



YOUTH ART PROJECT FOR:

PARALLEL LINES

OBJECTIVE

Students will learn about parallel, horizontal, and vertical lines as well as 45 degree angles.

Set up/prep time:

30 minutes

Activity Time:

2-3 hours

Materials Needed:

Colored Markers, Pencil, Eraser, & Paper





COMMON CORE STATE STANDARD

CCSS.Math.Content.3.MD.C.5 Recognize area as an attribute of plane figures and understand concepts of area measurement

PRE LESSON ASSESSMENT

Do a pre lesson assessment to determine what the students already know about parallel, horizontal, and vertical lines.

VOCABULARY

Parallel, 45 degree angels, Bisecting

RELEVANT RESOURCES

Content

<http://45degreeangle.techknowonline.com/>

[http://en.wikipedia.org/wiki/Parallel_\(geometry\)](http://en.wikipedia.org/wiki/Parallel_(geometry))

<http://www.mathopenref.com/bisectorline.html>

Art

http://www.freeimageslive.co.uk/free_stock_image/risinglightsabstractjpg

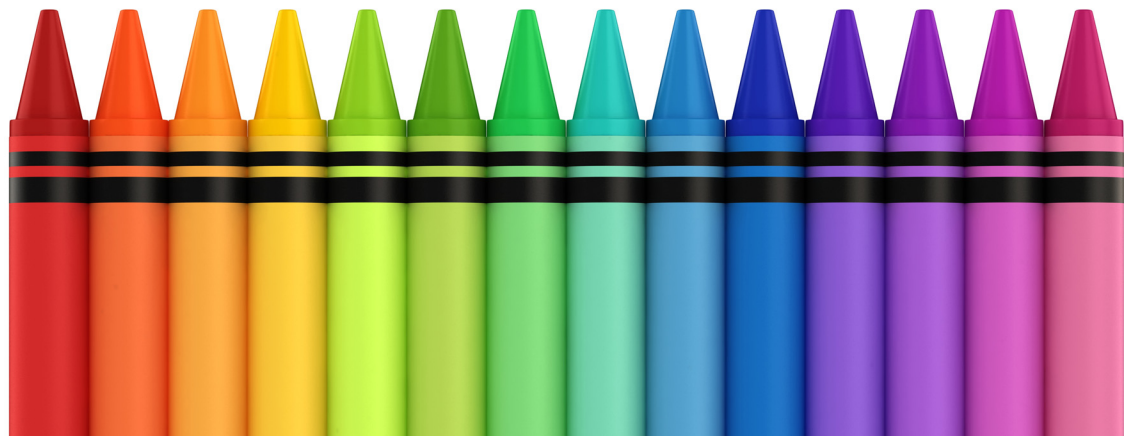
http://www.team-bhp.com/forum/attachments/official-new-car-reviews/386035-ford-figo-review-price-pictures-45_degree_angle.gif

http://www.wtamu.edu/academic/anns/mps/math/mathlab/beg_algebra/beg_alg_tut33parallel.gif

Students will engage in:

- Listening
- Speaking
- Reading
- Writing
- Partner Work
- Cooperative Learning
- Whole Group Instruction
- Visuals
- Hands on
- Technology Integration
- A Project
- Centers
- Simulations
- Activities

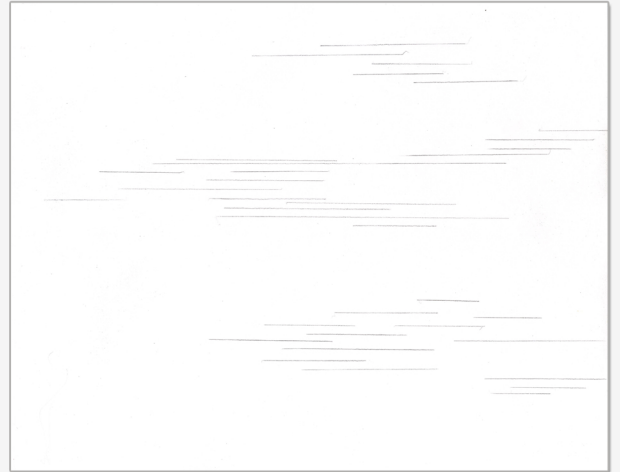
*"In order to carry a positive action we must develop here a positive vision."
-Dalai Lama*





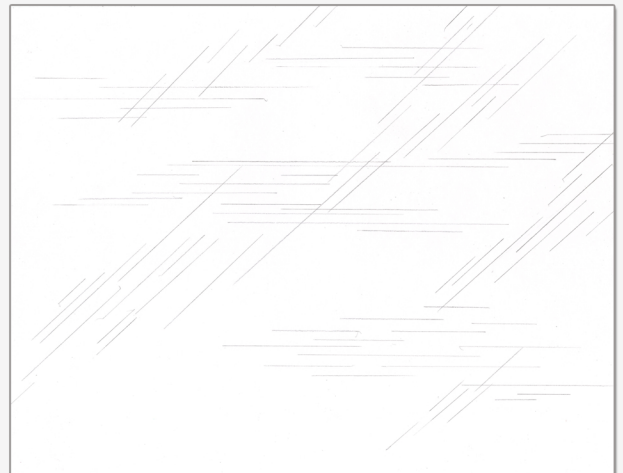
STEP 1

Start with a blank piece of paper. Have the students make sure the paper is in portrait orientation (the narrower side of the paper is closest to them). Then have the students use a pencil to draw multiple vertical lines varying in length and distance from one another.



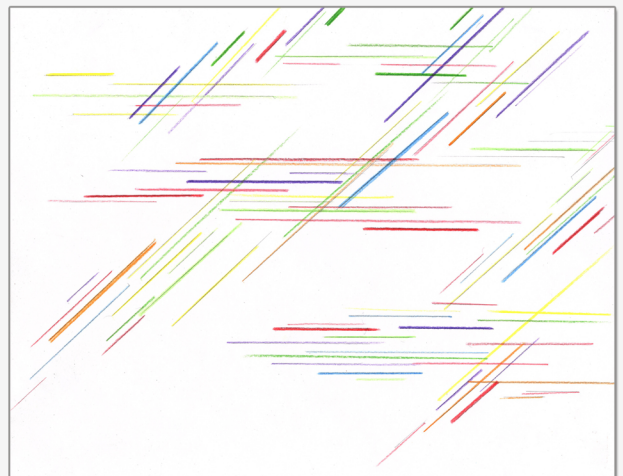
STEP 2

Have the students turn their paper to landscape orientation (the wider side is closest to them). Instruct the students to use a pencil to draw lines at 45 degree angles. Again, there should be an assortment of lines, varying in length and distance. Be sure to tell the students it is okay for these lines to bisect, or cross, the vertical lines already drawn.



STEP 3

Have the students color their lines with a variety of colored markers. These colored lines should vary in width and thickness. Have the students add small details to enhance their artwork. They could add extra color, more lines, or different designs. (See image in step three). Have the students share their artwork with the class to practice their speaking and listening skills.



POST LESSON ASSESSMENT

Do a post assessment to determine what new knowledge the students have gained.

