

At Home with Children: Creative Projects Design Element -Line

Use the design elements as the focus of some at home creative projects. This is a useful way to frame the learning and it sets up good design thinking practices that will be useful across different learning areas.

These projects are based on:

- stimulating curiosity
- introducing and developing vocabulary and art making skills
- resources that most homes will have or are easy to find.
- expanding how we think of visual arts learning

Three key components for home-based visual arts learning

Art Journaling –
Documenting discoveries
and experimenting



Art Projects – Making



Art Appreciation – talking,
thinking and writing



Pick a theme

Consider
resources

Establish
framework

Collect
data/experiments

Analyse
data/experiments

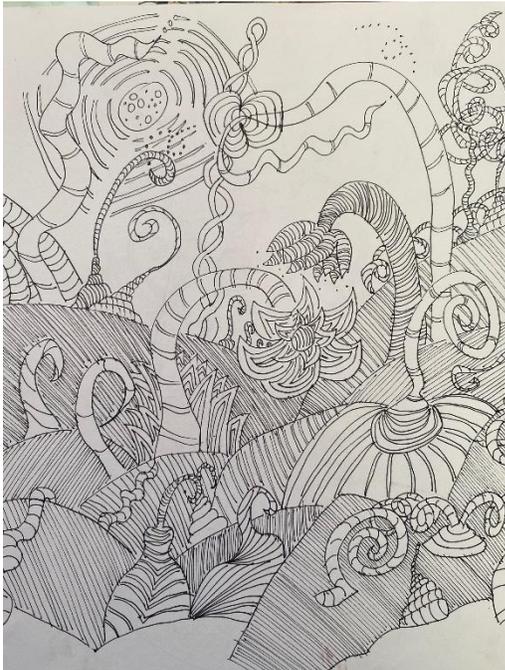
Make Art

Reflect and
repeat

Each bold word represents a key stage in the creative process – by choosing a focus such as design elements it helps to frame the learning experience, making the learning more memorable and transferrable to new situations.

Tick once
completed

Set up an **art journal** to explore ideas, carry out experiments, reflect on projects



Invent an imaginary landscape using line as your focus design element.

This resource offers a range of ways to explore the design elements of line at home.

Set up a creative **research** project using the theme of the design element of line.

Work in your art journal or sketch book if you have one. If you have only loose sheets of paper find a paper clip, folder or staple pages to keep the project artworks and research together.

This project will help you to identify and explore the potential of the design element of line, starting with discovering different kinds of lines and their purposes around your home, garden and neighborhood. The value of the research project is to also: extend and build new vocabulary; describe what you discover; and help you intentionally use line as a design element in your art making.

Your theme could be as simple as making a logbook of different kinds of lines you find around your home, or you could research linear perspective and use that as your make a series of line drawings of your home.

You can also explore line for its expressive quality and imaginative potential. If a line is heavy and dark, unbroken or jagged, curvilinear or straight – how do these things effect the mood and expressive qualities of your drawing? Or what about of you created a landscape drawing entirely out of lines – see example.

Tick once completed

Select your research area and consider how you are going to explore your subject



Set a **hypothesis** or framing statement that you set out to prove or disprove. Alternatively, you could set up a question to test your experiments against. Setting up a hypothesis or question helps to add intentionality to your research/experimentation with design elements. Remember it is OK to disprove your hypothesis.

An example of a hypothesis:

- Most lines in my garden are organic and most lines in my house are geometric. Set up a research project to test whether these statements are true or false. For example, take a survey of how many geometric or organic lines you can find in one room – geometric & organic and hypothesis about which lines were easier to find and what do your findings suggest.

Example of a framing question about lines:

- Can the qualities of lines differ? See if you can locate lines of different qualities, e.g. thick thin, curvy, straight etc. Draw at least ten examples of different lines in your journal.

Initial research:

- Start the project by doing some online research to discover the definition of each of these words that can be used to describe lines: expressive, geometric, curvilinear, organic, broken, horizontal, vertical, zigzag, parallel, cross hatching, contour, perpendicular.

