

## Vocabulary

## Arts in Action

<b>Art Studio</b>	A place where artists work.
<b>Curvy Line</b>	A line with changes in direction.
<b>Direction</b>	The line along which something moves.
<b>Dotted Line</b>	A line that is broken along a continuous path.
<b>Line</b>	A mark connecting two points in space.
<b>Loco-motor movement</b>	Traveling movement such as running, skipping or hopping.
<b>Non-loco-motor movement</b>	Movement in place such as stretching bending or twisting
<b>Parallel Lines</b>	Lines that never converge or intersect.
<b>Pattern</b>	An arrangement of elements that is done in the same way more than once.
<b>Personal Space</b>	The space occupied by your body.
<b>Shape</b>	A definite form.
<b>Space</b>	Distance or area between or within things.
<b>Spine</b>	The column running up the back which forms the support of the skeleton.
<b>Straight Line</b>	A line without direction changes.
<b>Zigzag Lines</b>	Short sharp lines in angles in alternate directions.

## Activity: Straight Spine, Wiggly Spine

This activity will introduce children to an important part of their body with which they move. It will help them see how they make lines with their bodies.

### Materials

A clean floor space

### Procedure

1. Have everyone sit in a circle.
2. Ask the students if they know the name of the row of bones in their back.
3. Introduce the word spine and practice saying it together.
4. Help them find their own spine—*Bend forward and reach your arms behind you and touch your back bone.*
5. Ask them to make different lines with their spines—*Make a straight line with your spine, now make a curved line, a tilting line. Wiggle your spine!*

### Alignment with State Goals

#### State Goal 4

Listen and speak effectively in a variety of situations.

#### State and EC Goal 25A, Benchmark

Identify the elements of personal and shared space.

## Activity: Yarn to Yarn

This activity gives students an opportunity to manipulate and work on the concept of line with different materials than are conventionally used to create line.

### Materials

Thick and thin yarn

Basket

Flannel board or carpeted area

### Procedure

1. Cut varying lengths and colors of yarn and place them in the basket.
2. Place the basket near the flannel board or in a carpeted area.
3. Invite the students to create designs, shapes, letters, pictures etc. with the yarn.
4. If you are working on a certain letters or shapes in your curriculum, use this activity to emphasize the lines used to created those letters or shapes. Ask, *Are they straight or curvy lines in a square? Are there many or few lines in an M?*
5. Students can even link their yarn together to make a giant shape!

## Arts in Action

### Alignment with State Goals

#### State Goal 25

Understand and demonstrate knowledge of the sensory elements, organizational principles and expressive qualities of the arts.

#### State Goal 26

Understand and demonstrate process, traditional tools and modern technologies used in the arts.

## Activity: Spaghetti Pictures

This activity allows students to explore with flexible, consistent lines.

### Materials

Cooked and drained spaghetti (not rinsed)  
Large bowl  
Small paper plates  
Dark colored construction paper

### Procedure

1. Allow students to choose the color of construction paper that they would like to work on.
2. Let students take the spaghetti they will need from a larger serving bowl back to their work space in a small container or on a small paper plate.
3. Invite the students to make a design or picture with the spaghetti on the construction paper.
4. As they work compliment and comment on all the interesting lines being created around the room!

### Note:

The gluten on the surface of the spaghetti will cause it to stick to the paper without glue.

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## Activity: Lines in Your Name

This activity gives students an opportunity to move and create shapes from lines while writing and spelling their names. It also allows them to “perform” for each other.

### Materials

A clear space  
Sheets of white paper  
Markers

### Procedure:

1. Have each student write his or her name on the paper in a bright color.
2. Ask the students to stand up and try to make the lines of the first letter in their names with their bodies. Can they make an “M” shape? An “S” shape?
3. Now ask the students to “write” that letter with their moving bodies.
4. If the class is enjoying “writing” one letter, ask them to try writing their entire first names.
5. Have students show their name dances one or two at a time for the class.

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### Alignment with State Goals

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## Activity: Link a Book - *The Dot*

This activity is geared towards older students. The main character in this book, Vashti, doesn't think she is an artist, but a wise art teacher shows her it all starts with a dot. Help your students see that dots and lines are the foundations of art by reading and reenacting a simple scene from this book.

### Materials

*The Dot*, by Peter Reynolds

Paper

Crayons or other art supplies

### Procedure

1. Show the students the cover of the book and read the title. Ask your students, what is a dot? Draw a big dot on the board. If you've been talking about lines already, reinforce the idea of a line by drawing a line in comparison to a dot. Explain that a dot and a line are simple things, but they are the beginnings of all art masterpieces!
2. Read *The Dot* aloud to your students. Asking questions along the way like, *Do you ever feel like you don't know what to draw? Do you ever wish your signature was up on display?*
3. After reading the book, pass out sheets of paper to each student and make art supplies, like crayons available. Explain that, like Vashti in the story, you just have to start some where. Will it be a dot? A line? Draw the first thing that comes to your mind.
4. Have your students put their names on their art work proudly, like artists!
5. Surprise them by having them on display, either in the classroom or in the hallway, the next day.

### Alignment with State Goals

#### State and EC Goal 1

Read with understanding and fluency.

#### State and EC Goal 4

Listen and speak effectively in a variety of situations.

#### State and EC Goal 26

Understand and demonstrate process, traditional tools and modern technologies used in the arts.

