

TIME REQUIRED: 3 sessions @ 45-minutes



VIKING LONGSHIPS

SHAPE, LINE & SPACE

VIKING LONGSHIPS



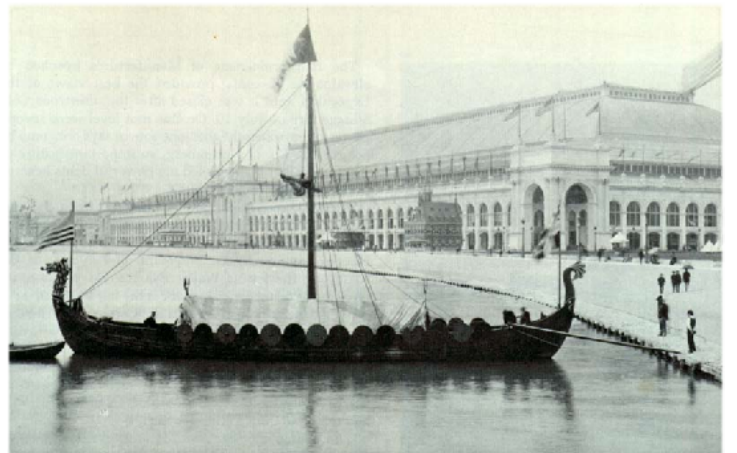
WHAT YOU'LL NEED:

- 12" x 18" watercolor paper
- Pencils and erasers
- Black permanent marker
- Watercolors
- Small and medium paintbrush
- Water containers
- Colored pencils

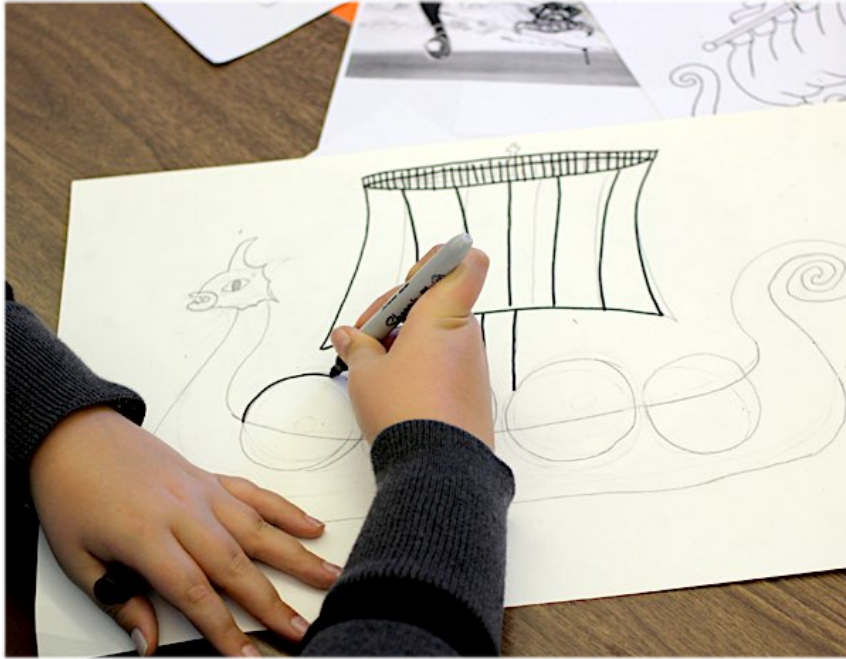
Viking longships were technologically advanced boats for their time which allowed the Vikings to become a dominate force in Europe in the 9th-11th centuries. These ships are the subject for this lesson on shape, line and space. As your students create a seascape with depth, they will feature a detailed boat that contains both organic and geometric shapes.

ABOUT LONGSHIPS

Longships were wooden sea vessels made by Vikings in Scandinavia for trade, exploration and warfare during the Viking Age (800-1100 AD). The hull was designed to be shallow and lightweight to allow for beach landings and portaging (carrying the boat). Wooden shields were placed on the hull's side to provide more space and to protect against the seawater. The boats are steered by a rudder and powered by wind (sails) and muscle (oars).



DRAWING THE LONGSHIPS



Draw the Boat with Pencil

Start with lightly drawing the HULL (bottom of the boat) to get the boat's placement in the water. Lightly sketch a BOW (front of the boat) and STERN (back of the boat). Draw a MAST and a BOXED SAIL.

