

# Anoka Hennepin K-12 Curriculum Unit Plan

**Department:** Elementary Art

**Course/Grade Level:** Grade 1

**Unit Title:** Line / Shape

**Number of Lessons/Days:** 10-12 weeks/first trimester

**Unit Summary:** This unit introduces the students to the Art Elements (formally referred to as “foundations” of art) of design: specifically focusing on line and shape. Students will learn how different lines and shapes are used in order to create an artwork. This unit will provide opportunities for guided practice, peer review, critiquing famous artwork and their own artwork. The cumulative summative assessment (GRASPSS) has two components: analyze and identify an artist’s use of line and shape as well as create an original portrait demonstrating the student’s ability to communicate an idea through the use of lines and shapes.

## DESIRED RESULTS (STAGE 1)

**Program Understanding and/or Minnesota State/Local/Core Standards and Technology Standard(s) addressed:**

### K-12 Program Understandings for Art

#### II. AESTHETICS/ANALYSIS:

A. Students will understand that the human experience is communicated using the visual language.

#### III. STUDIO/PRODUCTION:

D. Students will understand that artists utilize the “foundations of art” in creation of quality artwork.

### Minnesota State Standard

**1.1 Artistic Foundations:** Demonstrates knowledge of the foundations of the arts area.

**Benchmark:** Identify the Elements of visual art including color, line, shape, texture and space.

**2.1 Artistic Process: Create or Make:** Create or make in a variety of contexts in the arts area using the artistic foundations.

**Benchmark:** Create original two- and three- dimensional artworks to express ideas, experiences or stories.

<p><b>Overarching Understanding(s) from Curriculum Map/Course Understandings:</b></p> <p><i>Students will understand that....</i></p> <ul style="list-style-type: none"> <li>• Art communicates.</li> <li>• Their art is influenced by what they know and what is important to them.</li> <li>• The Elements of Visual Arts are used in order to create art.</li> </ul> <p><b>Topical Understanding(s) Specific to Unit:</b></p> <p><i>Students will understand that....</i></p> <ul style="list-style-type: none"> <li>• Artists can communicate ideas through choices they make using line and shape in their artwork.</li> </ul>	<p><b>Essential Question(s) from Curriculum Map/Course Essential Questions:</b></p> <p><i>To understand, student will need to consider such questions as...</i></p> <ul style="list-style-type: none"> <li>• How does art communicate?</li> <li>• How do you use the elements in your art?</li> </ul> <p><b>Topical Essential Questions for Unit:</b></p> <p><i>To understand, student will need to consider such questions as...</i></p> <ul style="list-style-type: none"> <li>• How can I use the elements of line and shape in my own art?</li> <li>• What are some ways to describe lines? i.e. horizontal, vertical, diagonal, straight, curvy, etc.</li> <li>• What is a shape?</li> <li>• What is a line?</li> <li>• How is a free form shape different from a geometric shape?</li> </ul>
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<i>To understand, student will need to...</i>	
<p><b>know...</b> Student will need to know the following in order to... (e.g. facts, concepts, generalizations, rules, theories, principles)</p>	<p><b>be able to...</b> (Students will be able to DO... skills, procedures, processes)</p>
<ul style="list-style-type: none"> <li>• differences between lines and shapes</li> <li>• different types of lines (horizontal, vertical, zig-zag, curvy, wavy, etc.)</li> <li>• Two types of shapes: free form/organic and geometric</li> <li>• Names of basic geometric shapes (square, circle, triangle, oval, rectangle, use more if desired)</li> </ul> <p>Essential <b>New</b> vocabulary:</p> <ul style="list-style-type: none"> <li>• <b>Elements of Art</b>-the “ingredients of art,” that make up a work of art: line, shape, color, texture, value and form.</li> <li>• <b>Line</b>-a path; an edge of a shape or area; a row of something</li> </ul> <p>Specific types of lines we wish to identify and have students know- Horizontal, Vertical, Diagonal, Curvy, Zig-zag, etc.</p>	<ul style="list-style-type: none"> <li>• Compare/contrast free form and geometric shapes</li> <li>• Identify basic geometric shapes</li> <li>• Draw basic geometric shapes</li> <li>• Draw a variety of free form/geometric shapes</li> <li>• Draw a variety of lines</li> </ul>

- **Shape**- an outline of an area; a line that closes
- **Geometric Shape**- shapes created by an exact mathematical law (circle, square, rectangle, triangle, oval, etc.)
- **Free-form shape** (organic)- usually rounded, most often appear in nature
- **Analyze-to** look at and study something on a deeper level; to look at something from a variety of perspectives.
- **Portrait/Self Portrait**-a picture of a person/picture you create of yourself

Common misunderstanding(s):

- Vertical and horizontal lines are the same.
- Geometric shapes are the only types of shapes.
- Lines can only be straight.
- All triangles look the same.