

# Line Up! Shape Up! Color the World!

**Grade Level or Special Area:** Kindergarten, First Grade, & Second Grade Visual Arts

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**Length of Unit:** 9 Lessons, 2 weeks

## I. ABSTRACT

- A. The goal of this unit is to introduce the Elements of Art consisting of line, color, shape, and form to primary grade students. It contains hands-on activities to help develop an awareness of the elements of art as well as develop an appreciation for the visual arts. The lessons are designed to stand alone but can also support Language Art Curriculum for each grade level by using the literature suggested in each lesson. A variety of assessments will be used to monitor the growth student knowledge in the visual arts.

## II. OVERVIEW

- A. Concept Objectives
1. Develop an understanding of what an artist does
  2. Develop an awareness of different elements of art: Line, Color, Shape, and Form in Visual Arts
  3. Develop an understanding of how geometry contributes to the visual arts
- B. Content from the Core Knowledge Sequence
1. Observe how different lines are used p. 31
  2. Observe different kinds of lines p.14
  3. Know that red, yellow, and blue are commonly referred to as primary colors and when mixed together make secondary colors p. 31
  4. Observe how colors can create different feelings and how certain colors can seem warm or cool p. 14
  5. Recognize basic geometric shapes p. 31
  6. Describe qualities of texture (as, for example, rough, smooth, bumpy, scratchy, slippery, etc...) p. 32
  7. Observe shape, mass, and line in sculptures p. 52
  8. Looking at and talking about works of art (Introduction) p. 14
- C. Skill Objectives
1. Students will learn proper procedures in handling art supplies.
  2. Students will be able to draw different types of lines.
  3. Students will identify different types of lines in the classroom.
  4. Students will use primary colors to make secondary colors.
  5. Students will identify warm and cool colors.
  6. Students will draw the basic geometric shapes.
  7. Students will recognize different types of texture.
  8. Students will create a sculpture.
  9. Students will identify line, form, color, and shape as elements of art.
  10. Students will be able to evaluate one’s own artistic work.

## III. BACKGROUND KNOWLEDGE

- A. For Teachers

1. Hirsch; Jr. E.D. *What Your (Kindergarten, First, Second) Grader Needs to Know*. New York: Dell Publishing, 1991, ISBN 0-385-31464-7.
  2. A basic knowledge of the elements of art, basic art definitions, and the supplies used for art projects (If you need help this web site is available:  
[http://www.sandford-artedventures.com/study/g\\_art\\_elements.html](http://www.sandford-artedventures.com/study/g_art_elements.html))
- B. For Students
1. Basic art knowledge: (color, shapes, motor skills to cut and glue)

#### IV. RESOURCES

- A. CORE Knowledge Foundation. *CORE Knowledge Sequence*. Virginia: CORE Knowledge Foundation, 2001. ISBN 1-890517-20-8
- B. Hirsch, Jr. E.D. *What Your Kindergartener Needs to Know*. New York: Dell Publishing, 1991. ISBN 0-385-31026-9
- C. Hirsch, Jr. E.D. *What Your First Grader Needs to Know*. New York: Dell Publishing, 1991. ISBN 0-385-31026-9
- D. Hirsch, Jr. E.D. *What Your Second Grader Needs to Know*. New York: Dell Publishing, 1991. ISBN 0-385-31026-9
- E. [http://www.sandford-artedventures.com/study/g\\_art\\_elements.html](http://www.sandford-artedventures.com/study/g_art_elements.html)

#### V. LESSONS

##### **Lesson One: What are Artists and what do they do?**

- A. Daily Objectives
  1. Concept Objective(s)
    - a. Develop an understanding of what an artist does
  2. Lesson Content
    - a. Looking at and talking about works of art (Introduction)
  3. Skill Objective(s)
    - a. Students will learn proper procedures in handling art supplies.
- B. Materials
  1. Paint
  2. Water Colors
  3. Crayons
  4. Newspaper
  5. Paint Brushes
  6. Apron or Old Shirt
  7. Book: *Katie Meets the Impressionists* by James Mayhew
  8. Appendix A: Art Through the Senses (Kindergarten / First make into an transparency or recreate on the chalkboard; Second 1 per student if students are capable of completing on their own)
- C. Key Vocabulary
  1. Artist: a person who practices in art such as painting, sculpting, or music.
  2. Art Medium: different things you can use to make art: pencils, crayons, paint, chalk, clay (thick, thin).
- D. Procedures/Activities
  1. The teacher will introduce the lesson to the students by giving them a brief definition of an artist and show them a sample CORE art print. (Does not matter what print.)
  2. Discuss with the students likes and dislikes of the selected CORE print. It is important to discuss with the students that not everyone may like an artists' work

but that each artwork is done to the individuals liking. (For First and Second Grade teachers may want to talk over with the students what changes they would make to the art print.)

3. Have the student's brainstorm what artists create.
  4. To give the students a visual idea of mediums—hold up each of the items listed in the materials. Discuss how these materials can be used to create art. Ask the students if they can think of other mediums.
  5. Discuss the importance of being neat and putting away your supplies after you use them.
  6. Show the students proper ways to keep the desks / clothes clean and proper use of the brushes.
  7. Read aloud and discuss the element of art in the following book (optional) *Katie Meets the Impressionists*.
- E. Assessment/Evaluation
1. Class Discussion to insure students understand how to put away art supplies.

