



C. Schellenberg [Wondertimearts@gmail.com](mailto:Wondertimearts@gmail.com) Image: Chagall, Marc, "Girl in Pursuit"  
CAFE Format Created by Cheryl Schellenberg

**Essential Question:**

**How do artists use their senses to experience art And make art?**

<b>C</b>	<b>Create</b> Engage in exploration and imaginative play with materials Students will experience being both vertical and curved lines through dance and movement and then painting with water. 2.1 & 2.2
<b>A</b>	<b>Articulate</b> 4.1 Discuss their own works using the language of art 4.2 Describe what is seen in a work of art both the literal and expressive content Use <i>Visual Thinking</i> strategies
<b>F</b>	<b>Find Connections</b> Create in movement, dance, and paint the lines, shapes, and forms.5.1 What does a tall straight line look like? What does a curved line look like? Where in nature do you find them? What letters and numbers have these lines.
<b>E</b>	<b>Evaluate</b> 4.3 Discuss how and why they made a work of art

**Materials:**

Art Print: " Young Artists," by Carol Sideman. Crystal Productions  
Whiteboard and dry erase marker,  
Water cups and water blocks, paintbrush for each child.  
Paper towel, 24 inches folded in half with newspaper padding inserted in the fold.  
Anker Soundcore Bar  
**Water music:** Youtube <https://youtu.be/aJaZc4E8Y4U>  
**Spiders Web** [https://youtu.be/BYkgoVS\\_IHA](https://youtu.be/BYkgoVS_IHA)

**Into the Lesson:**

Kindergarteners sit quietly on the carpet close to me and the art print we will scan. For this lesson, I have "Young Artists," by Carol Sideman. American, female Artist 1925. We talk about "What we see, what we think, what we wonder." *Visual Thinking Strategies*,

I say, "Look, I am going to draw a straight line. I draw it using a whiteboard and dry erase marker. I ask, "What does it look like?" Then we stand to be the straight line. I ask, "What does it feel like?" I state, "We are balancing between earth and sky. We are a brushstroke. The picture would not be complete without each of us." We then practice drawing the line in the air. Then I share, "I am going to draw a curved line. I can bend and curve the line to go however I will it. We then bend it with our bodies and practice drawing.

We then listen as I play "Bamboo Water Fountain" What do you hear? Water? "Yes and that is what we will use to create our lines." I demonstrate using the brush with water onto our canvas. We repeat elongated lines that flow from the top of the page down, and then the bottom of the page up. I stress how this lesson should sound quiet and calm, and feel quiet and calm. We turn the paper over to draw with our paintbrush curved lines on the back.

**Through the Lesson:**

Children sit in groups of two or four. Share a cup of water stationed in woodblock. Their canvas is a folded paper towel with a newspaper between the fold. It dries almost immediately. It is used instead of Zen board, magic paper, or Buda Board I supervise how they elongate their brush strokes.

**Beyond the Lesson:**

We regather back in front of the picture and answer 3 questions. How were we like the artists in the picture? What lines did you create? What else might you create with? We have already drawn lines in the sand.

If time.... Who else creates lines? A spider! I share a story through song, "Spider's Web." I use a silver string to lift it up into a vertical line. We use our hands to interpret the song creating straight and curved lines



[www.wondertimearts.com](http://www.wondertimearts.com) Grade: Kindergarten **"I am a Line: Experiencing Line, painting with water."**

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