



Grade K/1 Unit 1B - Let's Learn about Line

Unit Focus

In this introductory unit, students will begin to understand the 7 basic elements (or ingredients) of art beginning with line. They will apply acquired skills to compose an abstract painting. Students will learn by studying Wassily Kandinsky's abstract paintings, how to use a variety of lines to express movement, feeling, or to tell a story.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
National Core Arts Standards Visual Arts: 1 <ul style="list-style-type: none"> Identify times, places, and reasons by which students make art outside of school. (VA:Cn10.1.1.a) Understand that people from different places and times have made art for a variety of reasons. (VA:Cn11.1.1.a) Engage collaboratively in exploration and imaginative play with materials. (VA:Cr1.1.1.a) Use observation and investigation in preparation for making a work of art. (VA:Cr1.2.1.a) Explore uses of materials and tools to create works of art or design. (VA:Cr2.1.1.a) Demonstrate safe and proper procedures for using materials, tools, and equipment while making art. (VA:Cr2.2.1.a) Use art vocabulary to describe choices while creating art. (VA:Cr3.1.1.a) Visual Arts: K <ul style="list-style-type: none"> Engage in exploration and imaginative play with materials. (VA:Cr1.1.K.a) Through experimentation, build skills in various media and approaches to artmaking. (VA:Cr2.1.K.a) Interpret art by identifying subject matter and describing relevant details. (VA:Re8.1.K.a) Common Core College and Career Readiness Anchor Standards CACR Anchor Standards for Speaking and Listening: K - 12 <ul style="list-style-type: none"> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (CCSS.ELA-Literacy.CCRA.SL.4) Madison Public Schools Profile of a Graduate <ul style="list-style-type: none"> Product Creation: Effectively use a medium to communicate important information. (POG.3.2) 	<i>Students will be able to independently use their learning to...</i> T1 Create works of art to personally engage in the artistic process and/or communicate meaning T2 Develop and refine techniques and skills through purposeful practice and application to become more fluent T3 Capture the feeling or emotional response which an artistic piece elicits	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Artists' creative choices are influenced by their expertise, context, and expressive intent. U2 Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results. U3 Evaluation of an artistic work is based on analysis and interpretation of established criteria that is helpful to the artist or deepens understanding of the work.	<i>Students will keep considering...</i> Q1 What am I seeing/feeling in this piece? What inferences can I make? Q2 What am I learning or have I learned from creating this work of art? Q3 How do I use lines to show an idea?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Line is one of the elements, or ingredients, of art K2 Lines start at one point and end at another K3 There are many different types of lines, such as straight, wavy, zig zag, scalloped, horizontal, diagonal, vertical, etc. K4 lines communicate meaning	<i>Students will be skilled at...</i> S1 Creating a variety of distinct lines S2 Recognizing and naming line types S3 Using and caring for media and materials responsibly S4 Taking a intentional line and changing it to an invented line