



# LINE AND SHAPE

Benevolence or Evil?

# Lines

Used alone, lines can be

- rules,
- downrules,
- leaders

Lines can be used to

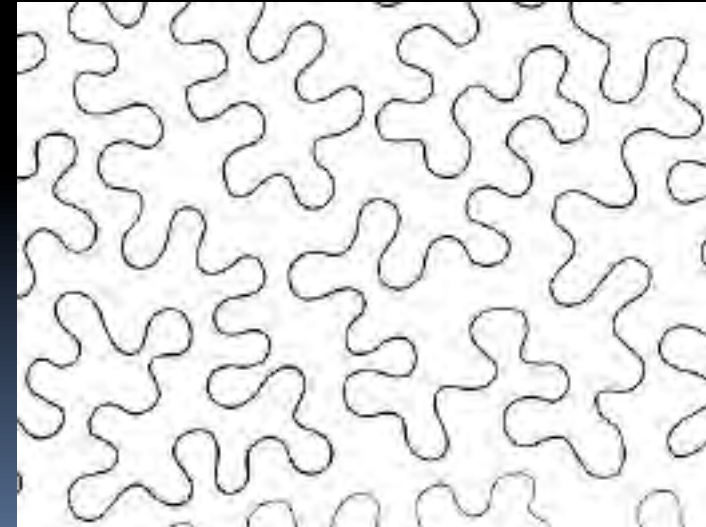
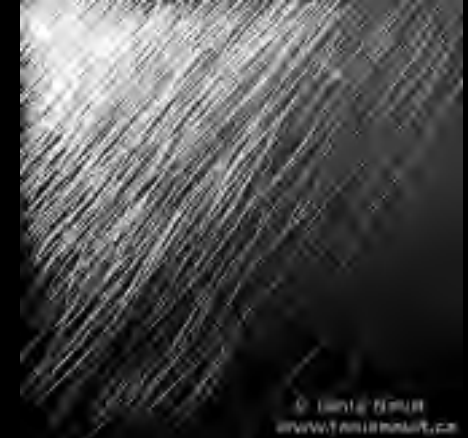
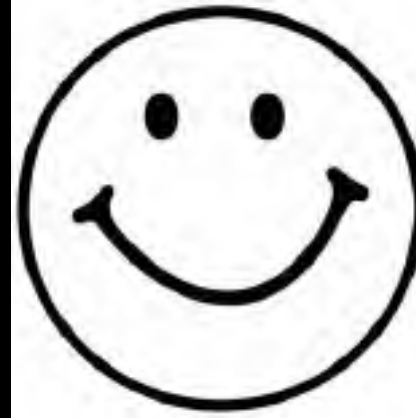
- separate,
- organize,
- emphasize,
- provide a framework for the page.



# Lines

Alone or as part of a another graphic element, lines can

- create patterns,
- set a mood,
- provide visual texture,
- create movement,
- define shapes,
- create dark/light values



Adapted from <http://desktoppub.about.com/library/glossary/bldef-lines.htm>  
texture drawing by Myrna Wacknov, value drawing by Tania Nault

# Shapes

A shape is an element of art. Specifically, it is an enclosed space, the boundaries of which are defined by other elements of art such as:

**lines**

**colors**

**values**

**textures**

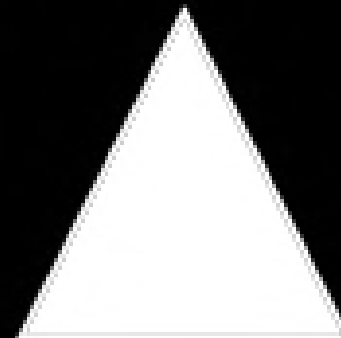
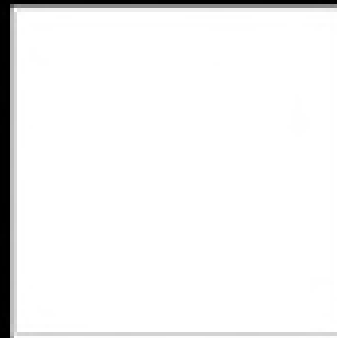
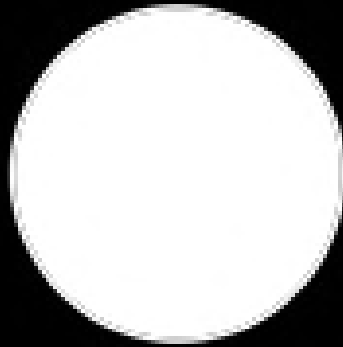


Adapted from [http://arthistory.about.com/cs/glossaries/g/s\\_shape.htm](http://arthistory.about.com/cs/glossaries/g/s_shape.htm)  
texture drawing by Myrna Wacknov, green shapes from <http://www.gomediazine.com/tutorials/from-sketch-to-vector-illustration/>

Which of these shapes would you identify with

- a) comfort
- b) danger
- c) security

**WHY?**



Which of these faces would you describe as “benevolent”? “evil?”