### **Lesson Two: Line Up!**

- A. Daily Objectives
1. Concept Objective(s)
    - a. Develop an awareness of different elements of art: line
  2. Lesson Content
    - a. Observe how different lines are used
    - b. Observe different kinds of lines
  3. Skill Objective(s)
    - a. Students will be able to draw different types of lines.
    - b. Students will identify different types lines in the classroom.
- B. Materials
1. CORE Art Prints: (Can use all prints or any combination)
    - a. Katsushika Hokusai, Tuning the Samisen (K)
    - b. Henri Matisse, The Purple Robe (K)
    - c. Joan Miro, People and Dog in the Sun (K)
    - d. Jacob Lawrence, Parade (1)
    - e. Henri Matisse, The Swan (1)
    - f. Georgia O'Keeffe, Shell painting (1)
    - g. Pablo Picasso, Mother and Child (2)
    - h. Katsushika Hokusai, The Great Wave (2)
  2. Standard Size Construction Paper (1 piece for each student)
  3. Crayons
  4. Appendix B: Cover Sheet Art Portfolio (1 per student)
  5. Book: *Where the Wild Things Are* by Maurice Sendak (optional)
  6. Classroom or Outside Area
- C. Key Vocabulary
1. Line: a continuous mark that is made by a pen, pencil, or brush
  2. Curved: lines that bend
  3. Zig Zag: lines that go back and forth
  4. Spiral: a line that wraps around itself in a circular motion
  5. Wavy: lines that show motion
  6. Diagonal: lines that lean
  7. Vertical: lines that go up and down

8. Horizontal: lines that go side to side
  9. Spy: to observe the surroundings
- D. Procedures/Activities
1. Kindergarten: Introduce (Straight, Zig-Zagged, Curved, Wavy, Thick, and Thin)  
First : Review Kindergarten and Introduce Spiral  
Second: Review Kindergarten and First and Introduce Horizontal, Vertical, & Diagonal
  2. Introduce the lesson by drawing a line on the board and give the students the definition of a line.
  3. Then draw a curved and zig zagged line on the board. Explain the differences to the students and continue with diagonal, vertical, and horizontal. While explaining the types of lines, point out samples to the students around the classroom.
  4. Display the CORE Art Prints (relating to grade level taught). Have students find all the types of lines used in each print.
  5. After completing the board activity have the students try drawing the types of lines on construction paper with crayons. Have the students label their lines, teachers may want to write the names of lines on the board for students to copy.
  6. Walk around the room to make a quick observation or help students who are having difficulties.
  7. Read aloud and discuss the element of line in the illustrations (optional): *Where the Wild Things Are*.
  8. The students will be creating an Art Portfolio throughout the unit. Each student needs a copy of the Cover Sheet Art Portfolio (appendix B). In each lesson the students will be completing an activity that will be put in the Art Portfolio. In this lesson students will attach completed samples of lines in Art Portfolio.
  9. Pass out Cover Sheet Art Portfolio (appendix B) and allow time for students to color and decorate it.
  10. I-Spy-A-Line: Pick a student to be the “Line Spy.” The “Line Spy” will look around the room and select a line to describe to the classmates. The “Line Spy” may only describe the color, pattern, or thickness of the line. Other classmates will take turns guessing the line. The classmate who guesses correctly becomes the new “Line Spy.” The game will continue as time permits or until each child gets a turn. This can be played in the classroom, outside or any major room in the school building. Encourage the students to go home and play this with their parents.
- E. Assessment/Evaluation
1. The teacher will observe student participation and ability to identify lines in the classroom.

### **Lesson Three: Color, Color Everywhere**

- A. Daily Objectives
1. Concept Objective(s)
    - a. Develop an awareness of different elements of art: color
  2. Lesson Content
    - a. Observe how colors can create different feelings and how certain colors can seem warm or cool
    - b. Know that red, yellow, and blue are commonly referred to as primary colors and when mixed together are called secondary colors

3. Skill Objective(s)
  - a. Students will use primary colors to make secondary colors.
- B. Materials
  1. Finger Paint: Red, Yellow, & Blue
  2. White Construction Paper (Standard Size--2 pieces for the teacher)
  3. Appendix C: Color Mixing-Primary and Secondary Colors (1 per student)
  4. Newspaper to cover desk
  5. Book: *The Mixed Up Chameleon* by Eric Carle (optional)
- C. Key Vocabulary
  1. Primary Colors: the three basic colors that can be mixed to make all the colors of the rainbow (red, yellow, blue)
  2. Secondary Colors: made from mixing primary colors (orange, purple, green)
  3. Color Wheel: design for organizing colors that shows the spectrum bent into a circle
- D. Procedures/Activities
  1. Kindergarten: Optional  
First: Introduce  
Second: Review
  2. The teacher will introduce primary colors by dipping red, yellow, and blue finger paint and dabbing it onto a piece of paper. Discuss with the students that these three colors are called Primary Colors. Pass out the Color Mixing – Primary and Secondary Colors (appendix C) to students and newspaper to cover their desks. Instruct students to dab red, yellow, and blue finger paint in the correct spot on their Color Wheel Handout.
  3. Next, the teacher will dab a dot of red finger paint on a piece of construction paper then dab yellow finger paint over it. The color orange will be created. Have the students say aloud, “Red and Yellow make Orange.” Have the students repeat the same process on their Color Wheel Handout.
  4. The teacher will dab a dot of red finger paint on the construction paper then dab a dot of blue finger paint over it. The color purple was created. Have the students repeat aloud, “Red and Blue make Purple.” Have the students repeat the same process on their Color Wheel Handout.
  5. The teacher will dab a dot of yellow finger paint on the construction paper then dab a dot of blue finger paint over it. The color green was made. Have the students say aloud, “Yellow and Blue make Green.” Have the students repeat the same process on their Color Wheel Handout.
  6. Tell the students that the colors they made (Orange, Purple, and Green) are Secondary Colors.
  7. Read aloud and discuss the element of color in *The Mixed Up Chameleon* (optional.)
  8. Attach completed work in portfolio.
- E. Assessment/Evaluation
  1. Teacher will observe that students mixed colors correctly.

