

# Lines 'n Shapes Art

## MATERIALS

### FOR STUDENT:

(one per student unless otherwise noted)

- FloraCraft® Make It: Fun® Foam Block, cut from large Foam Block (see "FOR TEACHER") to 3" x 6" x 1" thick
- Chenille stems, one of each: Red, yellow and blue
- 2 1/2" cardstock paper shapes: triangle, square and circle cut from: Red, yellow and blue, respectively
- Paper straws, one of each: Red, yellow and blue
- Paper plate
- Pencil
- Medium size ziploc plastic bag (to hold chenille stem shapes and finished project)

### FOR TEACHER:

- FloraCraft® Make It: Fun® Foam Block, 15/16" x 11 15/16" x 17 15/16" (approx. 12" x 18" x 1" thick) (can get twelve 3" x 6" pieces per foam block)
- Chenille stems, one of each: Red, yellow and blue (to demonstrate)
- Cardstock paper in red, yellow and blue (can about 12 shapes per 9" x 12" sheet)
- Hot melt glue gun (for teacher only) or thick white tacky glue
- Serrated knife
- Paper cutter



- Craft knife
- 2 1/2" diameter circle punch (or circle template or item to trace and cut circles)
- Pencil
- Black felt tip marker
- Ruler

## ART

GRADE LEVEL **EARLY CHILDHOOD – PRE K**

### COMPLETION TIME

- 20 minutes



### OBJECTIVES

Students learn:

- To recognize the difference between lines and shapes
- The names of three basic shapes
- How to recognize primary colors and match them
- Use of fine motor skills

### STANDARDS

- Students perceive and respond to objects in the environment
- Discuss visual and tactile perceptions – what is seen and how objects feel
- Identify elements of art in the environment and works of art, emphasizing line, color, and shape/form
- Name and describe objects by color and relative size

## TEACHER PREPARATION

*Note: Read through all instructions first and check out the TIPS! Have a glue gun plugged in and ready to use (ideally set on low temperature) but out of student reach. This can give you immediate adhesion when in a hurry to help students. Be sure glue has cooled before returning project to students (takes a minute or so.) It is also recommended that you make one project first, before preparing the materials for any others, since knowing how the parts fit, might affect how you prepare.*

**[1]** Use a ruler and pencil to measure and make small marks as ruler guides for the 3" x 6" pieces on the foam block. (Pencil will show on foam if you go over the mark a couple of times. However it's not necessary to draw the entire line – just measure and mark in a couple of places as a guide for placing the ruler.) Then, on a cutting mat or stack of newspapers, use a serrated knife against the edge of a ruler to cut the foam block with several passes of the knife, for each cut.

**[2]** Next, use a ruler and pencil to measure and mark the placement of the straws on one of the foam bases. Horizontally place the base on the table. With the ruler aligned with one edge, mark 1", 3" and 5" positions running along the middle of the base. Press down just the point of the pencil in each mark to make starter holes. Repeat for all students.

**[3]** Use the paper cutter to cut one 2 1/2" yellow

cardstock square per student. Also cut one red cardstock triangle that is 2 1/2" wide x 2 1/2" tall per student. Last, use a 2 1/2" diameter punch to cut out one blue circle per student.

**[4]** Use a craft knife to make a 1/2" slit straight down into the top of a red, yellow and blue straw for each student. So that the paper shapes are staggered and fit well together, use scissors to trim the bottoms of the red and blue straws 2" shorter than the yellow straws.

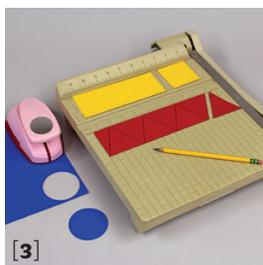
**[5]** Make samples of bent chenille stems: Red triangle, yellow square, and blue circle. (See INSTRUCTIONS, Step 2 photo.) Use a black marker to print the student names on the plastic bags. Use a pencil to lightly print the student names on the backs of the yellow squares. Prepare the work area by setting a foam base, three chenille stems, three straws, three paper shapes and a plastic bag on a paper plate at each student's place.



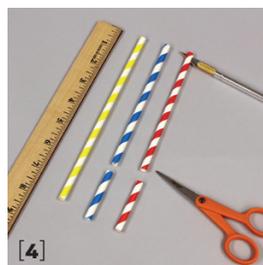
[1]



[2]



[3]



[4]

## LESSON INTRODUCTION

- Explain that there are three dimensions – length, width and depth. Examples are:

Line – has only one dimension – length – like a piece of string

Shape – has two dimensions – length and width – like a square cutout

Form – has three dimensions – length, width and depth – like a cardboard box

Have examples of each to show. Explain that you will be demonstrating how a line turns into a shape when it bends back and connects with itself. Demonstrate on a board by drawing a straight line. Then, extend it into a square, make a triangle, and last, draw a circle.



