

# Lines, Shapes, and Patterns

**Principle:** Line, Shape, Pattern

**Concept:** Lines and shapes can be used to create texture and pattern in a piece of art.

**Objective:** Students will develop their understanding of different kinds of lines, basic shapes and colors used in art by creating a painting which includes three different shapes, a variation of lines and a variety of color.

<b>Supplies:</b>	<ul style="list-style-type: none"><li>✓One 11 x 17-inch sheet of white drawing paper per student</li><li>✓Black Crayons</li><li>✓Watercolors</li><li>✓Watercolor Brushes</li><li>✓Tubs for water</li><li>✓Paper towels</li></ul>
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<b>Set-up:</b>	<ul style="list-style-type: none"><li>• Locate and display suggested prints</li><li>• Place the paper and black crayons on the table. Have the watercolors, brushes, tubs of water and paper towels in the middle of the table.</li></ul>
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**Prints:** 23, 24, 72, 73, 74, 75

**Samples:** See Kindergarten Art Folder

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**Lesson:** Have students write their names on the back of the paper.

**QUOTE FROM THE ARTIST VASILY KANDINSKY**

**"COLOR IS THE KEYBOARD, THE EYES ARE THE HAMMERS, THE SOUL IS THE PIANO WITH MANY STRINGS. THE ARTIST IS THE HAND THAT PLAYS, TOUCHING ONE KEY OR ANOTHER PURPOSELY, TO CAUSE VIBRATIONS IN THE SOUL."**

**Demonstrate:** HAVE THE STUDENTS FOLLOW ALONG WITH YOU. With your black crayon, draw a straight line all the way across your paper from one edge to the other the LONG way. Tell the students the line can be in the middle or a little higher or lower than the middle.

Now draw a straight line across your paper the short way, from top to bottom all the way to the edge. This line can be in the middle or off to one side.

Next, draw a diagonal line from one corner of the paper to the other corner of the paper. This diagonal can be from either corner.

Talk to the students about what shapes they see in their divided up paper also about how where the lines cross each other is the point of intersection.

Now draw a zigzag line from one edge to one of the black lines in the middle. Next, draw a wavy line from one edge to one of the lines in the middle. The zigzag and wavy lines can be in different areas or near each other.

Now draw a LARGE circle that touches at least one of the lines. This large circle can be inside one of the areas or even overlap some of the areas.

Next, draw three smaller circles anywhere on your paper.

Remind the students that it's o.k. to have some of the areas empty with out shapes since we will be painting them in with watercolors.

Now draw a small or medium triangle somewhere on their page and a small or medium square in another area.

Now it's time to paint out shapes with watercolor. Talk to the students about how to rinse their brush really well with every chsnge of color so their colors stay bright. Here's where it gets a little tricky... two adjoining sections cannot be painted the same color, but you may use the same color in more than one section, as long as they don't have a long line touching each other. If they touch each other at an intersecting point, that's o.k.

Have them title their art and write this on a label and stick to the back of the paper.

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<b>After Class:</b>	Place each piece in student's folder.
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### **Instructions for Instructors**

**Vocabulary:**

- Pattern**-Repeated marks in a certain order
- Lines**-Straight, wavy, zigzag, diagonal
- Shapes**- Circles, squares, rectangles, ovals, triangles etc.
- Expressive** - Represents feelings (i.e. happy, frustrated, excited)
- Texture**-The visual or tactile surface of an object (i.e. smooth, rough, prickly, slimy, bumpy, wrinkled, furry, fuzzy, sticky)
- Crayon Resist**-The crayon repels the watercolor because it is made of wax and watercolor will not stick to the crayon.