#### **Lesson Four: Put Color to Use**

- A. Daily Objectives
  1. Concept Objective(s)
    - a. Develop an awareness of different elements of art: color
  2. Lesson Content

- a. Observe how colors can create different feelings and how certain colors can seem warm or cool
    - b. Know that red, yellow, and blue are commonly referred to as primary colors and when mixed together are called secondary colors
  - 2. Skill Objective(s)
    - a. Students will identify warm and cool colors.
    - b. Students will be able to evaluate one's own artistic work.
- B. Materials
  - 1. White Construction paper (Standard Size—2 pieces per student)
  - 2. Crayons
  - 3. Glue
  - 4. Scissors
  - 5. Several Magazines that students can cut out pictures
  - 6. CORE Art Prints:
    - a. Pieter Bruegel, The Hunters in The Snow (K)
    - b. Helen Frankenthaler, Blue Atmosphere (K)
    - c. Paul Gauguin, Tahitian Landscape (K)
    - d. Pablo Picasso, Le Gourmet (K)
    - e. Claude Monet, Tulips in Holland (1st)
    - f. James A. McNeil Whistler, Argument in Black and Gray (1st)
    - g. Diego Rivera, Pinata (1st)
  - 7. Appendix D: Self-Evaluation of Art (1 per student)
  - 8. Appendix E: Rubric for Assessing Student Art (1 per student)
- C. Key Vocabulary
  - 1. Color: the tint of something other than black or white
  - 2. Warm Colors: color that suggests warmth and energy (red, orange, yellow, and brown)
  - 3. Cool Colors: colors that suggest coolness (green, blue, and purple)
  - 4. Collage: a picture that is made by sticking a variety of materials onto a background
- D. Procedures/Activities
  - 1. The teacher will introduce the lesson by having the students take out the following crayons: red, orange, yellow (warm colors) and green, purple, blue (cool colors).
  - 2. Have the students brainstorm what they think of when they see red, orange, and yellow. Teacher will list their responses on the board. Repeat the same steps using cool colors. Compare the two lists and note observations.
  - 3. Pass out construction paper and magazines.
  - 4. Students will find pictures that consist of warm and cool colors. They will cut out and glue on the appropriate construction paper. (Label one paper warm and label one paper cool.)
  - 5. Attach completed work in Art Portfolio.
  - 6. If time permits let students view CORE art prints and identify warm and cool colors.
- E. Assessment/Evaluation
  - 1. Students will use the Self Evaluation of Art Rubric (appendix D) to evaluate this lessons art project.
  - 2. Teachers will use the Rubric for Assessing Student Art (appendix E) to evaluate project completion.

## **Lesson Five: Shape Up!**

- A. Daily Objectives
  - 1. Concept Objective(s)
    - a. Develop an understanding of how geometry contributes to the visual arts
    - b. Develop an awareness of different elements of art: shape
  - 2. Lesson Content
    - a. Recognize basic geometric shapes
  - 3. Skill Objective(s)
    - a. Students will draw the basic geometric shapes
- B. Materials
  - 1. Construction Paper (Standard Size--1 piece per student)
  - 2. Tempera Paint
  - 3. Small Paint Brushes
  - 4. Newspaper to Cover Desks
  - 5. CORE Art Prints:
    - a. Jacob Lawrence, Parade (1)
    - b. Grant Wood, Stone City, Iowa (1)
    - c. Henri Matisse, The Snail (2)
    - d. Paul Klee, Cat and Bird (2)
  - 6. Book: *Fish Eyes* by Lois Ehlert
- C. Key Vocabulary
  - 1. Geometric Shapes: a set of points that make up a shape
    - a. square
    - b. triangle
    - c. rectangle
    - d. circle
    - e. oval
- D. Procedures/Activities
  - 1. Kindergarten: Introduce the shapes  
First: Review  
Second: Review
  - 2. The teacher will introduce the lesson by holding up each geometric shape (square, triangle, rectangle, circle and oval.) As the teacher holds up each shape have students say aloud the name of that shape.
  - 3. Display the CORE Art Prints (relating to grade level taught). See materials for list of art prints. Have students find the geometric shapes in the art prints.
  - 4. Pass out a piece of construction paper, tempera paint and paint brushes to each student.
  - 5. Instruct students to paint all the geometric shapes. Encourage students to make each shape a different color and size. Have students label the geometric shapes. The teacher can write the names on the board for the students to copy.
  - 6. Read aloud and discuss the element of shapes in *Fish Eyes* (optional).
  - 7. Attach completed work in Art Portfolio.
- E. Assessment/Evaluation
  - 1. Teacher will observe the student's work.

