

Primary Art Lesson Plan: Line



Objective

Students will learn how artists use **different types of lines** (straight, wavy, zigzag, curved, dashed, thick, thin) to create movement, emotion, and storytelling in their artwork.

They will then create their own illustration inspired by *Tully's Alpine Adventure: Lamb on the Lam* using expressive lines.

Materials

- Copy of *Tully's Alpine Adventure: Lamb on the Lam* (for read-aloud / picture walk)
- White drawing paper
- Black markers, crayons, or colored pencils
- Ruler (optional, for straight lines)

Lesson Steps

1. Story Connection (5-7 minutes—a portion of the book)

- Begin with a **picture walk** through *Tully's Alpine Adventure: Lamb on the Lam*.
- Ask students to notice the **lines** in the illustrations:
 - "Do you see the wiggly lines of the mountains?"
 - "What kind of line makes Lambie's wool look fluffy?"

- *"How do the curved lines make Tully look soft and friendly?"*
- Discuss how **lines can show movement** (Lambie running away with zigzag lines) or **calmness** (gentle curved lines of hills)

2. Exploring Lines (10 minutes)

- On the board or chart paper, draw examples of lines:
 - Straight, Curved, Zigzag, Wavy, Dotted, Thick/Thin.
- Invite students to practice each kind of line on scrap paper.
- Ask: *"If Lambie is bouncing along a hillside, which line could show her movement?"* (wavy or zigzag)
- *"If Tully is napping after the adventure, which line could show peacefulness?"* (curved, soft lines)

3. Art Project: Lines Tell the Story (15-20 minutes)

- Prompt: *"Imagine you are an illustrator for Tully's Alpine Adventure. Show Lambie on the lam using different kinds of lines to tell the story."*
- Ideas they can try:
 - Use **zigzag lines** to show Lambie leaping away.
 - Use **curved lines** to draw the Alpine hills.
 - Use **spiral or bumpy lines** for Tully's curly doodle fur.
 - Use **dotted or dashed lines** to show Lambie's path across the page.

4. Sharing and Reflecting (5 minutes)

- Have students hold up their artwork.
- Ask guiding questions:
 - *"Which kind of line did you use to show Lambie moving fast?"*
 - *"How can a line make a picture look calm or exciting?"*

Assessment (informal)

- Did students experiment with different line types?
- Can they describe how they used line to show movement or feeling?
- Are they connecting their choices back to the story of Tully and Lambie?

Extension: Make a **class mural** where each child contributes one "line path" showing where Lambkin might have gone through the Alpine village.

LINES



straight



curved



wavy



dashed



zigzag



spiral