



ART BOX

Ink Drawing

1. Grade Level: 1-5
2. Art Medium: Ink Drawing
3. Elements of Art https://www.getty.edu/education/teachers/building_lessons/elements_art.pdf
4. Principles of Design
http://www.getty.edu/education/teachers/building_lessons/principles_design.pdf
5. Lesson Plan
 - a. Element of Art to focus on: LINE
 - b. Principle of Design to focus on: VARIETY
 - c. Goals and Objectives:

Goals:

 1. Student will create an ink drawing.
 2. Student will employ a variety of linear marks.

Objectives:

 1. Student will examine and discuss a variety of linear marks.
 2. Student will use different tools to create varied linear marks in ink.
 3. Student will draw a composition employing varied linear marks.
6. Standards met -
 - a. State Standards met: *Art Standards/Anchor Standards – Create, Respond, Connect*

Anchor Standard 1: Creating-Generate and conceptualize artistic ideas and work. VA.1.CR1.K, VA.1.CR1.1, VA.1.CR1.2, VA.1.CR1.3, VA.1.CR1.4, VA.1.CR1.5

Anchor Standard 2: Creating-Organize and develop artistic ideas and work.

VA.2.CR2.K, VA.2.CR2.1, VA.2.CR2.2, VA.2.CR2.3, VA.2.CR2.4, VA.2.CR2.5

Anchor Standard 3: Creating-Refine and complete artistic work.

VA.3.CR3.K, VA.3.CR3.1, VA.3.CR3.2, VA.3.CR3.3, VA.3.CR3.4, VA.3.CR3.5

b. National Standards met: Visual Arts Standards

Anchor Standard 1: Creating-Generate and conceptualize artistic ideas and work

VA.1.CR1.K; VA.1.CR1.1; VA.1.CR1.2; VA.1.CR1.3; VA.1.CR1.4; VA.1.CR1.5

Anchor Standard 2: Creating-Organize and develop artistic ideas and work

VA.2.CR2.K; VA.2.CR2.1; VA.2.CR2.2; VA.2.CR2.3; VA.2.CR2.4; VA.2.CR2.5

Anchor Standard 3: Creating-Refine and complete artistic work

VA.3.CR3.K; VA.3.CR3.1; VA.3.CR3.2; VA.3.CR3.3; VA.3.CR3.4; VA.3.CR3.5

c. Activities:

1. Show samples of line drawings.
2. Discuss direction, width, character and value of line.
3. Drop a pea sized bit of ink onto the paper.
4. Hold one end of a straw near the ink droplet. Put mouth over other end and blow.
5. Change strength and direction of air to move ink across paper.
6. Examine your composition to see what it seems to be.
7. Dip a small twig or skewer into ink and draw lines to complete the drawing.
8. Using a second paper, create a line drawing with skewer/twig and or brush (10 - 25 min)

d. Visualization questions:

1. What kind of lines seem calm and gentle?
2. What kind of lines seem energetic?
3. What kinds of lines will you use to express the mood of your picture?

e. Vocabulary for lesson:

line: the mark made by a moving dot; created by an artist's tool on a surface

character: expressiveness such as strong, tentative, wobbly, shy, powerful

value: quality of lightness or darkness

variety: differences created by contrasting or altering art elements; example: ragged versus clean lines; large smooth shapes versus large shapes with spiky edges.

f. Images/Artists to show in class:

Albrecht Dürer: *Self-Portrait*, 1492-3; Pen drawing

Leonardo da Vinci: *Study of Fantastic Animal*, 1515-1516; Ink

Virgin and Child, c. 1478?, Pen and ink

Vincent Van Gogh: *Two Cottages, Saintes-Marie de la Mer*, 1888; Ink

Three Cottages, Saintes-Marie de la Mer, 1888; Ink

Portrait of a Young Woman, Ink

Landscape Near Montmajour with Train (detail), 1888, Ink

Käthe Kollwitz: *Mother and Child*; 1931; Pen and ink wash

g. Use Visual Thinking Strategies when looking at art. <https://vtshome.org/>

1. What is going on in this picture?
2. What do you notice first?
3. What helps your eye move around in the picture?
4. How did the artist use line in this picture?
5. How could you describe the different lines in this picture?

h. Materials list

Canson Foundation drawing pad (70 lb, 30 sheets) cut 6x9": two sheets per student

synthetic walnut ink: Daniel Smith brand or Tom Norton brand (2 bottles)

small spill-proof cups or small cups that are secured to desk with putty or tape

paper towels

straws: cut in half and pierced with a pin to prevent sucking up ink: one per student

wooden skewers or small twigs: 36 of each

watercolor brushes: Royal Soft Grip Golden Taklon, round size 4 (36 brushes)

pencils

i. Resources section

Art history movements

Renaissance: Albrecht Dürer, Leonardo da Vinci

Post Impressionism: Vincent Van Gogh

Modernism: Käthe Kollwitz

j. Lesson Plan Extensions/Curriculum Connections

1. Science: Botanical drawing of leaves

2. Science: Invent and/or draw simple machines

3. Literacy: Draw a scene in a story. Tell the story with the drawings.

k. Evaluation Resources

Art rubric for elementary below.

l. Student Critique

a. Do you see variety in the lines made? Talk about them.

b. How do drawn lines differ from those blown by air?

c. What mood is expressed by these lines?

ART RUBRIC

STUDENT'S NAME:

DATE:

PROJECT:

RATE YOURSELF

(5) (4) (3) (2)
Excellent Good Average Needs Improvement

TEACHER'S RATING

CRAFTSMANSHIP

My artwork is neat and clean.

I try to do my best work.

I use skills and concepts learned in class.

I complete my work on time.

EFFORT

I use my class time well.

I use materials appropriately.

I participate in class discussion.

CREATIVITY

I take time to develop and express an idea.

I use materials in a creative way.

My work shows invention and originality.

TOTAL: