

Five Lines

Lesson Plan: "Lines"

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for ART 130: Design I (2D), Summer 2013

DESCRIPTION:

Create an interesting design using only five lines. (4x)

Create an interesting design using only one line composed of five segments. (4x)

OBJECTIVES:

Function thoughtfully and creatively within limitations.

Learn "muscle memory" by designing quickly and repeatedly.

Understand the unlimited potential of arranging and altering simple elements.

IMPLEMENTATION:

Materials and Tools:

[Black Cardstock](#), [White Cardstock](#) (8.5" x 11" [21.6 x 28 cm] sheets)

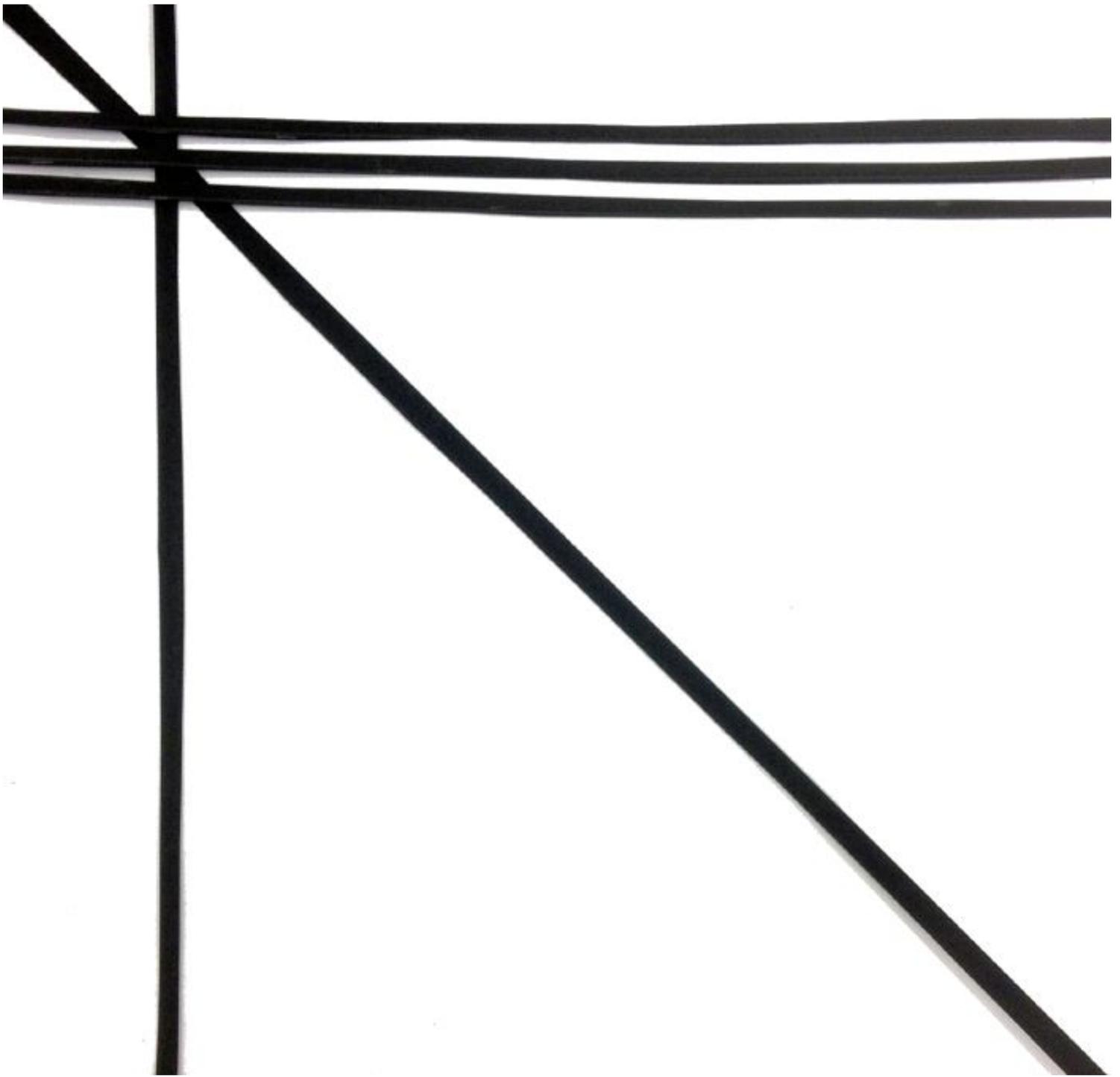
[Rulers](#)