## **Lesson Six: The Geometric Shape Man**

- A. Daily Objectives

1. Concept Objective(s)
    - a. Develop an understanding of how geometry contributes to the visual arts
    - b. Develop an awareness of different elements of art: shape
  2. Lesson Content
    - a. Recognize basic geometric shapes
  3. Skill Objective(s)
    - a. Students will be able to evaluate one's own artistic work.
- B. Materials**
1. Appendix F: Geometric Man Example (1 for teacher use)
  2. Appendix G: Shape Patterns for Geometric Man (1 per student)
  3. Piece of Colored Construction Paper of student's choice (Standard Size 1 per Student)
  4. First Second Grade: Colored Construction Paper (student's choice) to trace shapes
  5. Crayons
  6. Scissors
  7. Glue
  8. Appendix D: Self-Evaluation of Art (1 per student)
- C. Key Vocabulary**
1. Geometric Shapes: a set of points that make up a shape
- D. Procedures/Activities**
1. Teacher will show a sample of the geometric man and explain how to put shapes together to create geometric man.
  2. Kindergarten: Color and cut out shapes from (appendix G) then glue onto construction paper.  
First & Second Grade: Cut shapes out of (appendix G) and trace patterns onto colored construction paper (appendix G) and have students cut out and glue.
  3. Work with the students to create their geometric man.
  4. Attach completed work in Art Portfolio.
- E. Assessment/Evaluation**
1. Students will use the Self Evaluation of Art Rubric (appendix D) to evaluate this lessons art project.

**Lesson Seven: Texture Hunt**

- A. Daily Objectives**
1. Concept Objective(s)
    - a. Develop an understanding of different elements of art: form
  2. Lesson Content
    - a. Describe qualities of texture
  3. Skill Objective(s)
    - a. Students will recognize different types of texture
- B. Materials**
1. Appendix H: Texture Hunt Handout (1 per student)
  2. Pencil
  3. Have example objects of various textures (smooth, rough, bumpy, hard, soft, scratchy)
  4. CORE Art Prints:
    - a. Northwest American Totem Pole (K)
    - b. Statue of Liberty (K)

- c. American Indian Masks (1st)
  - d. Albrecht, Durer, Young Hare (1st,2nd)
  - e. The Discus Thrower (2nd)
  - f. Flying Horse (2nd)
  - g. Auguste Rodin, The Thinker (2nd)
5. Book: *The Great Kapok Tree* by Lynne Cherry (optional)
- C. Key Vocabulary
1. Texture: to look or feel of a surface.
- D. Procedures/Activities
1. Begin the lesson by introducing examples of texture by introducing objects that have different textures. The teacher may also give a definition of texture. Encourage the students to describe using words rough, smooth, bumpy, hard and soft to describe texture. Next, display the CORE Art Prints (relating to grade level taught). See materials for list of art prints. Have students look for texture in the art prints.
  2. Texture Hunt—Place the students in groups of three. Instruct the students to stay in these groups and work together. Each group will need to find six different types of texture. The groups will use the Texture Hunt Handout (appendix H) and a pencil to make rubbings of the texture findings.
  3. The Texture Scavenger Hunt can take place in the classroom, the cafeteria, library, or outside. This will be up to the teacher as to where the Texture Scavenger Hunt is held. The emphasis is that you can find texture everywhere.
  4. The teacher will take the groups to the assigned areas around the school so that they can find six different types of texture.
  5. Upon returning to the classroom the groups will present their findings to the class.
  6. Read aloud and discuss the element of texture in *The Great Kapok Tree* (optional.)
  7. Attach completed work in Art Portfolio.
- E. Assessment/Evaluation
1. Teacher will observe students actively participating in the Texture Hunt.

**Lesson Eight: Time to Sculpt**

- A. Daily Objectives
1. Concept Objective(s)
    - a. Develop an awareness and be able to use different elements of art: form
  2. Lesson Content
    - a. Observe shape, mass, and line in sculptures
  3. Skill Objective(s)
    - a. Students will create a sculpture.
    - b. Students will be able to evaluate one's own artistic work.
- B. Materials
1. Ingredients to make Modeling Dough: 4 cups of flour, 1 cup of salt, and 1 ¾ cups warm water, Mixing Bowl
  2. Wax paper to cover desks
  3. Zip Loc bags to store the dough
  4. Camera
  5. Appendix D: Self-Evaluation of Art (1 per student)
  6. Appendix E: Rubric for Assessing Student Art (1 per student)

- C. Key Vocabulary
  - 1. Sculpture: to make shape or build an object that is 3-D not flat, made from a variety of materials.
- D. Procedures/Activities
  - 1. The teacher will introduce this lesson by making the modeling dough. Mix the flour, salt, warm water in the bowl. Knead with your hands for 10 minutes. Divide up and add different food colors if desired. Store in a plastic bag when you are not working with it.
  - 2. Demonstrate for the students how to work the dough. Show the students sample sculptures while they are practicing with the dough. Ask the students to creatively make a sculpture.
  - 3. Pass out wax paper to cover the student's desk and hand each student apportion of the modeling dough.
  - 4. Take a picture of the finished sculpture and attach in the Art Portfolio.
- E. Assessment/Evaluation
  - 1. Students will use the Self Evaluation of Art Rubric (appendix D) to evaluate this lessons art project.
  - 2. Teachers will use the Rubric for Assessing Student Art (appendix E) to evaluate project completion.