Set a Hypothesis to frame your creative research/experiment



Example of organic lines from my garden
- drawn in a pen and ink

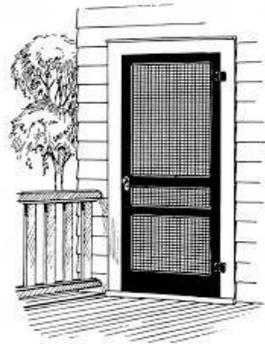
Tick once completed

Create a photo essay of different lines

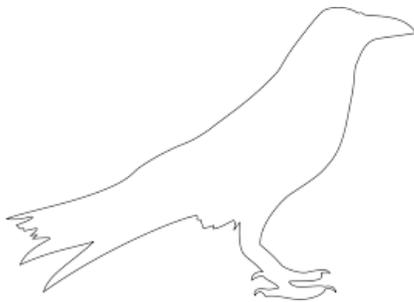


Look for lines around your house, garden or neighborhood - these could be **contour** lines that wrap around an object, they may be patterns on a surface or perhaps **organic lines** like the veins in a leaf, or **geometric** lines like fence palings. Go to the gallery's website for [More online learning resources](#)

Use a variety of lines to give extra interest

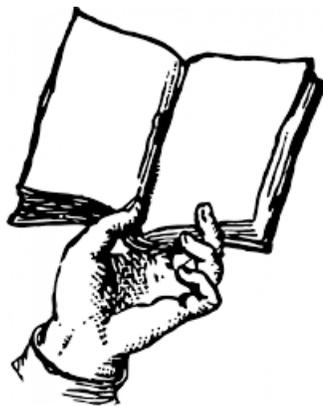


Notice the angles that lines intersect



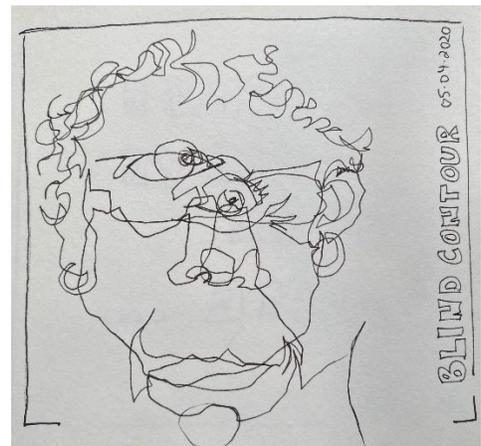
Draw an outline/contour

Fill in the shape to make a silhouette



Experiment by drawing lightly or heavily – see what difference it makes

- Look around your house/garden and neighborhood for things that interest you and create a series of observational line drawings.
- Try to vary your quality of line - among other things lines can be **thin or thick, or fuzzy or sharp, curvilinear or straight.**
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- Take notice of whether the lines you see are **structural or decorative.** For example, a door frame is a straight structural line, there is a logic to how it connects at the corners to make the frame structurally strong. Use a set square (geometry tool) to measure the angle of where straight lines intersect. A decorative line might be a pattern on the kitchen bench, or cushion covers.
- Try drawing a careful **outline** of an object and then fill it in with colour and make a **silhouette.**
- Choose an object and do **multiple drawings** of the same thing, try out different sorts of lines and expressions. For example, can you make it look angry by using dark heavy lines can you make your object look sad with light, shaky lines. Try holding your pencil at the very tip or the very end – how does this effect your line.
- Look in a mirror and draw your own face in one continuous line without looking at the page. Blind contour drawing helps you to 'see' your subject without worrying about the outcome - hard to do but loads of fun when you look at the final wonky/surprising drawing.



