

Lesson Two

Objectives

1. Students are able to compare and contrast lines in artworks.
2. Students are able to explain how expressive lines contribute to the overall character, feeling or mood of an artwork.
3. Students are able to produce lines with different expressive qualities.

Arizona Visual Arts Standards

EVALUATE 3. Elements and Principles: PO 001 & 101: Identify an element [and principle] in an artwork that supports its meaning and/or purpose.

EVALUATE 3. Elements and Principles: PO 201: Describe how an artist's use of elements and principles in an artwork supports its meaning and/or purpose.

EVALUATE 3. Elements and Principles: PO 301: Using established criteria, judge the effectiveness of an artist's use of elements and principles in a composition to support the meaning and/or purpose of an artwork.

RELATE: 4. Meanings and Purposes: PO 001, 101, & 201: Interpret meanings and/or purposes of an artwork using subject matter and symbols [or themes].

Preparation

Read and make copies of "Exploring Expressive Lines" pdf worksheet.

Make arrangements for field trip to the TCA.

Before your visit, talk with an assigned TCA docent, if possible. Provide the docent with a copy of the "Exploring Expressive Lines" worksheet in advance of your trip and discuss the extent to which students might complete any or all of the worksheet at the center or whether any or all of the questions or ideas might be addressed during their tour.

Read optional "Questor Questions about Chuck Jones' Drawings" pdf and decide whether you might want to use it to follow up after a visit to the *Chuck Amuck* exhibition.

Resources and Supplies

[Exploring Expressive Lines \(pdf\)](#)

OPTIONAL: [Questor Questions about Chuck Jones' Drawings \(pdf\)](#)

[Chuck Amuck Exhibition Preview PowerPoint](#)

Activities

Review and Application: Distribute the "Exploring Expressive Lines" pdf worksheet to all students and ask them to answer as many questions as they can during their tour. If writing responses on the worksheet is not practical or possible during the tour, use the worksheet to guide students in focused observation as

circumstances permit. For example, you might use questions on the worksheet when students assemble or travel to the TCA or when they assemble for or travel back to school.

Take notes on any new information presented by the docent as well as interesting questions, observations or responses made by students during their tour. If the circumstances of the visit do not allow students to complete their worksheets, explain that later, in class, you will lead a discussion of discoveries they made about expressive lines in the exhibition using online [Chuck Amuck Exhibition Preview PowerPoint](#).

Assessment Guides

1. Students are able to compare and contrast lines in artworks.
Students compare and contrast lines in several artworks in the Chuck Amuck exhibition on their “Exploring Expressive Lines” pdf worksheet.
2. Students are able to explain how expressive lines contribute to the overall character, feeling or mood of an artwork.

___ Students explain how choice of lines contributes to the character, feeling or mood of artworks in the Chuck Amuck exhibition on their “Exploring Expressive Lines” pdf worksheet.
3. Students are able to produce lines with different expressive qualities.

___ Students draw several different kinds of lines on their “Exploring Expressive Lines” pdf worksheet.