



## ART & BOOKS by Shannon Christensen TEACHING KINDERGARTEN

### LESSON #1

- LINES CONCEPT
- **THE DOT** by Peter H. Reynolds

### TEACHING KINDERGARTEN • LESSON #1 • LINES & THE DOT

#### OBJECTIVE

The student should be able to 1) recognize and identify different types of lines; 2) produce a line; 3) make a non-objective line design; and 4) recognize and make repetitive lines. The student will also be introduced to 1) large and small shapes and 2) finding the subject of an artwork. Lastly, the student will interpret, through physical movement, what the different line types would look like in dance.

- Book – The Dot by Peter H. Reynolds  
Reynolds, Peter (2003). *The Dot*. Cambridge, Massachusetts: Candlewick Press

**Summary of *The Dot*:** The book is about Vashti and her experience in art class. She is frustrated by her lack of ability to draw anything and ends up with a blank page. At her teacher's encouragement, but with defiance, Vashti draws a single dot. The teacher examines it then asks Vashti to sign it. The following day when Vashti returns to school she sees that the teacher has framed her artwork and hung it above her desk. Feeling empowered, she commences on a series of dot drawings that ends with her own exhibition. At the show, Vashti meets a young boy who is convinced that he can't draw. Vashti encourages him and in his frustration he draws a squiggly line. It ends with Vashti asking the boy to sign it.

*The Dot* was chosen because the place that this story happens is an art room, tying to the similar situation of these children being in an art class. The child in the book is a student, just as these children are. The book can be used to make the comparison between dots and lines. It's a great introduction to the concept of lines and line drawings without showing a predetermined way to do line drawings. The illustrations also make it interesting and understandable to non-readers.

Using a book, as opposed to line charts or drawing on the chalkboard, gives the students someone to relate to, as well as, see how a child overcomes their own frustrations.

## PREPARATION

- Book – The Dot by Peter H. Reynolds
- Pencil, pen, marker, and crayon for each child
- Paper, several sheets OR Art Journals  
(1 for Medium Demo; 1 for Rhythm/Repetition Demo; 1 for Art Project)
- Music & Dance area
- Line Worksheet – one copy for each child
- Television with computer and overhead
- Rubric for each artwork project

## CLASS BUSINESS

- Roll
- Announcements
- Personal supplies to get out

## NOTES

# LESSON #1 • LINES CONCEPT

## DEMONSTRATION • DIFFERENT MEDIUMS

### **MEDIUMS** (VOCAB) – INTRODUCE DIFFERENT MEDIUMS

- *MEDIUMS DEFINED (plural – MEDIA) - Material, such as pencil, pen, watercolors, oil paint, pastel, acrylic paint, clay, wood, stone, found objects, etc., used to create art*

### **DEMO & DRAW** – TEACHER DEMOS, STUDENT DRAWS AFTER EACH ONE

- Hand out a **paper**. Demonstrate the mediums.
  - Pencil – Student draws after demo of pencil, using pencil
  - Pen – Student draws after demo of pen, using pen
  - Crayon - Student draws after demo of crayon, using crayon
  - Marker - – Student draws after demo of marker, using marker

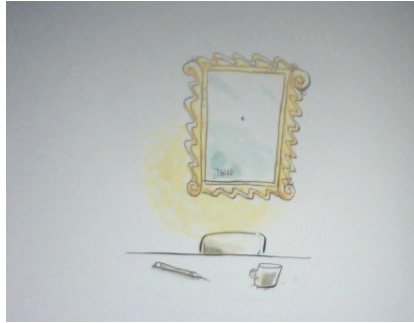
## READ ALOUD

**THE DOT** by Peter H. Reynolds using the television/computer/overhead



**SUBJECT (GLE) – SUBJECT DEFINED** - *The image that viewers can easily recognize in a work of art*

- **IDENTIFY** – Identify the subject matter of Vashti's art (answer: dots)
- **BOOK** – Show that the subject of Vashti's artwork is a dot