**WHY?**

Which of these fish would you describe as “harmless”? “deadly” ?



**WHY?**

“Good” and “evil” characters are often designed with specific kinds of lines and shapes....



**Are these Disney characters good or evil?  
How do you know?**

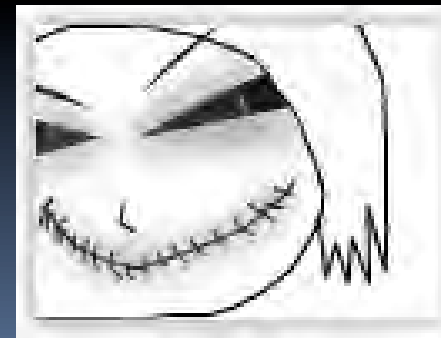
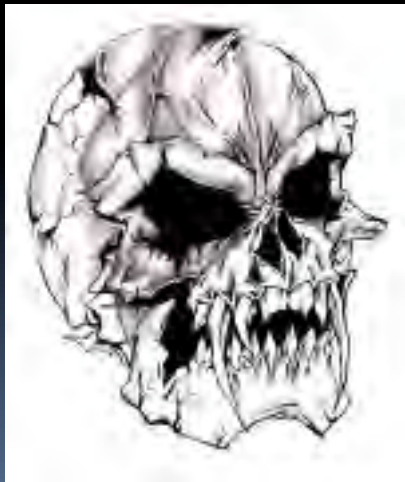


“Good” and “evil” characters are often designed with specific kinds of lines and shapes....



Are these Disney characters good or evil?  
How do you know?

“Good” and “evil” drawings can be very simple or very complicated....



# Vocabulary

***aesthetic.*** *Relating to the nature and appreciation of beauty, especially in the arts.*

***artist's statement.*** *A concise summary in which the artist reflects on and/or analyses what he or she has done, in order to help the audience understand his or her purpose, priorities, and techniques.*

***design process.*** *A problem-solving model that involves the concrete manipulation of images, materials, and technology for the purpose of solving a design problem.*

***dimension.*** *An object's extent in space. A two-dimensional object has length and width. A three-dimensional object has length, width, and depth.*

# Vocabulary

***elements of design.*** *Fundamental components* of art works. They include colour, form, line, shape, space, texture, and value.

***exaggeration.*** *A technique of enlarging or* distorting an element, object, or figure.

***juxtaposition.*** *The placing of items in an image* close to one another to reveal some contrast or similarity that conveys a message.

***line.*** *An element of design. The visual path* left by a moving point; also, a mark, guide, or boundary that leads the eye in an art work. Differences in the type, orientation, and/or quality of lines can be used to suggest a variety of ideas, states, or moods. For example, horizontal and curving lines can feel restful or inactive, and vertical and diagonal lines can imply movement or action; combinations of horizontal and vertical lines can suggest stability.

# Vocabulary

**medium** (plural: *media*). (1) *The material(s) used* by an artist to produce a work of art. A medium may be two-dimensional (e.g., graphite, ink, paint, photographic paper, canvas), threedimensional (e.g., fibre, clay, wood, metal, glass, plastic), or time-based (e.g., animation, video), and may have wet properties (e.g., paint, ink, dye, wash) or dry properties (e.g., pencil, charcoal, conté, crayon). (2) A clear polymer or acrylic gel or emulsion used for glazing or varnishing in painting, in image transfer processes, or as an adhesive in collage. (3) The liquid with which powdered pigments are mixed to make paint (e.g., in oil paints, linseed oil is the medium).


**proportion**. *A principle of design. The relationship* between objects with respect to size, number, and so on, including the relation between parts of a whole.



# Vocabulary

**shape.** *An element of design. The external form or outline of an image produced by the use of line, value, colour, and/or texture. Shape may be geometric or organic, positive or negative. Shapes have two dimensions, length and width*

**thumbnail sketch.** *A small, quick sketch that records ideas and very basic information. Thumbnail sketches are often used as examples of possible layouts, showing combinations of pictorial elements of various heights and widths, different vertical and horizontal treatments, and/or close-ups and distant views.*



## Your Assignment:

1) Create a sketch of a “good” character and an “evil” character based on what you have learned in this lesson.

If you want to see if you can break the “rules” of good and evil design, go for it!

2) Write a brief statement explaining if your character is good or evil, and how you used line and/or shape to communicate this.

# Evaluation

- 1) **THINKING**: Clarity of visual expression – how clearly have you visually expressed whether the character is good or evil in your design?
- 2) **APPLICATION**: Level of craftsmanship and drawing skill exhibited in the drawing
- 3) **KNOWLEDGE**: Use of visual arts terminology in the written statement (correct use? How many terms were used?)
- 4) **COMMUNICATION**: Clarity of the written explanation of the character's design and its relation to whether the character is good or evil