FREE TEACHING RESOURCE / K–2 / 12

Footprints and Pathways

TEACHER GUIDE • lesson design & facilitation

Grade band: K–2 | 3–4 sessions, 35–45 minutes

Media: washable art media and cut-paper supplies

The artistic problem

Create a visual pathway that leads different visitors toward a chosen place.

Essential question: How do lines help people see where to go?

Place-based cultural lens: Study safe school routes, garden paths, sidewalks, and accessible crossings.

Learning targets

- Investigate the question: How do lines help people see where to go?
- Apply continuous line, directional marks, repeated shape, contrast in a deliberate original composition.
- Use critique evidence to improve continuous line and name one next step.

Student-visible success criteria

- The final artwork solves this problem: Create a visual pathway that leads different visitors toward a chosen place.
- Artwork includes a readable beginning, ending, and two visual direction clues.
- Process evidence shows two different options before selection.
- Visual decisions demonstrate continuous line and support the intended audience.
- Feedback results in at least one visible revision that the student can explain.

Standards & studio habits

Louisiana K–4 cluster: VA-CE-E1, VA-CE-E3, VA-CE-E5, VA-AP-E6

Studio Habits of Mind: Observe, Envision, Express, Reflect. These habits are developed interactively, not in a fixed rank or sequence.

Instructional alignment: Louisiana benchmark codes are official broad grade-cluster benchmarks; specific expectations are developed locally. The ten instructional stages come from the supplied Artistic Investigations framework.

Preparation & materials

- Drawing paper or sketchbook for idea studies
- washable art media and cut-paper supplies
- Samples and images from reliable sources, with attribution
- Tools appropriate to local safety rules and grade level
- Choice of visual, oral, or written reflection tools

10-stage teaching sequence

01 / Engage Present the artistic question: How do lines help people see where to go? Give students two contrasting examples that do not dictate a finished product.

02 / Investigate Study safe school routes, garden paths, sidewalks, and accessible crossings. Gather visual evidence and note what is observed rather than assumed.

03 / Skill Studio Demonstrate continuous line, directional marks, repeated shape, contrast. Make thinking visible by testing two alternate solutions and identifying what each communicates.

04 / Generate Develop two possibilities for the challenge: Create a visual pathway that leads different visitors toward a chosen place. Change the focal point, material, arrangement or viewer perspective between drafts.

05 / Plan Compare sketches to the success check (a readable beginning, ending, and two visual direction clues); choose a direction and state why it better communicates the intention.

06 / Produce Produce an original visual response using continuous line, directional marks, repeated shape, contrast; conference on one technical choice and one contextual question.

07 / Critique Partners identify where the artwork communicates the intended idea and locate evidence of continuous line in the work.

08 / Revise Revisit the specific checkpoint: A readable beginning, ending, and two visual direction clues. Make one visible change after critique and preserve the initial view for comparison.

09 / Present Present with a title, medium, one key artistic decision and any needed credit or contextual limitation.

10 / Reflect Reflect: What evidence proves you improved continuous line? What will you try or investigate next?

Studio sessions & evidence checkpoints

Session	Teaching move	Capture evidence
Day 1	**Notice + explore** Study safe school routes, garden paths, sidewalks, and accessible crossings.	Record one noticing and a quick mark-making sample.
Day 2	**Skill studio + choices** Demonstrate continuous line, directional marks, repeated shape, contrast. Make thinking visible by testing two alternate solutions and identifying what each communicates. Children develop two possibilities.	Photo or scan of two studies, with a selected idea.
Day 3	**Make + conference** Create the artwork; show one decision at a time.	Teacher notes use of continuous line.
Day 4	**Critique + revise + share** Peer observation, visible change and oral/visual reflection.	Save before/after samples and next goal.

Key technique to model

continuous line, directional marks, repeated shape, contrast

Access without lowering the artistic goal

Offer seated or tabletop route-making; invite wheel, cane, stroller, and walking perspectives. Offer physical samples, captioned images, accessible demonstrations, flexible planning modes, and alternate materials while retaining the common visual learning target.

Teacher coaching questions

- What is the visual problem you are solving?
- Which decision communicates your intended meaning most clearly?
- What does your reference prove, and what are you still imagining?
- What could a viewer misunderstand?
- What visible revision will strengthen your next version?

Cultural care

Do not assume every visitor moves in the same way or uses the same entrance.

Stretch & explore

Test the route with a peer who begins at a different spot.

Design provenance: Original Studio Fieldnotes investigation developed for the 50-lesson library; informed by the teacher-supplied ten-stage Artistic Investigations architecture and reflective Studio Habits framework.