[Drawing Pencils](#)

[Sharp Scissors](#)

[Glue Sticks](#)

Tape and Pushpins



Five black 1/8" wide lines arranged on a 7" white square., Student Work, Denesha, Summer 2013

Five 5 Square Projects:

- 1) Five black 1/8" [32 mm] wide lines, arranged on a white 7" [17.8 cm] square.
- 2) Five black 1/4" [64 mm] wide lines, arranged on a white 7" [17.8 cm] square.
- 3) Five black 1/2" [1.27 cm] wide lines, arranged on a white 7" [17.8 cm] square.
- 4) Five black 1" [2.5 cm] wide lines, arranged on a white 7" [17.8 cm] square.

You have six minutes to complete each project.

Timed by instructor. All students will begin and finish each project at the same time. Up to eight minutes

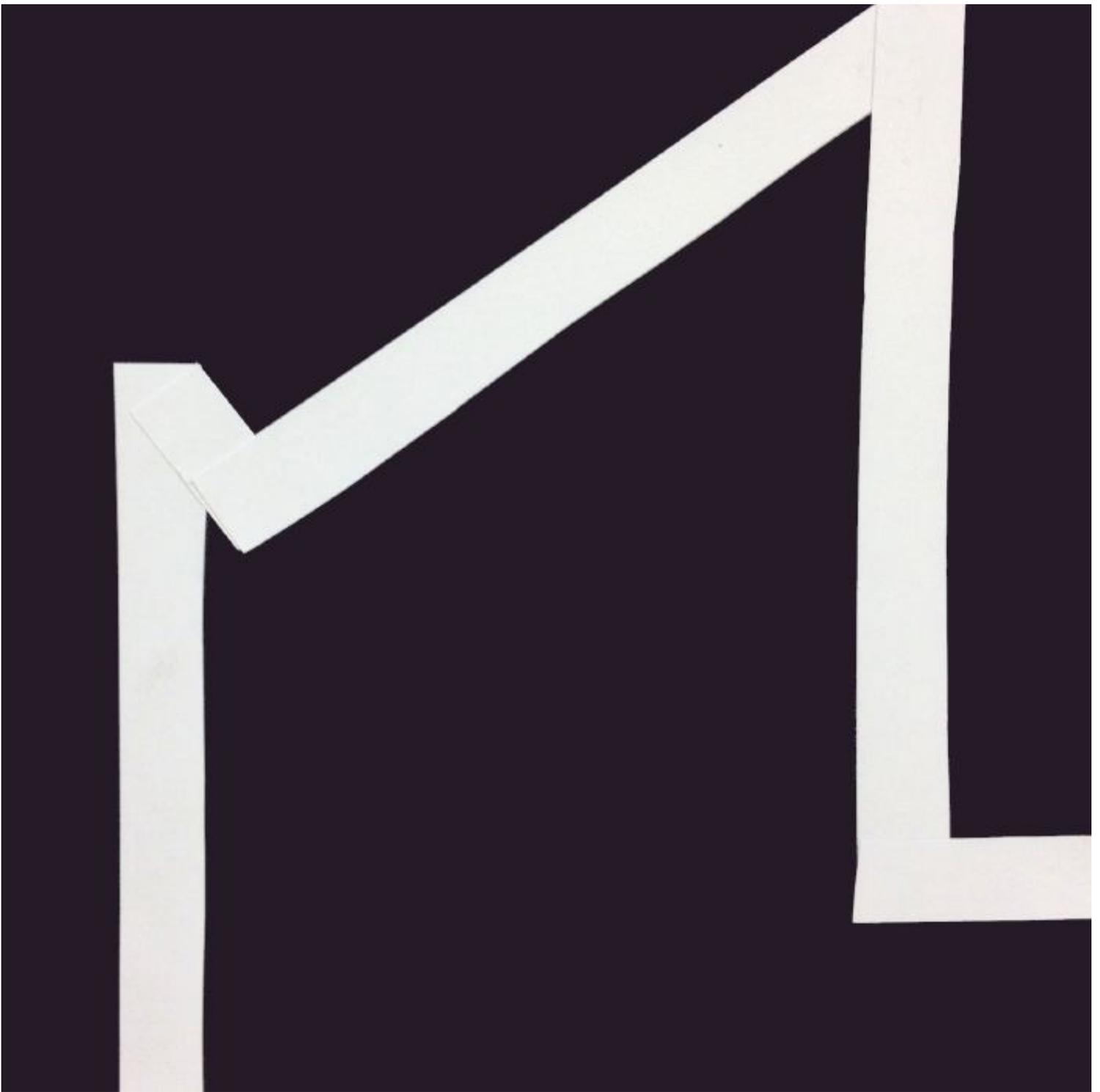
may be needed on some designs.