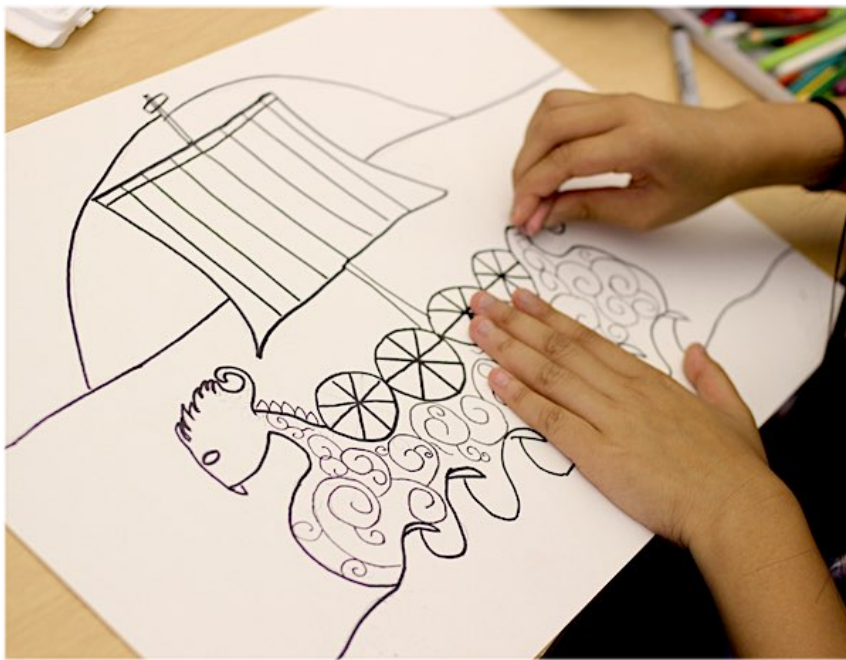
Sketch in circles for the shields. Add details to the bow and stern, such as a face and tail.

Add a horizon line. Add fancy or realistic waves in front of the hull and near the horizon line.

TIP: Try to draw as lightly as possible. You will be erasing ALL the pencil lines. Try not to add repetitive details like waves and boarding as you can do it faster with a black marker.

Trace and Add Details with Marker

Tracing over pencil lines with a black permanent marker takes longer than you think. The important thing to remember is to avoid adding too many small details with the pencil because you'll just have to go over the same lines again.



COLOR SMALL DETAILS

The main rule for using colored pencils is to color in small, detailed areas of your artwork where it would be too difficult to paint.

In this project, the shields are detailed enough that colored pencils protect the integrity of the designs.



Use colored pencil for small details!



PAINT LARGE AREAS

Now that all your detail work is done with colored pencil, you are ready to paint!

Paint any areas that are left with watercolor paints.

Watercolor Ideas to Try:

Use the lid side of your watercolor set to mix colors.

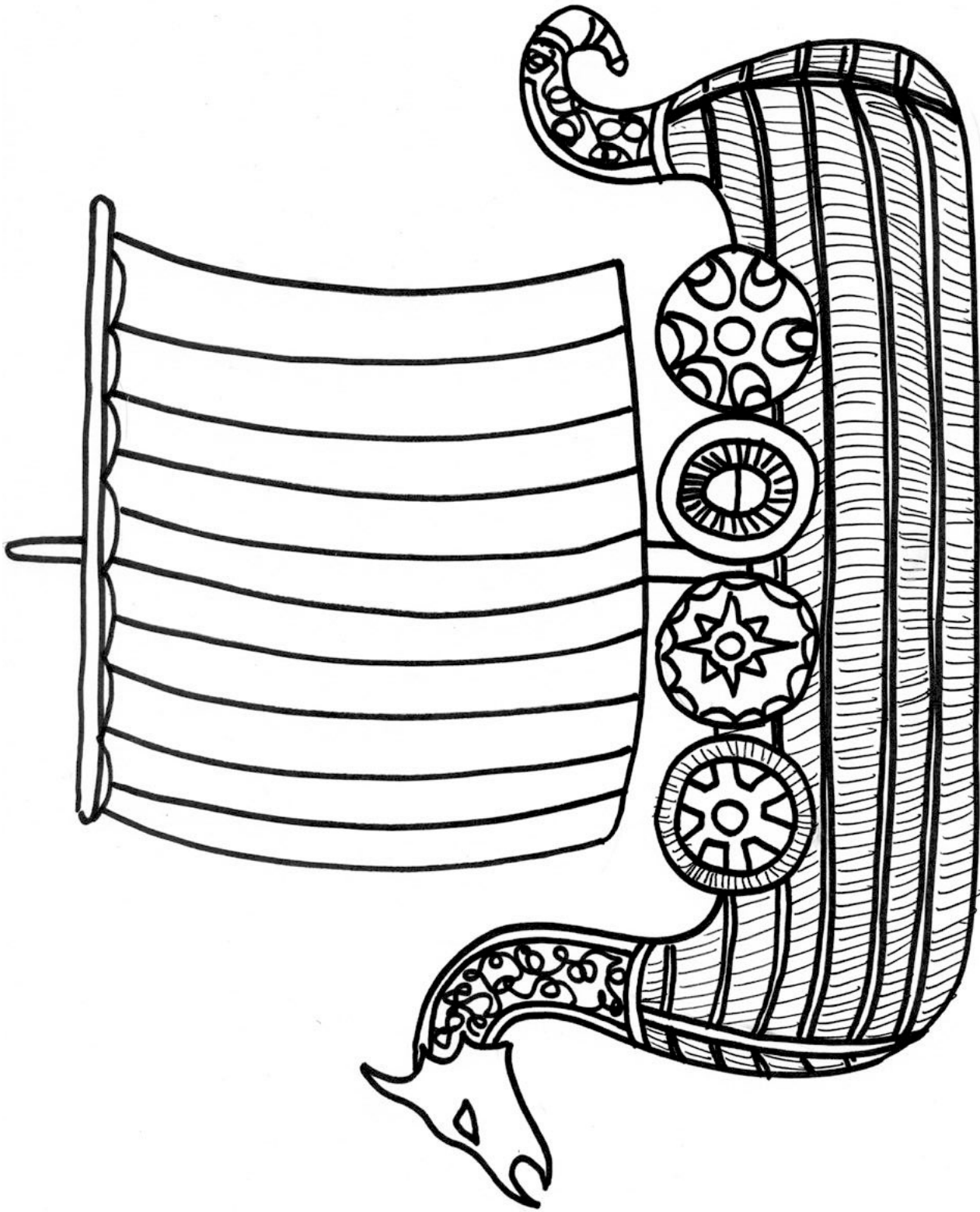
Try the Wet-on-Dry technique to paint areas where you don't want the paint to mix with other colors. Draw around the contour line of an area first and then paint inside the shape. The outside line dries first, which helps the wet paint stay where you want it.

