

UP DOWN AND ALL AROUND – Line and Colour

Students get an understanding of how straight lines can be used in art by using strips of construction paper to make a roller coaster.

Required Time
60 Minutes

Grade Level
Pre-Kindergarten to Grade 3

Subject
Language Arts
Mathematics
Visual Arts

Vocabulary
jagged
parallel
rough
smooth
thick
thin
wavy
zigzag

Materials

Crayola Construction Paper
Scissors
White Glue

[Shop Crayola Products](#)



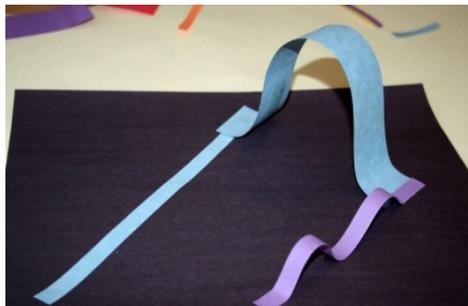
Construction
Paper,
400
Sheets

Steps



Step One

Cut lots of different lengths and widths of construction paper. Use these strips to make your roller coaster.



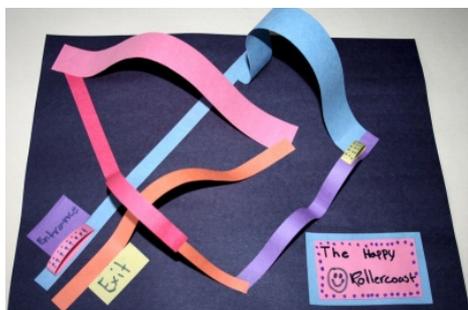
Step Two

Choose a background with strong contrast for your roller coaster. Use a glue stick to glue your paper strips onto the construction paper background. Make lots of bumps and dips.



Step Three

Make little carts to place on your roller coaster by bending thin strips of paper.



Step Four

Place signs on your roller coaster and give it a name.

Learning Goals

Students will be able to:

1. Create a three-dimensional artwork;
2. Explore line and colour;
3. Work independently and self-regulate;
4. Create personal responses to the centre materials;
5. Share their ideas with peers; and
6. Demonstrate a sense of accomplishment.

Extensions

1. Display a large reproduction of a work of art such as a landscape. Guide students to see the many different kinds of lines found in the image.
2. Have students create a landscape using a variety of lines.

Prepare

1. Gather all the materials listed under requirements.
2. Download the line poster available on this website.
Line
3. Gather a variety of books about lines, for example, *Lines That Wiggle*, by Candace Whitman, *The Line*, by Paula Bossio, *When a Line Bends . . . A Shape Begins*, by Rhonda Gowler Greene
4. Download images of roller coasters, for example,
Seoul
Texas
The Fly
Batwing

Introduction

1. Read the book *Lines That Wiggle*, by Candace Whitman.
2. Discuss the ideas found in the book.
3. Invite students to look around the class for all the different kinds of lines they can see.
4. Provide each student with a piece of paper and a variety of mark making tools such as pencils, crayons, and markers. Explain that you are going to give them a line dictation. Ask students to listen carefully. Make a funny sound. Ask students to draw that line.
5. Continue in this way until you have made about 5 - 10 sounds/lines.
6. Compare the lines students have made. Talk about the way they are the same and how they are different.
7. As students share their ideas write headings such as zigzag, fuzzy, thick, thin, long, short, bumpy on a chart paper.
8. Have a few students add lines to the chart paper in the appropriate spaces.
9. Introduce the challenge.

Activities

The Challenge

1. Create a 3-dimensional roller coaster.
2. Use lots of different lines.
3. Use lots of different colours.

The Process

1. Display some of the roller coaster images. Ask students if they have ever seen or ridden on a roller coaster.
2. Talk about what they have experienced and what they can imagine a roller coaster would be like.
3. Explain that they will be designing their own roller coaster.
4. Guide students through the steps in this lesson.
5. Observe students as they work.
6. Provide individual assistance and encouragement.

Sharing

1. Place students in groups of 3 or 4 and ask them to share their roller coasters with each other. Ask students to share the following:
 - *What kinds of lines do you see?*
 - *What effects do the lines create?*

- *Why did you design your roller coaster this way?*
 - *What was difficult about making your roller coaster? What was easy?*
2. Ask students to share with the whole class what they learned about lines.

Assessment

1. Observe students as they work – thoughtful focus, discriminating, seeking more information, elaborating, experimenting
2. Observe students as they discuss the art works – active listening, insightful contributions, supporting ideas with evidence found in the artwork and from personal experience.
(Download – [ROLLER_COASTER_tracking.pdf](#))
3. Have students use the self-assessment form to evaluate their work. (Download - [ROLLER_COASTER_self-assessment.pdf](#))