**Lesson Nine: Art Capsule**

- A. Daily Objectives
  - 1. Concept Objective(s)
    - a. Develop an awareness of different elements of art: Lines, Color, Shape, and Form
    - b. Develop an understanding of how geometry contributes to the visual arts
  - 2. Lesson Content
    - a. Observe how different lines are used
    - b. Observe how colors can create different feelings and how certain colors can seem warm or cool
    - c. Recognize basic geometric shapes
    - d. Observe shape, mass, and line in sculptures
  - 3. Skill Objective(s)
    - a. Students will identify line, form, color, and shape as elements of art.
- B. Materials
  - 1. Two clear plastic cups per student
  - 2. Hot Glue Gun
  - 3. Items students have collected or created that pertain to the main elements of art taught in this unit
  - 4. Scissors
  - 5. Art Capsule: An example may include a red crayon for color, a coin for shape, a piece of string for line, a magnet for form
  - 6. Appendix I: Art Capsule Student Checklist (1 per student)
  - 7. Appendix J: Art Capsule Teacher Checklist (1 per student)
- C. Key Vocabulary
  - 1. Capsule: a container holding various objects
- D. Procedures/Activities

1. The teacher will introduce this lesson by showing the students an example of an Art Capsule. The teacher will pull out each item and describe what element of art it goes with.
  2. Students will need to begin immediately collecting their items. They may find items at school or at home that pertain to each element of art taught in this unit.
  3. Once the items are collected the students need to arrange the items in one cup. The students need to fill out their Art Capsule Student Checklist (appendix I) telling what they chose to put in their art capsule.
  4. When the arrangement is completed spread hot glue around the rim of the bottom cup. Carefully set the top cup down into the glue and seal them together.
  5. Once the glue has dried allow the students to share with the class their chosen items to describe each element of art.
- E. Assessment/Evaluation
1. Students will use the Art Capsule Student Checklist (appendix I) to give a written description of each item placed in the time capsule.
  2. Teachers will complete the Art Capsule Checklist (appendix J) to ensure completion.

## **VI. CULMINATING ACTIVITY**

- A. We will have an Art Galley Gala for the final activity. The student created projects will be on display in their Individual Art Portfolios. The classroom will be transformed into an Art Gallery by displaying student art work. Food and drinks will be served. Parents, family members, and the school will be invited to attend. Students will be prepared to discuss the art pieces displayed.

## **VII. HANDOUTS/WORKSHEETS**

- A. Appendix A: Art Through the Senses
- B. Appendix B: Cover Sheet Art Portfolio
- C. Appendix C: Rubric for Assessing Student Art
- D. Appendix D: Student Self Evaluation of Art
- E. Appendix E: Color Mixing- Primary and Secondary Colors
- F. Appendix F: Geometric Man Example
- G. Appendix G: Shape Patterns for Geometric Man
- H. Appendix H: Texture Hunt Handout
- I. Appendix I: Art Capsule Student Checklist
- J. Appendix J: Art Capsule Teacher Checklist

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Line Up! Shape Up! Color the World  
Appendix A: Art Through the Senses Example

To be enlarged and drawn on chart paper or overhead. To be used as a whole group activity. Pretend that you are in the picture with the artist.

Q (Question) - Ask students a question with the five senses.

A (Answer) - Record answers given by students.

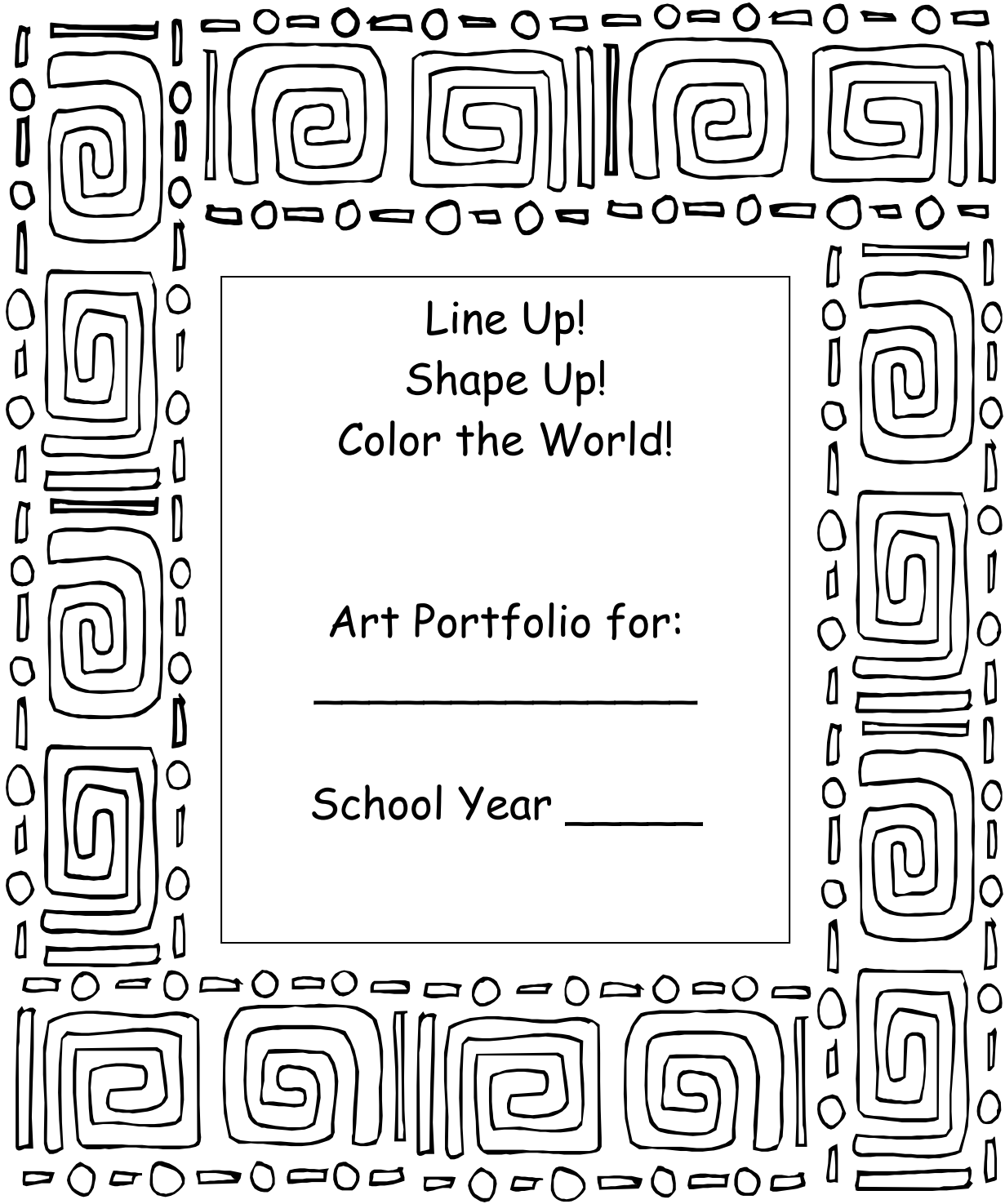
D (Details) - Describing words to increase vocabulary.