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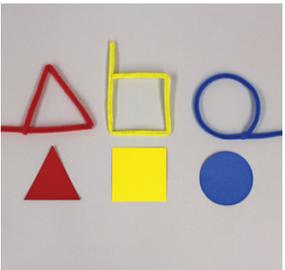
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# INSTRUCTIONS

**[1]** Remind students of the three dimensions. Explain that the chenille stems are going to represent line, which (for the purpose of this lesson) has one dimension – length. Explain that when a line comes around to meet itself, it is no longer a line – that it has created a shape and now has two dimensions – length and width. Demonstrate and have students bend each of the shapes, one at a time, along with you. When finished, they can put them into their plastic bags and set aside.



**[2]** Holding up one of your chenille stem shapes, put your fingers through it, explaining that we want the shapes to be filled in and that you're going to use paper to show that. Hold up each chenille stem shape and its corresponding paper shape.



**[3]** Have students stand up for this step. Ask them to locate the bottom ends of their straws. Show them how to hold the red straw close to the bottom of it. Then demonstrate and have students insert the bottom of the red straw into the

starter hole on the left side of their foam base, carefully pushing straight down so that they don't bend either the straw or make an angled hole in the foam.

Perhaps you or an assistant would want to check their red straws before having them repeat with the yellow straw in the middle hole and the blue straw on the right.



**[4]** Demonstrate and have students insert the bottom of their red triangle into the slit in their straw. Repeat with the other two shapes /straws, explaining that they have created a shapes sculpture.



**[5]** If time, allow students to bend other shapes in their chenille stems and to discuss lines and shapes that they see in the room. Then ask them to put their chenille stems and sculptures in their bags after they're finished. (Note: If you haven't had to glue anything, students will be able to take them apart to store in the bags.)

## MODIFICATIONS

### To simplify project:

- Have the straw holes pre-made and students can just re-insert them.
- Have shapes already glued into the straws.

### To expand project:

- Have students cut out pre-traced cardstock shapes – or draw their own and cut them out.
- Discuss sculptures and add the secondary colors (orange, violet and green) in both straws and cardstock shapes.

### For multiple ages:

- Younger and older students can work side-by-side with older students creating additional shapes such as a rectangle, octagon, pentagon, etc., while the younger students work on these basic shapes.
- For older students, go through the dimensions, reminding them how lines become shapes. Then explain that shapes become forms by adding the dimension of depth. Show students foam pieces: cone (triangle), cube (square), and a sphere/ball (circle). Ask them to show examples of those forms in the room or research on the Internet. (Mention that the word shape is often mistakenly used for the word form – flat items are shapes, items with depth are forms.)

## ADDITIONAL IDEAS

- Tie in examples of other sculptures. Alexander Calder designed mobiles and stabiles with shapes and Piet Mondrian painted canvases with grids and primary colors. Photos of those could be discussed.
- The use of shapes and forms can be tied into math geometry units.
- Use a larger foam base and insert the bent chenille stems in front of the corresponding shapes. Add labels: "1-D = Line" and "2-D = Shape". If you also attached a foam cone, cube and sphere, you could label it "3-D = Form".



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## TIPS

- If any cut edges of the foam are irregular, just rub another edge of foam against it, over a wastebasket, to sand them down.
- When making starter holes in the foam bases with the point of a pencil, be sure you don't press the pencil all the way in. The diameter of a pencil is larger than the diameter of a paper straw, so this would make the straws loose. With starter holes, students will be able to press the straws into the foam and they will be secure.
- A fast and efficient way to make the triangles is to cut the red cardstock into 2 1/2" wide strips. Horizontally place one strip on the table. For one triangle base, start at the left, measure 2 1/2" over and mark. Find the center of that length and go straight up to the top of the strip and mark. This will be the top point of the triangle. Draw lines from each side of that top point, down to the ends of the base line. Cut out that triangle to use as a pattern. Flip over the triangle so that the base is at the top of the cut strip and the side aligns with the cut edge on the left. Then trace the right side of the triangle. Continue flipping and drawing diagonal lines all across the strip. Then use the paper cutter to cut the diagonal lines. Repeat with as many strips as needed for the number of students.
- If you anticipate students having difficulty knowing which end of the straw to insert into the foam after the straws have been slit and trimmed, make a small black marker mark on the bottom end. (It won't show because it will be down inside the foam.)

## REFERENCES

*When a Line Bends... A Shape Begins* by Rhonda Gowler Greene  
*Shapes* by Miriam Schlein  
*A Circle Here, A Square There* by David Diehl  
*Shapes That Roll* by Karen Nagel