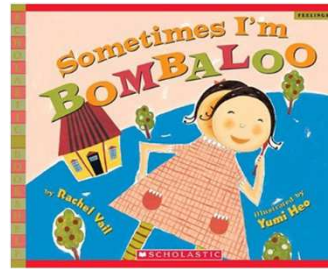




Line, Dot, and Squiggle Paintings



Materials:

- tempera paint
- small cups
- paintbrushes
- paper
- samples of children's paintings
- images of artwork (see Resources)

Vocabulary:

- line: a long, narrow mark on a surface
- dot: small, round mark
- squiggle: a curvy line
- paint(-brush, -stroke)
- stroke: move your hand gently over something
- dab
- horizontal: side to side, across
- vertical: up and down
- curve: smooth rounded line

Preparation: Set up materials.

Intro to Centers:

"The illustrators of *The Hello Goodbye Window* and *Sometimes I'm Bombaloo* used paint to create their illustrations. What do you notice?"

"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?"

"One **brushstroke** is a **line**. The **line** can be long or a 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**?"

"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."

"Today, in the Art Studio, you can create paintings using one, two, or all three of these **brushstrokes**."

*Show illustrations.
Children respond.*

Show images. Children respond.

Model.

*Model.
Children respond.*

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, i.e., “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, i.e., one child paints a squiggle line, the other paints with dots.

Guiding Questions during Centers:

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

Thinking & Feedback: Invite children to share their processes. Encourage children to describe any challenges they encountered.

Documentation: Collect samples of children’s work as well as photographs and/or video of their process; 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 and water, or with clay or playdough.