## Art Through the Senses

Q	A	D
1. What do I SEE?		
2. What do I FEEL?		
3. What do I SMELL?		
4. What do I HEAR?		
5. What do I TASTE?		

To further extend the activity you can take this information and write a group paragraph.

Line Up! Shape Up! Color the World!  
Appendix B: Cover Sheet Art Portfolio



Line Up!  
Shape Up!  
Color the World!

Art Portfolio for:

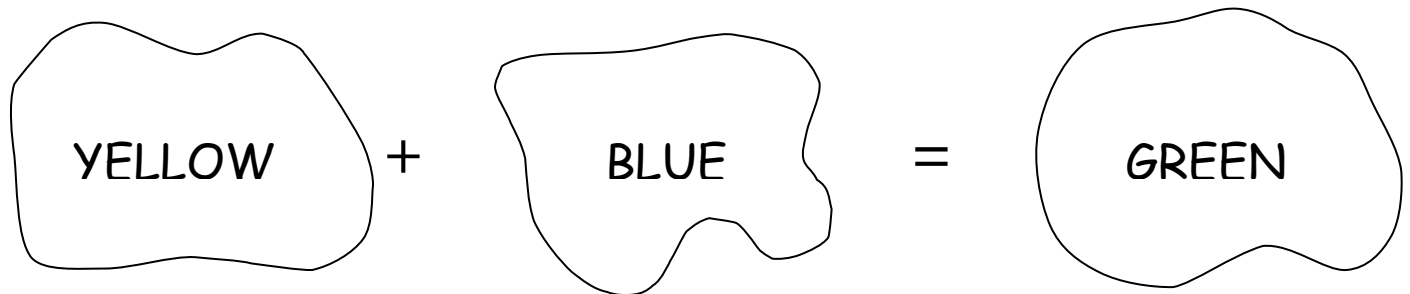
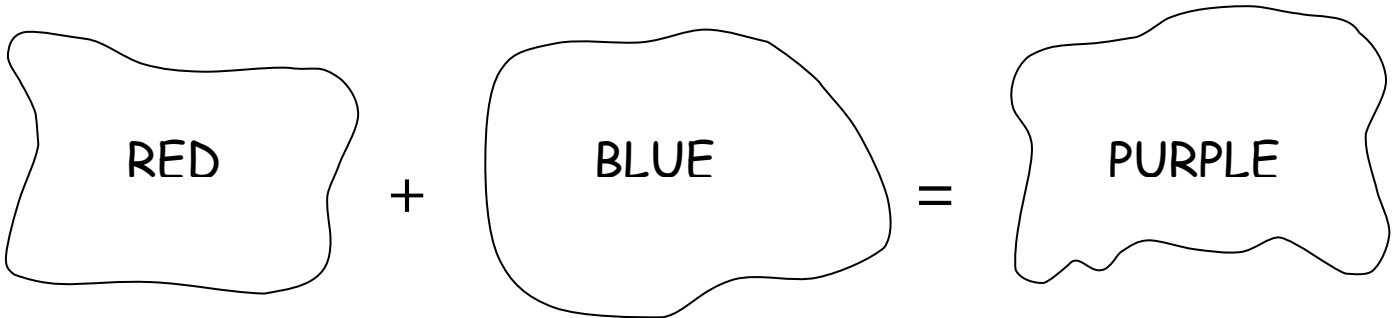
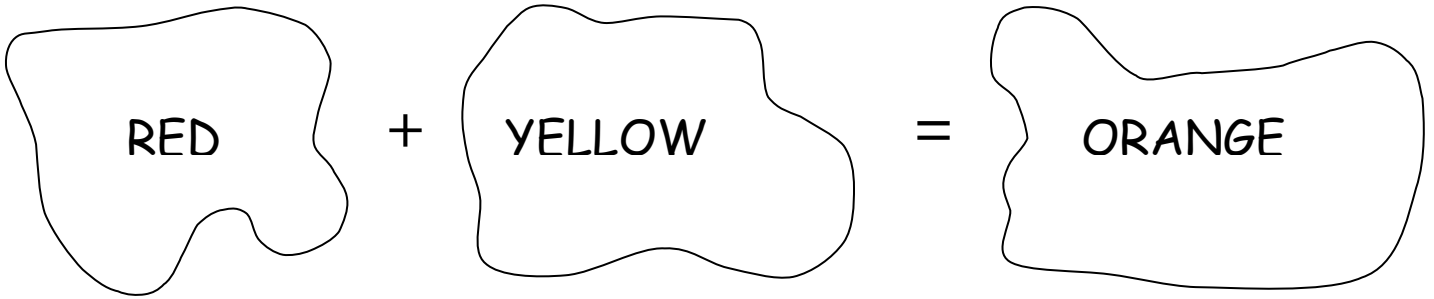
\_\_\_\_\_

