

**Learn. Disrupt. Rebuild@HWDSB: Building a Community of Care**  
**Module 1 – Physical Safety, Mental Health and Wellness**

**Lesson #5** - Linear Feelings- Line Art and Emotions  
(Junior)

**Learning Goal:** To express emotions and stressful feelings through art; recognizing that stress is a normal part of life.

**Key Vocabulary:**

**Mental health** - Mental health is characterized by an individual's ability to cope with the stresses of everyday life, work productively and contribute positively to society all while recognizing their own abilities.

**Everyday feelings** - come and go and are a normal reaction to what is happening in our lives. They are always changing and don't usually hang around for too long.

**Overwhelming feelings** - hang around for a long time, change the way we feel and behave and may stop us from doing what we want to in life. You might have heard people call them a mental health problem, mental illness or mental disorder.

**Self-care** - Self-care is any activity that we do deliberately in order to take care of our mental, emotional, and physical health.

**Educator Pre-Reflection:**

**Before engaging in this lesson, consider:**

Many students will be feeling lots of emotions at this time given the current situation. We must ensure that students do not feel that all feelings of "stress" are "disordered" or that they will never feel stress. It is normal to have certain emotions currently and those emotions are not necessarily indicative of a mental health disorder. Some guides to talking about trauma and stress:

- Some students may have faced trauma over the quarantine, here are some tips in talking through trauma from Berkley College: <https://gsi.berkeley.edu/gsi-guide-contents/discussion-intro/discussion-resources/n>
- This video provides a good [overview](#) of the difference between: mental health mental distress and mental disorder

This lesson uses the gallery walk strategy. More information on this strategy can be found here: <https://www.facinghistory.org/resource-library/teaching-strategies/gallery-walk>

**Curriculum Connections:**

Ontario Arts Curriculum, Grades 5-8:

- **Overall Expectation D2: Reflecting, Responding, and Analysing:** apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of music/ art and musical/ artistic experiences.
- **Overall Expectation D1. Creating and Presenting:** apply the creative process (see pages 19–22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings.
- **ELEMENTS OF DESIGN:** Students will develop understanding of all elements of design (*line*: linear and curved hatching and cross-hatching that add a sense of depth to shape and form; gesture drawings; chenille stick sculptures of figures in action; implied lines for movement and depth.)

### Tools and Resources

- White board, chalkboard or chart paper to draw examples
- Large drawing paper for students (11 x 17" paper works best)
- Crayons, markers, pastel, or colour pencils for drawing
- Picture examples to display or project

### Student Pre-Reflection:

Before you begin, think about...

- How can a line demonstrate what an artist is feeling?

### Provocation

In group discussion, review the 5 types of lines and the feelings that they evoke from this webpage here:

What is a Line in Art? **A line in art is defined as a point moving in space**, and it's one of the seven elements of art (*line, color, shape, form, texture, value, space*). It is one of the most crucial elements, as everything begins with just a simple dot in space, that transforms into lines and then drawings. Lines are everywhere! Lines can evoke emotion and meaning based on how they are drawn.

While you are explaining the types of lines, draw examples on the board or on a piece of chart paper for student to refer to:

### 5 Types of Lines in Art: Meaning and Examples:

**Vertical lines** are straight up and down lines that are moving in space without any slant and are perpendicular to horizontal lines. They suggest height and strength because they extend towards the sky and seem unshakeable.

**Horizontal lines** are straight lines parallel to the horizon that move from left to right. They suggest width, distance, calmness, and stability.

**Diagonal lines** are straight lines that slant in any direction except horizontal or vertical. When in use, they suggest movement or lack of stability.

**Zigzag lines** are a series of diagonal lines joined at ends. They can convey action and excitement, as well as restlessness and anxiety.

**Curved lines** are lines that bend and change direction gradually. They can be simply wavy or spiral. Such lines convey the feelings of comfort and ease, as well as sensual quality as they remind us of the human body.

After you have reviewed the types of lines, show students the pictures attached to this lesson. Note that these are abstract line pictures meant to evoke an emotion, not necessarily a picture.

Showing students one picture at a time, have the students analyze the image using the following questions:

- What kind of lines are used in this picture?
- What feeling do these lines evoke on their own?
- What does the picture say about how the artist might have been feeling in this moment?

### **Learning Task/Activity:**

Ask students to remember their feelings during the quarantine. Let them know that they do not have to remember a specific experience or event, just how they felt. They could have had many feelings, or few feelings, or one feeling. Have the students sit and reflect before giving them their art materials.

Tell the students that they are going to create a piece of line art, based on their feelings during quarantine. They can use whatever colors they want to use, and as much space on the paper as they need. Remind them that certain lines evoke different emotions, and they should take that into account when creating their line art.

Have students write their name on the back of their pictures, so that they are anonymous during the gallery walk.

Have students complete their portrait for the lesson.

### Consolidation:

When the pictures are completed, hang them around the classroom and have the students do a gallery walk and look at the line art keep in mind the questions that were discussed in the provocation:

- What kind of lines are used in this picture?
- What feeling do these lines evoke on their own?
- What does the picture say about how the artist might have been feeling in this moment?

When the group comes back together to de-brief ask students to discuss the portraits in the parameters of these questions.

### Student/ Educator Post-Reflection:

- What is the main idea I want to remember or take away from this lesson?
- What do I need to learn more about?
- How is my mental wellbeing after this co-learning experience?

### Ideas for Going Deeper/Further Resources:

For more information about art and emotion: <https://www.pencilkings.com/art-and-emotion/>

Sources:

Inspired by lesson by Diana Panton, Westdale Secondary School

Line art examples and descriptions: <https://yourartpath.com/types-of-line-in-art-meaning>