



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

Intro to Centers	
<b>Preparation:</b> <i>Set up materials.</i>	
<p>"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?"</p>	<p><b>Show illustrations.</b> <b>Children respond.</b></p>
<p>"The illustrators used different <b>brushstrokes</b> to create their illustrations."</p>	
<p>"Here are images of other paintings made with <b>lines</b>, <b>dots</b>, and <b>squiggles</b>. What do you notice?"</p>	<p><b>Show images.</b> <b>Children respond.</b></p>
<p>"One <b>brushstroke</b> is a <b>line</b>. The <b>line</b> can be long or short. The <b>line</b> can be <b>vertical</b>- up and down, or <b>horizontal</b>- side to side."</p>	
<p>"A second <b>brushstroke</b> is a <b>dot</b>, made by <b>dabbing</b> the brush on the paper. A gentle <b>dab</b> can make a little <b>dot</b>. What kind of <b>dot</b> would you make with a stronger <b>dab</b>?"</p>	<p><b>Model.</b></p>

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

**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.