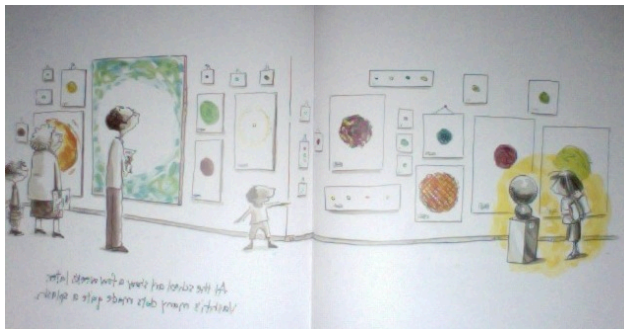


### PRE-ASSESSMENT DISCUSSION QUESTIONS

- Q. What is the main object (or subject) in the painting?
- Q. Have you ever drawn dots before?
- Q. Where did you learn to draw dots?

**SHAPES (VOCAB) – SHAPE DEFINED** - *Element of Art it is an enclosed shape having only two dimensions (height x width)*

- **CATEGORIZE** – Categorize shapes as large or small
- **BOOK** – Show the pages that have different shapes & sizes of dots



### PRE-ASSESSMENT DISCUSSION QUESTIONS

- Q. Have you ever been to an art show?
- Q. Have you ever shown your artwork to others?

**LINES (VOCAB) - LINE DEFINED** - *The path of a moving dot.* **THEME DEFINED** - *The most important idea or subject in a composition; the subject of a work of art, sometimes with a number of phrases or variations*

- **INTRODUCE** – Introduce Line/Lines and Theme
- **BOOK** – Use the Boy's line to introduce Line



### PRE-ASSESSMENT DISCUSSION QUESTIONS

- Q. Have you ever drawn a line before?
- Q. Do you think you can learn to draw some new types of lines?

## DEMONSTRATION • LINES

**LINES** (VOCAB) - INTRODUCE DIFFERENT TYPES OF LINES

- *LINE DEFINED - The path of a moving dot*

**VARIETY** (VOCAB)

- *VARIETY DEFINED - Principle of Design concerned with difference of contrast*

**DANCE** (GLE) – USE PHYSICAL MOVEMENT IN DANCE TO INTERPRET LINE IN ARTWORK

**DEMO, DRAW, & DANCE** – TEACHER DEMOS, STUDENT DRAWS, DANCE

- Hand out the **Lines Worksheet**. Have **music** to dance to. Using the television/computer/overhead demo straight line. Student draws imaginary line in air, then on paper. Dance using body like it's a straight line. Repeat with each type of line.

- Straight  
Demo. Draw. Dance.
- Wavy  
Demo. Draw. Dance.
- Zigzag  
Demo. Draw. Dance.
- Dash  
Demo. Draw. Dance.
- Diagonal  
Demo. Draw. Dance.
- Horizontal  
Demo. Draw. Dance.

## DEMONSTRATION • RHYTHM/REPETITION

**LINES • RHYTHM/REPETITION** (GLE) IDENTIFY AND USE A PATTERN BY REPEATING A SINGLE SHAPE, LINE, OR COLOR

**PATTERN** (VOCAB) –

- *PATTERN DEFINED - A choice of lines, colors, and/or shapes repeated over and over in a planned way*

**RHYTHM Principle of Design** (VOCAB) –

- *RHYTHM DEFINED - that shows the regular repetition of any of the elements of design with or without periodic alteration*

**DEMO & DRAW**– TEACHER DEMOS, STUDENT DRAWS

- Hand out a piece of **paper**. Draw repetitive line patterns.
  - Straight Line Pattern (vertical lines)  
Demo. Draw.
  - Wavy Line Pattern  
Demo. Draw.
  - Zigzag Line Pattern  
Demo. Draw.
  - Dash Line Pattern  
Demo. Draw.
  - Diagonal Line Pattern  
Demo. Draw.
  - Horizontal Line Pattern  
Demo. Draw.

**PROJECT • ARTWORK**

**PROJECT (GLE) – NON-OBJECTIVE: CREATE A DESIGN USING LINES**

- Paper, medium

**NON-OBJECTIVE (VOCAB)**

- **NON-OBJECTIVE DEFINE** - Style of art in which there is no recognizable subject matter

**DESIGN (VOCAB)**

- *DESIGN DEFINED* - A visual plan, organization or arrangements of elements in a work of art

**ARTWORK**

- Hand out a piece of **paper**.
- Student creates a drawing of a non-recognizable design, using lines.

