

Week 1 – Lines & Shapes

Lesson 1

Books needed:

Art and How it Works

Required art supplies:

- Pencil
- Pen
- A marker
- A crayon
- Paper/sketchbook

Read

Read and discuss *Art and How it Works* pages 6-7.

Observe

Look at the painting on pages 6-7. Where do you see lines? What kind of lines are they? Do they make you think of anything?

Go to *Art* pages 24-25. Look at the lines. Which lines are thick and

which are thin? Find straight and wavy lines. Point out lines in fabric creases and eyebrows and lips discuss how all of these are lines.

Look around the room or walk around your house. What lines do you see? Table legs, rug edges, plant stems, outlines of furniture or cabinets discuss these lines. Are they thick or thin? Straight or curved or rumpled? Do they seem soft or hard? Do they make you feel anything?

Create

Create and explore lines. Draw a straight line across your paper with each of your utensils: your pencil, pen, marker and crayon.

Look at these lines carefully what do you see? How are they different? Find sharp and blurry edges, thick and thin, hard and soft. If you touch each line, does it feel like anything?

Discuss

An artist understands that line is an important part of the art they create. Lines tell us things. By using different kinds of lines, as artists we can decide what we want to express or show in our art. Blurry lines can give a feeling of softness or sleepiness. Blurry lines can also make things look rainy or wet. Sharp lines make things stand out and look bold and important.

Look at the art on *Art* pages 52-53.

The lines used in these pictures are soft. What do you think the artist is trying to show us? What kind of emotions or feelings do you feel when you look at these pictures? (Perhaps calm, softness, laziness etc.) Do these paintings look angry? Why or why not?

Look at the art on *Art* page 27. What does this make you feel? How is it different than the other pictures? What does this show us about how we can use lines in our art?

Create

Explore line types with your pencil.

One at a time, give your child a line prompt (below) and encourage them to draw a line across their paper that embodies or shows each of those things. (And remember that lines do not have to be straight!)

Draw a:

- Soft line
- Hard line
- Fast line
- Slow line
- Straight line
- Curvy line
- Tired line
- Angry line
- Happy line
- Sad line
- Line that wants to run away
- Disappearing line
- Line tangled in a knot
- Line being blown by the wind
- Line trying to eat another line

Discuss how these lines look and feel different.

Lesson 2

Books needed:

Art and How it Works

Required art supplies:

- Pencil
- Paper/sketchbook

Read

Review *Art* pages 6-7, this time looking for shapes in this picture.

What shapes do you see?

(This can include geometric shapes like circles and triangles, but also the shape of a chicken, or a leaf – all things have distinctive shapes.)

(Point out that shapes can make us think of other things that have similar shapes. Example: the jagged triangles on the left side may look like teeth or waves. They aren't those things, but they have the *shape* of those things.)

Observe

Look at *Art* page 9 – what shapes do you see?

Art page 14 (Tomb of Nefertari at the top) – what shapes do you see?

Look around your house. What shapes do you see? (Point out geometric shapes like the rectangle of a cupboard door or windowpane, and recognizable shapes of objects like the shape of a broom or chair or lamp.)

Create

Parent demonstration: draw a few recognizable shapes with no details, only outlines: a hand or mitten, a square, a number 2, a circle, and a tree.

Point out that these things are recognizable because of their shape.

Have child sketch 10-15 shapes with no details, only outlines. This will emphasize shape learning and exploration.

Lesson 3

Required art supplies:

- Pen or black marker
- Crayons, colored pencils, or colored markers
- Paper/sketchbook

Line and shape exploration project

Take a pen or black marker and draw one continuous line all over your paper, however you like.

Color in each section a different color.

When finished, discuss the line that was created how does it move? What does it make you think of or feel? Can you tell if it was drawn slowly or quickly? How?

Discuss the shapes you see what was created? Do any of the shapes look like something else?



Lesson 4

- “The Cello Song” by The Piano Guys

Required supplies:

- Pencil
- Phone or computer

Discuss the shapes and lines made during each song. What do you see? How did each song make you feel? How do your shapes and lines convey those feelings?

Line and shape exploration

Using the playlist provided below, search each song on YouTube, and play each song for a minute or two. Encourage your child to draw lines and then shapes that match each song and the way it sounds and feels.

This is a free exploration there is no right or wrong!

- “Dawn” from the *Pride and Prejudice* soundtrack by Dario Marianelli
- “Architect of the Mind” by Kerry Muzzey
- “Hawaiian Café: Hawaiian Ukulele with Ocean Sounds” By BGM Channel on YouTube
- “Epic Music Mix – Drums and Percussion” by Epic Music World on YouTube