School Year \_\_\_\_\_

## Primary and Secondary Colors

### Primary

### Secondary



## Self-Evaluation of Art

Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Project: \_\_\_\_\_ Date: \_\_\_\_\_

I thought my art project was:



Great !



Just OK



Boring

This is what I learned by doing this art project:

---

---

---

## Rubric for Assessing Student Art

Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
Project: \_\_\_\_\_ Date: \_\_\_\_\_

Art objectives observed:	S	I	U
1.	Noticeable understanding	Some understanding	No observable understanding
2.	Noticeable understanding	Some understanding	No observable understanding
3.	Noticeable understanding	Some understanding	No observable understanding
Followed project directions	Followed all directions	Followed some of the directions	Did not follow any directions
Completed project in timely manner	Turned in project on time	Turned in project 1-2 days	Did not complete project
Overall quality of project	Excellent	Satisfactory	Poor
Effort given by student	Excellent	Satisfactory	Poor

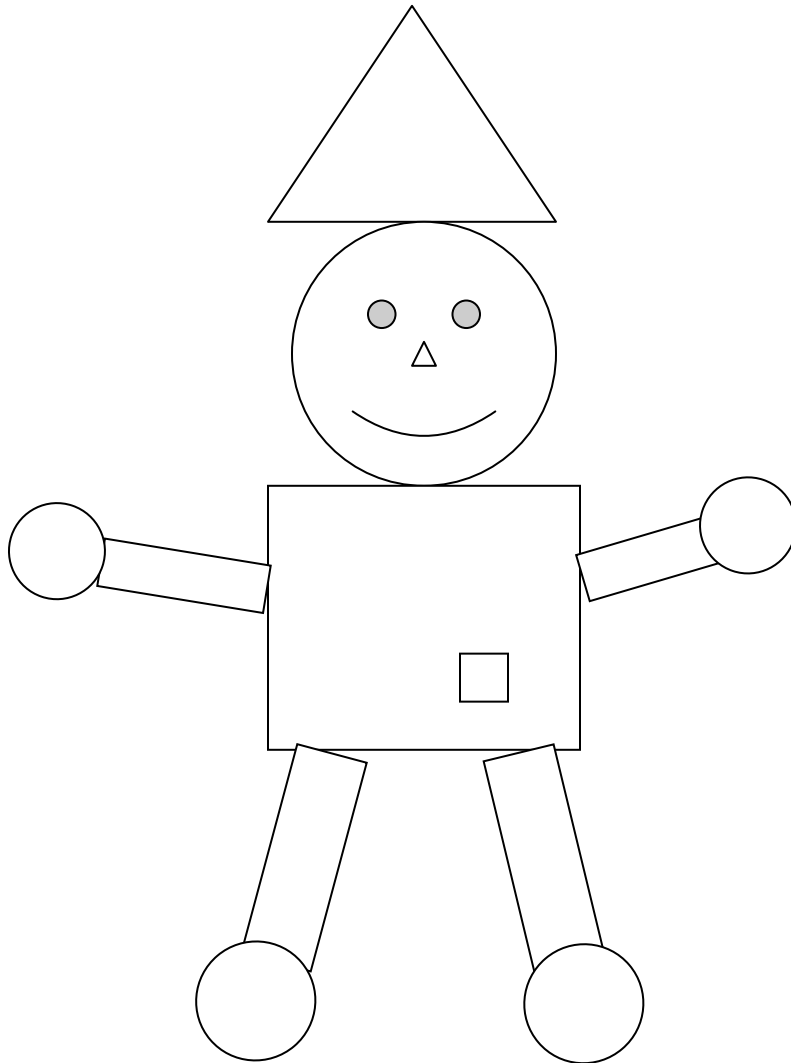
Teacher comments:

