Title/Description of Lesson
Mondrian Lesson: Young students learn how to use a straight edge tool (ruler) effectively to draw lines of varying lengths and widths, and apply this learning to creating a work of art based on the artist Piet Mondrian.

Grade Level: K-1

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Objectives/Outcomes (Return to Links)
Students shall utilize proper techniques for holding a ruler or straight edge when forming lines, how to create lines of varying widths, and shading. Students shall apply these techniques and create a work of art based on the artist Piet Mondrian.

Materials and Resources (Return to Links)
9” x 12” white drawing paper, placemats
black fine point sharpies, pencil
12” ruler (with depression for finger placement best)
coloring medium such as markers or crayons in basic primary colors
Samples of Piet Mondrian masterworks (prints or on-line where available)

Vocabulary (Return to Links)
Composition: The organization of the elements of art and principles of design.
Line-A point moving in space. It can vary in width, length, curvature, color or direction.
Line direction-The horizontal, vertical or diagonal direction of a line.
Line quality-The unique character of a drawn line as it changes in lightness or darkness, direction, curvature, or width.

Non-objective: Having no recognizable object as an image.

Primary colors- red, yellow and blue pigments, and from these all paint colors are created.

Shading: Color with pencil (black added to it)

Space: The emptiness or area around, above, below, or within objects.

**Procedures**  
Students will view works of art by Piet Mondrian. Teacher will explain the history of the artist and the idea of “non-objective” works of art.

Students should work in landscape direction first, label paper:

1. Teacher: check students using a ruler by having them place one on a vertical edge. Have students start in “ready position”---finger placement, ruler straight. Students should practice “driving the ruler” across the paper. They may drive to a spot and draw a line, edge to edge with a pencil.

2. Have students continue practicing lines, and rotate paper to create lines in the opposite direction on the paper.

3. Teachers can show students how to create wider width of lines by drawing two lines side by side and “shade” or color in-between the lines. Wider lines are also helpful for covering up mistakes on single lines.

4. When teacher has observed students are able to comfortably utilize the tool in a correct manner, they may go to the other side of the paper to create their own work on art, using a sharpie pen, and color in some of the squares in primary colors. At least one square is to be shaded with a pencil to create the color gray and for students to practice the technique of shading.

5. To complete the composition, students estimate if enough color has been added to the work of art. Students can apply the “hand” rule for determining if enough squares are colored to give a finished look to the composition (the “hand” rule means that when a student places a hand down on a portion of the paper, he or she should be touching some color other than the black line. If not, that indicates that a square or two needs to be colored).

**Criteria for Assessing Student Learning**

Mondrian’s style was clean, and lines were straight. Does the artwork show lines that have been created with a ruler and not free-hand? Are there lines of varying width and is the coloring neat? Does the artwork show knowledge of primary colors and the technique of “shading” with a pencil? Did the teacher observe competency with the use of a ruler during the exercise?

**California Standards in Visual & Performing Arts**

Component Strand 1.0 Artistic Perception, grades K-1:

1.3 Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and works of art, emphasizing line, color and shape/form.

**California Standards in Math**

Algebra & Functions, grade K:
1.0 Students sort and classify objects by attribute and identify objects that do not belong to a particular group.

Mathematical Reasoning, grade K:
1.2 Using tools and strategies, such as manipulatives or sketches, to model problems.

Measurement and Geometry, grade 1:
2.4 Arrange and describe objects in space by proximity, position and direction (e.g., near, above, up, down, behind, in front of, next to, left or right of)

**Other Resources**  (Return to Links)
Other examples of student works:

Also refer to the Visual & Performing Arts Framework for California Public Schools Kindergarten Through Grade Twelve, California Department of Education, Sacto. 2004