Make sure your measurements are accurate, your cuts are clean and straight, and your gluing is clean and effective.

Cut the black lines out of paper. For each set of five, begin by cutting out 11" [28 cm] strips in the appropriate width, then experiment with their arrangement.

You must use all five lines.

After gluing the five black lines to the white square, if any portion of any black line extends beyond the bounds of the white square, trim the excess black so that the original border of the white square is maintained.



One white 1/2" wide line composed of five segments, arranged on a 7" square., Student Work, Ariel, Summer 2013

Five 5/5 Square Projects:

- 1) One white 1/8" [32 mm] wide line composed of five segments, arranged on a black 7" [17.8 cm] square.
- 2) One white 1/4" [64 mm] wide line composed of five segments, arranged on a black 7" [17.8 cm] square.
- 3) One white 1/2" [1.27 cm] wide line composed of five segments, arranged on a black 7" [17.8 cm] square.

4) One white 1" [2.5 cm] wide line composed of five segments, arranged on a black 7" [17.8 cm] square.

You have six minutes to complete each project.

Timed by instructor. All students will begin and finish each project at the same time. Up to eight minutes may be needed on some designs.

Make sure your measurements are accurate, your cuts are clean and straight, and your gluing is clean and effective.

Cut the white line segments out of paper. Begin by cutting various lengths of straight strips in the appropriate width, then experiment with their arrangement and adjust their length as necessary.

The lines may not curve, but they must turn (angle) with each segment added.

Make the joints (the place where segments meet) as clean and seamless as possible.

Your line must be composed of exactly five segments.

After gluing the five white line segments to the black square, if any portion of the white line extends beyond the bounds of the black square, trim the excess white so that the original border of the black square is maintained.

Critique:

Rather than critiquing all ten projects at once, we will evaluate the projects corporately as each six-minute project is completed.

After the six-minute time limit is reached on an individual project, your instructor will immediately collect them, shuffle them, and hang them in a row on the wall.

Once all of the projects are hung, carefully examine each design. You must decide (silently) which design you believe to be better than all others (i.e., more interesting, enjoyable, or compelling). Mark your favorite design with a push-pin beneath it. You may not vote for your own project.

We will discuss all of the projects briefly, and we will give special attention to the project(s) which accumulated the most pushpins.

After we discuss the set of designs, retrieve your project and your pushpins, return to your desk, and begin the next six-minute project when notified to do so by the instructor.

EVALUATION:

Projects will be graded with consideration to the following: evidence of thinking and planning, craftsmanship, evidence of improvement from one project to the next, and the student's participation in and receptivity to critique.

QUESTIONS:

In what ways were the limitations of this project helpful?

What is gestalt? How is it that arranging five lines in various ways alters their value?
If art is subjective, why was the quality of certain designs corporately agreed upon?

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