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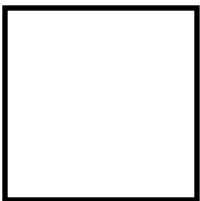
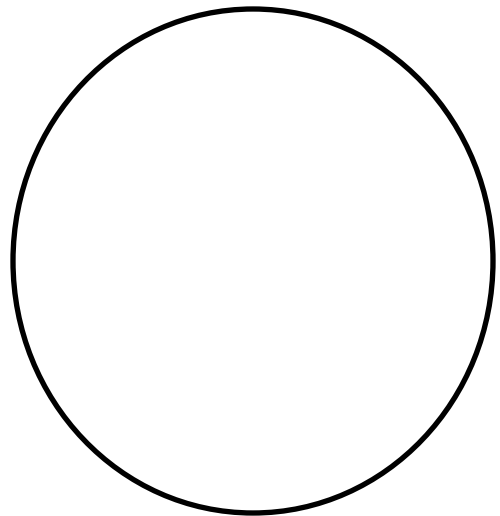
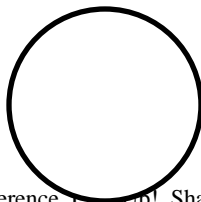
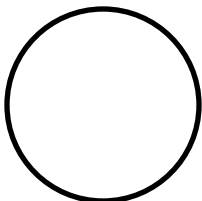
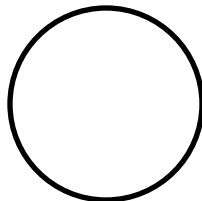
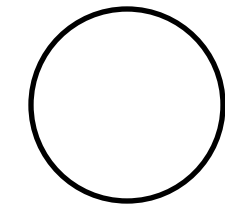
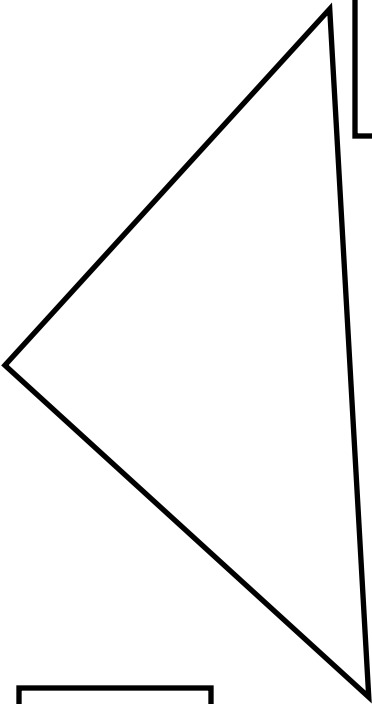
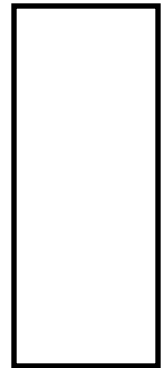
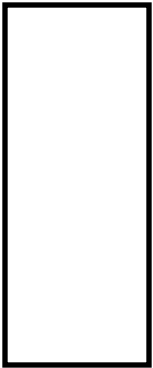
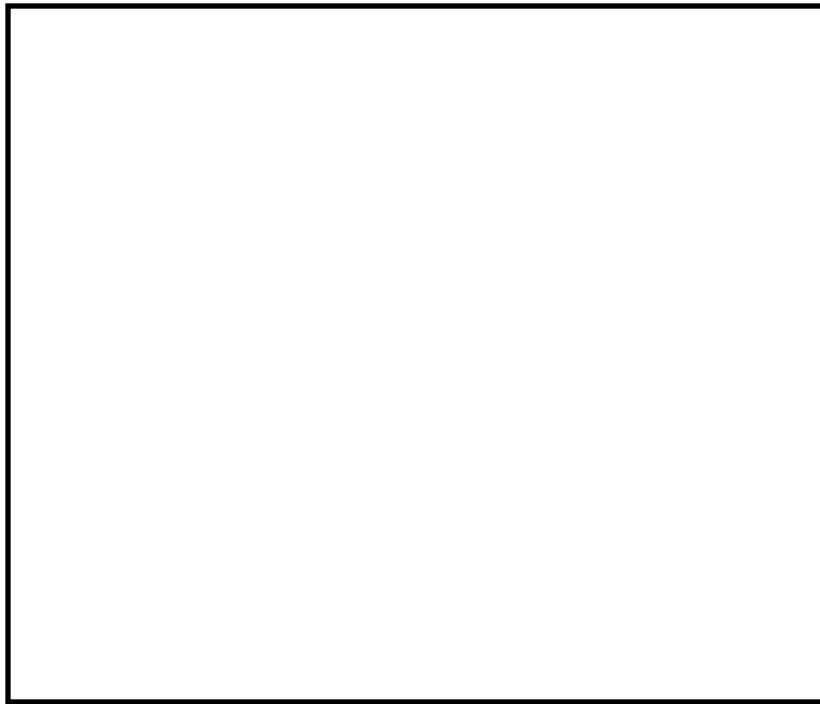
Line Up! Shape Up! Color the World!  
Appendix F: Geometric Man Example



Triangle:	Hat
Square:	Body & Pocket
Circle:	Head, Hands & Feet
Rectangle:	Arms & Legs

Line Up! Shape Up! Color the World!  
Appendix G: Shape Patterns for Geometric Man

Teacher Note: Copy one sheet per student



## Texture Hunt

Rough	Smooth
Bumpy	Hard
Soft	Scratchy
_____	_____

Line Up! Shape Up! Color the World!  
Appendix I: Art Capsule Student Checklist

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I chose \_\_\_\_\_  
to show **line**.

---

I chose \_\_\_\_\_  
to show **shape**.

---

I chose \_\_\_\_\_  
to show **color**.

---

I chose \_\_\_\_\_  
to show **form**.

---

## Art Capsule Checklist

Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Items to be included in the capsule:

- \_\_\_\_\_ Line
- \_\_\_\_\_ Shape
- \_\_\_\_\_ Color
- \_\_\_\_\_ Form
- \_\_\_\_\_ Written description for all pieces included in the capsule.
- \_\_\_\_\_ Neatness
- \_\_\_\_\_ Creativity
- \_\_\_\_\_ Turned in on time