first segment of the body slightly smaller. Point out that it is an incomplete circle -due to the overlap of the head.
7. Instruct students to fill in this segment using colored pencils with one type of line. Multiple colors can be used. Fill in completely before moving to the next segment.
8. Students will continue creating circles for each segment across the length of the page horizontally. The caterpillar does not have to go in a straight line, it can be curvy. Body segments can be slightly smaller or the same size. Ideally students will draw and fill-in 6 to 10 circles each with a different type of line. Use many colors within the segment or from segment to segment to create interest and visual appeal.
9. To complete the artwork, use a pencil to add feet to the caterpillar.

Reflection Point (Assessment of Learning Objectives)

1. Did the student use a variety of lines to design their caterpillar?
2. Is each section of the caterpillar different?
3. Can the artist recall different types of line properties?

Examples:



References and Attributions:

Line worksheet created by Amita Nair for apolloartdocent.weebly.com

21st Century Thinking Skills

Observing with the senses; Making Connections with new information.

WA State Visual Learning Standards

VA: Cr1.1.K- Generate and conceptualize artistic ideas and work. Engage in exploration of elements of art; making lines.

(VA:Cr2.1.K) a. Through experimentation, build skills in various media and approaches to art-making.

(VA:Cr2.2.K) a. Identify safe and non-toxic art materials, tools, and equipment.

(VA:Re8.1.K) a. Interpret art by identifying subject matter and describing relevant details.

Arts Integration Opportunities

Math- line, pattern