Use the Wet-on-Wet technique if you want your paint colors to mingle on the paper. You may want this for your ocean where you want blues and greens to mingle. To do that, paint one area of your ocean with one color then before the paint dries, add another color. You will see how the two colors blend together to form a new color.



Use
watercolor
paint for
large
areas!





VIKING LONGSHIP GUIDE



FIFTH GRADE GALLERY

NATIONAL CORE ARTS STANDARDS - FIFTH GRADE

CREATING

- Generate and conceptualize artistic ideas and work** — combine ideas to generate an innovative idea—demonstrate diverse methods to approaching art making
- Organize and develop artistic ideas and work** — experiment and develop skills in multiple techniques through practice—show craftsmanship through care—document objects of personal significance
- Refine and complete artistic work**—create artists statements using art vocabulary to describe personal choices in art-making

PRESENTING/PRODUCING

- Analyze, interpret and select artistic work for presentation**— define roles and responsibilities of a curator—explaining the skills/knowledge needed to preform curation
- Develop and refine artistic work for presentation** — develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork
- Convey meaning through the presentation of artistic work** —cite evidence of how an exhibition in a museum presents ideas and provides information about specific concepts

RESPONDING

- Perceive and analyze artistic work-** compare interpretation of art to another's interpretation —analyze cultural associations suggested by visual imagery
- Interpret intent and meaning in artistic work** — interpret art by analyzing form, structure, context information, subject, visual elements, and use of media to identify mood and ideas conveyed
- Apply criteria to evaluate artistic work**— recognize differences in criteria used to evaluate works of art depending on styles

CONNECTING

- Synthesize and relate knowledge and personal experiences to make art-** apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding**

I CAN STATEMENTS FOR VIKING LONGSHIP

- Today I will learn about SHAPE, so that I CAN create a VIKING LONGSHIP by drawing both ORGANIC and GEOMETRIC SHAPES for the different parts of my boat.
- Today I will learn about LINE, so that I CAN draw a VIKING LONGSHIP. I'll know I have it when my boat is large and takes up most of the SPACE on my paper.
- Today I will learn about SPACE, so that I CAN create a SEASCAPE that has DEPTH by drawing waves in the FOREGROUND, a boat in the MIDDLEGROUND and a HORIZON LINE in the BACKGROUND.

COMMON CORE STANDARDS FOR VIKING LONGSHIP

CCSS.ELA-Literacy.W.5.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
As students complete an artist statement (page 14), they are supporting claims about what their artwork means. This requires them to build their answer based on how they created the work as evidence pointing toward the composition's meaning.

CCSS.ELA-Literacy.SL.5.5

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

You can tie in this standard by having the students present their finished artwork to the class, explaining the main ideas of the history of Viking ships. Having them point out the different parts of the ship (new vocabulary) and how they used the elements of art and principles of design combines historical knowledge with visual art.

CCSS.ELA-Literacy.W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

You can have students create a story behind their Viking boat through the use of creative writing. Encourage them to come up with an imagined story for the artwork including details such as where the boat is sailing to and from, characters on the boat, etc.

ASSESSMENT CHECKLIST

MAIN IDEAS FROM: VIKING LONGSHIPS

STUDENT NAME: _____



Did the student include both organic and geometric shapes in their boat drawing?



Did the student draw a boat that takes up most of the space on their paper?



Did the student create a seascape with depth by adding waves in the foreground and a horizon line in the background?