



Line, Dot, and Squiggle Paintings

Standard Connection:

ELA.RL.PK4.4a
ELA.RF.PK4.1
M.MD.PK4.1
M.G.PK4.3
PD.FM.PK4.1
PD.FM.PK4.4
S.T.PK4.1
VA.PR4.1.PK
VA.CR1.1.PK

Enduring Understanding(s):

- Families share experiences, traditions, and activities that can be represented through artistic expression.

Essential Question(s):

- How do you most effectively communicate your thoughts, feelings, and traditions?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>The Seven Chinese Sisters, Sometimes I'm Bombaloo, Oonga Boonga/Crybaby</i> tempera paint (primary colors) small cups paintbrushes paper images of artwork for inspiration (see Resource) 	<ul style="list-style-type: none"> line: a long, narrow mark on a surface dot: small, round mark squiggle: a curvy line paint: to apply color paintbrush: a brush for applying paint brushstroke: different ways to move the brush back and forth stroke: move your hand gently over something dab: gentle touch or stroke horizontal: side to side, across vertical: up and down curve: smooth, rounded line 	

Intro to Centers

Preparation: Set up materials.

“The illustrators of <i>The Seven Chinese Sisters</i> , <i>Sometimes I'm Bombaloo</i> , and <i>Oonga Boonga/Crybaby</i> used paint to create their illustrations. What do you notice?”	Show illustrations. Children respond.
“The illustrators used different brushstrokes to create their illustrations.”	
“Here are images of other paintings made with lines , dots , and squiggles . What do you notice?”	Show images. Children respond.
“One brushstroke is a line . The line can be long or short. The line can be vertical - up and down, or horizontal - side to side.”	
“A second brushstroke is a dot , made by dabbing the brush on the paper. A gentle dab can make a little dot . What kind of dot would you make with a stronger dab ?”	Model.

“A third brushstroke is a squiggle , made by moving your brush from side to side. You can make a squiggle with lots of curves or just a few.”	Model. Children respond.
“Today, in Creative Arts, you can create paintings using one, two, or all three of these brushstrokes .”	Model.

During Centers

Encourage children to use their prior knowledge about mixing colors to paint with a color that is not available. Encourage children to use sequential language to describe their process (“First, I put the paintbrush in the paint. Second, I put the paint on the paper. Third, I moved the paintbrush back and forth to make a squiggle.”). Encourage children to collaborate (one child paints a squiggle line, the other paints with dots).

Guiding Questions during Centers

- How did you decide what kinds of brush strokes to use in your painting?
- Why is it helpful to know how to make different brushstrokes?
- Which brush stroke did you use most/least in your painting?
- How is your painting similar to or different from the illustrations in *(The Seven Chinese Sisters, Sometimes I’m Bombaloo, Oonga Boonga/Crybaby)?*

Thinking and Feedback

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation

Collect samples of the children’s work as well as photographs and/or video of their processes; use the documentation to launch a discussion during Thinking and Feedback.

Provocation

Reference these brushstrokes when children are writing or looking at print. Encourage children to notice lines, dots, and squiggles in the environment. Encourage children to make lines, dots, and squiggles in sand, water, or with clay or Playdoh.

Differentiation/Accommodation

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help children answer Guiding Questions. During Centers, provide a variety of tools for children to use for painting, such as knob, handle, or triangular paintbrushes, or bingo dot markers.