**Straight Lines, Curvy Lines, and Circles**

**Essential Question** How do artists use different geometric shapes to create their art?

**Grade** Kindergarten

**Time** 15 minutes

**Art Concepts** Textile, circular designs, vertical, horizontal, and diagonal lines, freehand

**Materials** 8½-by-11-inch or larger white copy paper or drawing paper, three circular items (of different sizes) that can be traced (i.e., cups, cans, plates, a small pot or anything that can be traced onto a sheet of paper), a pencil or black crayon, crayons, markers, or colored pencils

**Artwork in Focus** Textile Design of Circular, Free-form, and Diagonal [Lines](https://collections.lacma.org/node/250517), Elza Sunderland (1950)

**Talking about Art** Elza Sunderland was an American **textile** artist who worked as a designer in Los Angeles. She designed and produced more than 200 textiles (woven cloth), many of which are now part of LACMA’s permanent collection. Sunderland was known for using printed fabrics in both fashion and in home-decorating. She even created designs out of objects like popcorn and drinking glasses with lipstick stains on them, pushing the boundaries of design for and by the public.

 What shapes did this artist use to create her art? Did she use different size **circles**? Did she create concentric circles—meaning, are there circles inside of other circles? Where in your house do you see circles? Are they all the same size or different sizes?

 Now, let’s try using your own body to create shapes! Put your arms out to create a straight line, wiggle them to create curved lines, and move them in circles to demonstrate a circular movement. Make them **vertical** (up and down), **horizontal** (side to side), and **diagonal** (at an angle like a 1980s dance move). Can you make any other shapes that you see in the artwork with your body?

**Making Art**

1. Trace your largest circle on your paper first. I’m going to start with a pot to trace around.
2. Inside that large circle, trace the middle-size circle.
3. Finally, trace your smallest circles. Notice that you have created concentric circles, circles inside of other circles (although perfect concentric circles would be created using a protractor).
4. Draw three long straight lines across your paper going in different directions (one vertical, one horizontal, and one diagonal line). You can draw **freehand** or trace along a ruler or piece of cardboard. Have at least two lines overlap or intersect each other.
5. Draw three short curvy lines anywhere on your paper, but do not make them touch!
6. Look at what you have created, then add color to your shapes, if desired.

**Reflection** Let’s reflect on what our drawing looks like and how we created it. How did your arms and hands move when drawing the shapes? Did they move in the same way when drawing a circle as they did when drawing the lines? Which of these lines touch one another? Which ones do not touch?

**Curriculum Connections** California Arts Standards for Public Schools—Visual Arts

K.VA:Cr2.3: Create art that represents natural and constructed environments. 1.VA:Cr3: Use art vocabulary to describe choices while creating art.

Common Core State Standards Math

[K.G.](http://www.corestandards.org/Math/Content/K/G/B/6/)A.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *in front of*, *behind*, and *next to*. K.G.A.2: Correctly name shapes regardless of their orientations or overall size.

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