## Activity: Ribbon Store

# Arts in Action

This activity is designed to help integrate basic math concepts like estimation and size comparison into the study of lines through playing with different sizes and quantities of lines.

### Materials

Ribbon and Fabric remnant (or anything similar, like yarn or string)  
Paper towel tubes to make dispensers  
Play furniture that can be used to be a pretend store  
Tape measures  
Rulers  
Note books

### Procedure

1. Set up a “ribbon store” as a play station in your class room. Use play furniture, empty boxes, baskets, and other available items to enticingly display remnants of ribbon or fabric that are cut into thick and thin lines. Include measuring tools and even small notebooks to scribble receipts for ribbon orders.
2. Introduce the ribbons store to your class. Show them how they can look for long or short lines of ribbon, thick or thin lines of ribbon, smooth or rough lines or ribbon, etc.
3. Play in the store and encourage a parent volunteer to play with students in the ribbon store and model using the measuring tools and line related vocabulary.
4. Encourage dialogue by asking students what they might plan on doing with their ribbons.
5. Ask students which ribbon they found in the store was the longest or shortest, or the thickest or thinnest?
6. Ask for help rearranging the ribbons at the end of the day. Encourage students to sort by color, length, or texture.
7. When students are more familiar with the station, challenge them to find a piece of ribbon that is one ruler’s length or the length or their arm. Ask them to arrange pieces in size order or with patterns. Use the ribbon store as a starting point for practicing beginning math concepts.
8. Allow students to add and recreate the space as they become more comfortable with it.

### Alignment with State Goals

#### State and EC Goal 6

Demonstrate and apply a knowledge and sense of numbers, including numeration and operation, patters, ratios and proportions.

## Activity: Line Language Walks

Artists use line language in their work, and students will use a great deal of it in the Arts in Action workshop too. Use different line words in playful ways to both introduce vocabulary and interject creative movement into your daily walks between rooms.

### Materials

“Line Language” list (included)

Bowl or basket

Clean floor space

Empty Hallway

### Procedure

1. Familiarize yourself with our Line Language list and then think of some of your own. There are endless ideas. Ours are just a starting point. Write descriptive words out on separate slips of paper and put them in a bowl or basket.
2. Introduce the line language game to students by saying that they have become quite good at walking in straight lines and could now walk in some new ways if they would like to try them. But first they need to practice in the classroom.
3. Pull out one kind of line from the basket. If it says “zigzag” ask the class to describe what zigzag means. For some, this may mean drawing it on the board.
4. Have students practice walking in a zigzag manner in the classroom.
5. Then, practice walking all together in a zigzag manner with you leading the way down the hallway.
6. Continue to introduce new vocabulary and movement to your class, and soon you can proudly walk in swirly lines to the bathroom.

### Alignment with State Goals

#### State and EC Goal 1

Read with understanding and fluency.

#### State and EC Goal 4

Listen and speak effectively in a variety of situations.

#### State and EC Goal 19A

Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.

## Line Language

Wavy Line

Tornado Line

Mouse Tail Line

Hair Line

Long Line

Dotted Line

Lazy Line

Angry Line

Dragon's Breath Line

Parallel Line

Leapfrog Line

Intersecting Line

Loopy Line

Zigzag Line

Silly Line

Fat Line

Jagged Line

Swirling Line

Spiral Line

Vertical Line

Cat Whisker Line

Sad Line

Wiggling Line

Dog Tail Line

Twisting Line

Thin Line

Happy Line

Peaceful Line

Wind Line

Dancing Line

Crazy Line

Giggling Line

Horizontal Line

### Storybooks

- Beaumont, Karen. *I Ain't Going to Paint No More*
- Carle, Eric. *Draw Me A Star*
- Gowler Greene, Rhonda. *When a Line Bends...A Shape Begins*
- Johnson, Crockett. *Harold and the Purple Crayon*
- Parr, Todd. *It's Okay to be Different*
- Portis, Antoinette. *Not a Box*
- Reynolds, Peter. *The Dot*
- Shannon, David. *A Bad Case of the Stripes*

### Nonfiction and Reference Books

- Becker, Heather. *Art for the People: The Rediscovery and Preservation of Progressive and WPA-Era Murals in the Chicago Public Schools*
- Boyd, Cassandra Schmutz, Jennifer Schmutz Law, and Melanie Schmutz Chalk. *Kids on the Move: Creative Movement for Children of All Ages*
- Kohl, MaryAnn and Cindy Gainer. *MathArts*
- Landalf, Helen and Pamela Gerke. *Movement Stories for Young Children.*
- Raczka, Bob. *More Than Meets the Eye: Seeing Art with All Five Senses*
- Waters, Elizabeth and Anne Harris. *Painting: A Young Artist's Guide*
- Yenawine, Phillip. *Lines, Shapes, and Colors*

### Websites

#### Artsonia

<http://www.artsonia.com>

This website allows teachers to upload student work onto a web-based "museum" for others to see. Work can be viewed by parents and students from home.

#### Art History Resources

<http://witcombe.sbc.edu/ARTHLinks.html>

This website is a great place to dig deeper about a particular artist or style that is of interest to you and your class.

#### Art Institute of Chicago

[www.artic.edu](http://www.artic.edu)

Art museum websites are full of examples of inspiring and intriguing art work. This website has information on art work owned by the Art Institute of Chicago.

#### National Gallery of Art

<http://www.nga.gov/kids/>

This interactive website is kid-friendly and offers a variety of interesting simulated art experiences for students to try.