

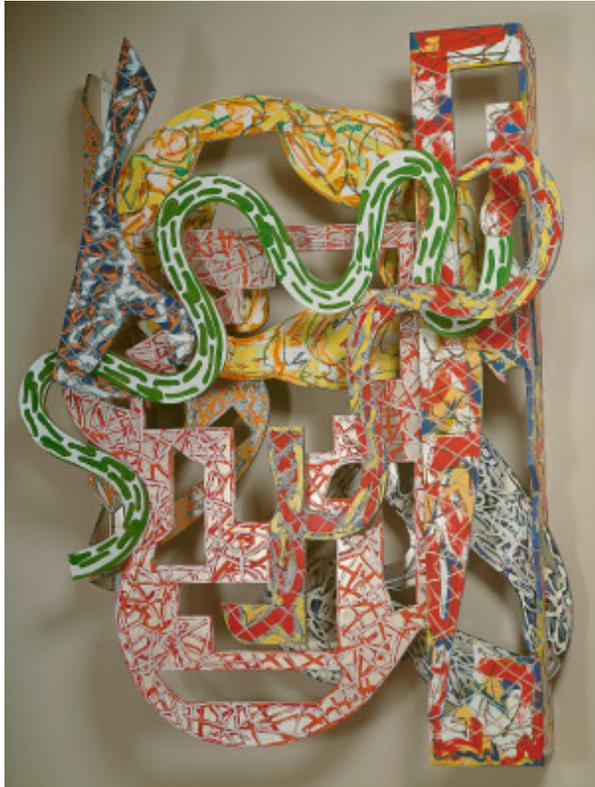
Project 1 (March 19 – 31) The Elements of Art : Line, Shape, Color (Or should it be line / color)

<http://www.nga.gov/content/ngaweb/education/teachers/lessons-activities/elements-of-art/line.html>

Grade Level: K-4 (changing to 6 grade art project)

Students will be introduced to one of the basic elements of art—line—by analyzing types of lines used in various works of art to help students understand how artists use line to convey movement and

line
to



mood. They will then create an abstract art piece based on an activity they enjoy do or watch.

[Stella, Frank](#)

American, born 1936

Jarama II

1982

mixed media on etched
magnesium

overall: 319.9 x 253.9 x 62.8 cm
(125 15/16 x 99 15/16 x 24 3/4
in.)

[Gift of Lila Acheson Wallace](#)

1982.35.1

Not on View

NAEA Standards

1-B	Students describe how different materials, techniques, and processes cause different responses.
1-C	Students use different media, techniques, and processes to communicate ideas, experiences, and stories.

Curriculum Connections:

Materials

- Smart Board or computer with ability to project images from slideshow
- Variety of art media for students to choose from (suggestions: markers, watercolors, colored pencils, colored paper for collage, oil pastel, etc.)

Warm-up Questions

If this painting could move, would it move quickly or slowly? Is there something about the lines that make you think so?

Background

Line is a mark made using a drawing tool or brush. There are many types of lines: thick, thin, horizontal, vertical, zigzag, diagonal, curly, curved, spiral, etc. and are often very expressive. Lines are basic tools for artists—though some artists show their lines more than others. Some lines in paintings are invisible—you don't actually see the dark mark of the line. But they are there, shown in the way the artist arranges the objects in the painting.

Artist Frank Stella is a racing fan. This metal relief painting, *Jarama II*, is named after an automobile racetrack outside Madrid, Spain. Here, Stella used winding, curving strips of metal painted in bright, dynamic colors to forcefully carry the motion and excitement of professional racing.

Guided Practice: Lines in art express different things. View the slideshow below and have students answer the questions beneath each image:

Slideshow: Exploring Lines in Works of Art



What type of line is this?

Now, look closely at these lines. Which group of words best describes them?

(1) Calm, serious, quiet OR (2) Energetic, fun, dynamic

Roy Lichtenstein

American, 1923–1997

Leo Castelli Gallery (publisher)

Chiron Press (printer)

Brushstroke, 1965

color screenprint on heavy, white wove paper, 58.4 x 73.6 cm (23 x 29 in.)

Corlett/Fine 1994, Vol. II, no. 5

National Gallery of Art, Gift of Roy and Dorothy Lichtenstein



- What types of lines do you see?
- Where do you see the following:
- Long
- Continuous
- Straight

- Diagonal
- Vertical
- Horizontal
- Now, look closely at these lines. Which group of words best describes them?
- (1) Solid, serious, organized, planned
- OR

- (2) Silly, energetic, dynamic, in motion, chaotic
- **Charles Sheeler**
American, 1883–1965
Classic Landscape, 1931
oil on canvas, 63.5 x 81.9 cm (25 x 32 1/4 in.)
National Gallery of Art, Collection of Barney A. Ebsworth



What types of lines do you see?

Where do you see the following:

- | | |
|----------|--------|
| Straight | Short |
| Long | Zigzag |
| Curved | |

Look closely at these lines. Which group of words best describes them?