**CONCLUSION**

**EXHIBIT WORK**

- Students hold up artwork at table for everyone to see OR take a table tour where everyone walks in a line around the tables to look at the artworks laying on the desks.

**REREAD BOOK IN GENERAL EDUCATION CLASS**

- Make book available to the General Education teacher to read in class.

**RUBRIC**

<b>PERFORMANCE INDICATORS</b>	<b>5</b> excellent	<b>4</b> good	<b>3</b> needs some improvement	<b>2</b> needs a lot of improvement	<b>1</b> unsatisfactory	
Followed directions						
Showed creativity & originality						
Drew an unassisted line						
Recognized & drew different types of lines						
Made a non-objective line drawing						
Drew repetitive line patterns						
<b>TOTALS</b>						____/30

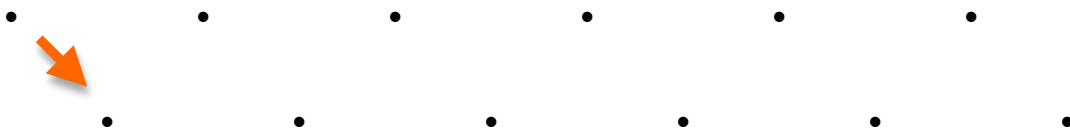
Straight Line



Wavy Line



Zigzag Line



Dashed Line



Diagonal Line



Horizontal Line



Draw Unassisted Line



## MISSOURI VISUAL ART GRADE LEVEL EXPECTATIONS (GLE) • GRADE K

STRAND I: PRODUCT/PERFORMANCE

- **DRAWING**

- Produce a line using crayon, pencil or marker (VA1, FA1)

STRAND I: PRODUCT/PERFORMANCE

- **SUBJECT MATTER: FINE ART**

- Non-Objective: Create a design using lines (VA1, FA1)

STRAND II: ELEMENTS AND PRINCIPLES (EP)

- **LINE**

- Identify and use lines (VA2, FA2)

STRAND II: ELEMENTS AND PRINCIPLES (EP)

- **SHAPES**

- Categorize shapes as large and small (VA2, FA2)

STRAND II: ELEMENTS AND PRINCIPLES (EP)

- **RHYTHM/REPETITION**

- Identify & use a pattern by repeating a single shape, line, or color (VA2, FA2)

STRAND III: ARTIST PERCEPTIONS (AP)

- **ART CRITICISM**

- Identify the subject of artworks (VA3, FA3)

STRAND IV: INTERDISCIPLINARY CONNECTIONS (IC)

- **CONNECTING VISUAL AND PERFORMING ARTS**

- Use physical movement in dance to interpret line in artwork (VA6, FA4)

## MISSOURI STATE VISUAL ART VOCABULARY • GRADE K - 12

**DESIGN** • A visual plan, organization or arrangements of elements In a work of art

**DIAGONAL** • Lines that slant

**DRAWING** • Using lines to show forms or figures

**HORIZONTAL** • A line that is parallel to the top and bottom edges of the surface plane

**LINE** • The path of a moving dot

**MEDIUM** (plural – MEDIA) • Material, such as pencil, pen, watercolors, oil paint, pastel, acrylic paint, clay, wood, stone, found objects, etc., used to create art

**NON-OBJECTIVE** • Style of art in which there is no recognizable subject matter

**PATTERN** • A choice of lines, colors, and/or shapes repeated over and over in a planned way

**RHYTHM** • **Principle of Design** that shows the regular repetition of any of the elements of design with or without periodic alteration

**SHAPE** • **Element of Art** it is an enclosed shape having only two dimensions (height x width)

**SUBJECT** • The image that viewers can easily recognize in a work of art

**THEME** • The most important idea or subject in a composition; the subject of a work of art, sometimes with a number of phrases or variations

**VARIETY** • **Principle of Design** concerned with difference of contrast