



Discovering Art — Huntington Gallery Line

Grades K – 3

INTRODUCTION

Line may be used to outline an object or to create a sense of direction or movement. Some lines are forceful, strong and heavy. Others are fine, delicate, or precise. Like color, line influences the way you feel about a work. Lines can be two dimensional such as a line made with a pencil, crayon, or chalk. Lines can be three dimensional such as a line made by a stack of stones or anything else solid piled on top of each other. Lines can be electronic ... made with a computer!

DIRECTED LEARNING: [*The Clavering Children*](#), George Romney

USING *The Clavering Children*:

- Introduce the students to line by asking them to identify the following lines in the artwork: side-to-side (horizontal), up and down (vertical), and slanting (diagonal).
- Direct the students to the female dog (brown). Have the students identify the line that the dog makes. Why do you think the artist posed the dog this way? How would she look if all four paws were on the ground? How would the leash look? Would it remain vertical or become diagonal?
- Direct the students to the boy's arm. Why did the artist pose Thomas' arm this way? What would it look like if the artist painted his arm in a vertical position?
- Direct the students to Catherine May. Have the students identify the line her body makes. What would the painting look like if her feet were flat on the floor? (Have a student pose like Catherine May to demonstrate how the diagonal line her body makes indicates movement.)