- (1) Busy, topsy turvy, active OR (2) Serious, calm, quiet

Joan Miró
Spanish, 1893–1983
The Farm, 1921–1922
oil on canvas, 123.8 x 141.3 x 3.3 cm (48 3/4 x 55 5/8 x 1 5/16 in.)
National Gallery of Art, Gift of Mary Hemingway



What types of lines do you see?

How is this painting different than the previous ones?

Look closely at these lines. Which group of words best describes them?

- (1) In motion, festive, fun
OR
(2) Calm, sleepy, still

Morris Louis
American, 1912–1962
Beta Kappa, 1961
acrylic on canvas, 262.3 x 439.4 cm (103 1/4 x 173 in.)
National Gallery of Art, Gift of Marcella Louis Brenner

What types of lines do you see?



Where do you see the following:

- | | |
|----------|--------|
| Zigzag | Curved |
| Straight | Short |
| Broken | |

Look closely at these lines. Which group of words best describes them?

- (1) Motion, festive, fun OR (2) Calm, sleepy, still

Henri Matisse
French, 1869–1954
Woman Seated in an Armchair, 1940
oil on canvas, 54 x 65.1 cm (21 1/4 x 25 5/8 in.)
National Gallery of Art, Given in loving memory of her husband, Taft Schreiber, by Rita Schreiber



Can you find the hidden lines in this painting? This painting of a fast-moving sailboat is full of diagonal lines. Why? Artists use diagonals to show energy and movement. Diagonals also lead the viewer into the painting. Try to imagine the boat without the diagonals, sitting flat on the water—horizontally—with the mast going straight up—vertically—into the sky. Would the boat be moving, or sitting still, without the diagonals?

Now, compare this boating scene to the next slide image...

Winslow Homer

American, 1836–1910

Breezing Up (A Fair Wind), 1873–1876

oil on canvas, 61.5 x 97 cm (24 3/16 x 38 3/16 in.)

National Gallery of Art, Gift of the W. L. and May T. Mellon Foundation



Is this boat moving fast or slow? It looks like it is standing still. Does the water seem calm or churning? How hard is the wind blowing? (*No sails up = very little wind!*) Are there any diagonal lines in this painting? (*Very few—mostly straight lines here, vertical and horizontal. Without diagonal lines, the artist created a quiet, calm scene with a slow moving boat.*)

Fitz Henry Lane

American, 1804–1865

Lumber Schooners at Evening on Penobscot Bay, 1863

oil on canvas, 62.5 x 96.8 cm (24 5/8 x 38 1/8 in.)

National Gallery of Art, Gift of Mr. and Mrs. Francis W. Hatch, Sr

Go to:

<http://www.livebinders.com/play/play/7339>

Reinforcement Activity ? or Fill in activity ?

The Guessing Game

The title of this work of art is *Jarama II*, but that's probably not much of a clue. When Frank Stella made this piece, he was thinking of a sporting activity. Let's try to guess which sport the artist had in mind by looking at the work itself. Here's a [hint](#).

Click on the picture to pop up a new window and [zoom in](#) for a close-up view. Then ask yourself the following questions.... Go through and finish the game. Answer the questions in the game on a sheet of paper, turn in to Ms Santy when done.

Project 1.

Make a painting/ artwork inspired by Frank Stella.

We are going to make a painting using line and some raised, attached areas. Now that you have been exposed to the way artists use line, I want you to think about different ways you can use line.

(Discussion questions)

Take a look at the below paintings. What are the same? Different?

What other elements does Frank Stella use besides line?

How does he use those elements?

What kind of lines and shapes do you see?

What do you notice about how the lines, shapes, and colors work together?

What materials is he using?

What would we be able to use to get a similar feeling and expression as Frank Stella?

*****Note – Make sure to show and go through grading rubric. Make sure students have copies of rubrics and use them during their work on the project.



Frank Stella

American, born 1936

Hatra I, 1967

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Frank Stella, *Giufà, la luna, i ladri e le guardie*, 4X, 1984; mixed media on canvas, etched magnesium, aluminum, and fiberglass, 123 3/4 in. x 198 in. x 27 7/8 in. (314.33 cm x 502.92 cm x 70.8 cm); Collection SFMOMA, Gift of Harry W. and Mary Margaret Anderson and Museum purchase; © Frank Stella / Artists Rights Society (ARS), New York

Source: <http://www.sfmoma.org/explore/collection/artwork/108323#ixzz3PTqVjq80>
[San Francisco Museum of Modern Art](#)

Grading: Rubric Students will grade their paintings using the rubric Ms Santy will grade students paintings using the rubric. Grade is average of the two.

Extension

Students will then post their finished works of art for class discussion. First, their fellow classmates should guess what activity / sport ? is being depicted and give their reasons for their answer: What is it about the shape of the line? the thickness? the number of lines included? the color? choice of media? Then the student artist will justify their decisions to the class.