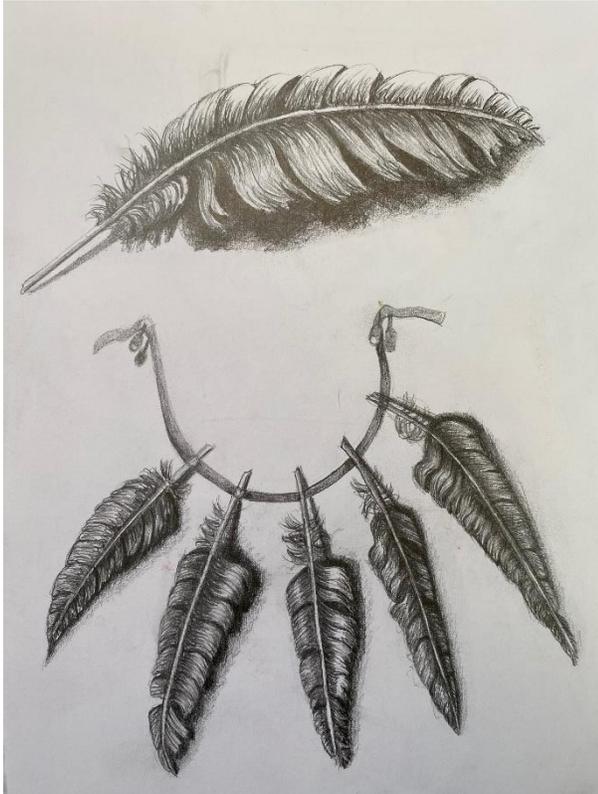
Design and carry out your design project

Work together to **Design** your Line Art Project, including a material list. Note: almost all materials can be art materials.

- Review your journal work and decide what elements you want to use in your artwork.
- Gather the resources you will need such as pencils and paper as well as reference materials such as photos or books and objects you want to use as 'models' to add to your artwork. Use your new skills and observations to **create** your artwork based on your research.
- **Create** an artwork using line as an important element.

Some suggestions:

- Draw around your hand and then draw contour lines over your hand to 'fill in' the interior shape. Choose 4 or 5 textures in different colours to create a repeating pattern in your lines
- Draw a person using a line that goes around and around each limb – don't just stick to the outside contour/edge
- Line has rhythm, put on some music and cover a whole page in lines in time to the rhythm/beat of the music.
- Draw your desk and the objects on it in one continuous line as though you were following the path of an ant crawling across your desk. Try to concentrate on what you are looking at – this is an exercise in observation - don't worry of the final drawing looks wobbly – enjoy the experience. Let the drawing surprise you.
- Collect a whole lot (10 or more) of thin things and place them into an arrangement as an artwork – take a photo once you finished – if you like – print the photo and glue it in your journal.
- Take a sheet of paper and place it under a shadow – then draw the shadow. You could use pencil, or charcoal or maybe experiment with watercolor.



Use line to create a drawing of a favourite object or scene. Perhaps repeat the object like in the drawing of the feather necklace above. Or, you could focus on a section or detail that interests you - like in the close-up of this winter tree with wavy branches below.



	<p>Capturing and framing the learning</p>	<p>Encourage your child to write notes in their art journal about their experiments. If children are too young to write – work with them to capture their learnings and discoveries in the journal.</p>
	<p>Share</p>	<p>Have a discussion about the project, with each other or with other family members. You might like to organize a call between your child and another relative (grandparents love this kind of call) to talk about the discovery. Reaching for language to recount the experience or describe what took place is very good for the development of children’s vocabulary, narrative and cognitive abilities. Consider sharing on social media platforms that are appropriate to your family.</p>
	<p>Internal reflection</p>	<p>Observe and take note of what your children, enjoyed, what you enjoyed and what was challenging – art making is an iterative process that at its best is more about discovery than a finished product. Although we all love to have those moments when we create something that we are pleased with – be careful not to let competition and comparison damage the joy of discovery and the pleasure of simply making ...</p>
	<p>Join In... have fun!</p> 	<p>Consider starting your own art journal alongside your children, supporting our children’s creativity and learning can give us an opportunity to enjoy some creativity of our own. Plus, the shared experience of being involved in the making may amplify the learning... and certainly has self-esteem benefits as you concentrate on a shared creative experience together.</p>

Visit the Gallery’s website for more learning resources <https://www.penrithregionalgallery.com.au/learning/>

Look/notice/see

Respond/take notes/sketch/talk

Experiment

Assemble, construct/create

Iterate, adapt, repret, invent, refine

Share your experience