



ARTS LESSONS IN THE CLASSROOM

A COMPREHENSIVE K-6 VISUAL ART CURRICULUM

Aligned with Washington State Arts Standards and Common Core in English Language Arts and Math

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ART LESSONS IN THE CLASSROOM

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THANK YOU!



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ART LESSONS IN THE CLASSROOM

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ARTS EDUCATION FOR ALL

THIRD GRADE LESSON TWO

BALANCING SHAPES AND CONTRAST

Description Of Project:

Students place complementary color geometric and organic shapes next to each other to create high contrast in a paper collage.

Problem To Solve:

How can color choice create contrast and placement create informal balance?

Student Understanding:

Placing complementary colors adjacent to each other can create contrast in a work of art. Arranging shapes in space in relation to an imaginary center line can create informal balance.

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Makes multiple geometric and organic shapes.

AC: Cuts quadrilaterals and triangles (with straight sides) and curvy shapes from nature.

LT: Creates informal balance in a composition.

AC: Organizes approximately equivalent area/visual weight of shapes asymmetrically on either side of an imaginary center line.

LT: Creates contrast using color in composition.

AC: Identifies and places pairs of complementary colors adjacent to each other in collage.

LT: Uses collage techniques.

AC: Cuts shapes smoothly, arranges and glues them flat and securely.

EVIDENCE OF LEARNING

Art: Collage

Names colors opposite on the color wheel as complementary and high contrast in art

Classifies shapes as organic and geometric (triangles and quadrilaterals)

Analyzes informal balance seen in art

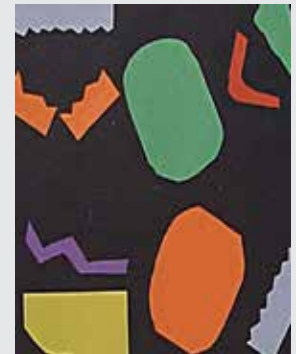
Draws imaginary center line in chalk

Cuts organic and geometric shapes from primary/secondary color shapes

Arranges shapes in informal balance with complements adjacent

Glues using collage techniques

EXAMPLE



VOCABULARY

- *Asymmetry*
- *Balance, informal*
- *Collage*
- *Complementary Colors*
- *Composition*
- *Contrast*
- *Geometric*
- *Organic*
- *Attribute*
- *Triangle*

RESOURCES

Juan Alonso, *Where to Now, St. Peter?*, 4Culture;

Adriene Cruz, *Going Through the Motions*, 4Culture;

Robert Motherwell, *Mallarme's Swan*

ART MATERIALS

- **11x14" black construction paper**
- *scissors*
- *white chalkboard chalk*
- *glue sticks*
- *variety of fadeless color paper*

THIRD GRADE LESSON TWO // BALANCING SHAPES AND CONTRAST

INSTRUCTIONAL STRATEGIES

TEACHER

STUDENT

Introduce *Where to Now, St. Peter?* by Juan Alonso and *Going Through the Motions* by Adriene Cruz or *Mallarme's Swan* by Robert Motherwell with focus on color theory/relationships. Ask students to name the colors they see.

Prompts: Find two dominant colors you see in this composition on the color wheel and describe the relationship of those two colors on the wheel (opposite). Colors found opposite on the color wheel are called complementary colors.

Names colors and finds complementary colors on the color wheel.

Demonstrate placing yellow next to orange, and yellow next to violet.

Prompts: Which of these two color combinations attracts your attention? Why? Two complementary colors create high contrast and an obvious edge between each other. They grab your attention. Placing two complementary colors next to each other creates high contrast.

Observes two color relationships and recognizes contrasting colors.

Identify and classify organic and geometric shapes in art.

Prompts: What kinds of shapes do we see in *Where to Now, St. Peter?* Do we see curvy shapes from nature? Where do we also see geometric shapes? What geometric shapes do we see in *Going through the Motions*? Name them. What are their math names? What attributes do they have? What categories can we place them in? (Quadrilaterals and triangles.)

Analyzes and describes attributes of shapes seen in art.

Ask students to analyze informal balance in art.

Prompts: What is balance? Does it mean equal? Can shapes be equal in area but different? Imagine a vertical center line approximately in the middle of the art: Is this art symmetrically or asymmetrically balanced?

What did the artist create on the left of that imaginary line? What about on the right of that imaginary line? What would happen if a shape was missing on one side of the artist's composition: would it still feel balanced to us?

Analyzes informal balance seen in art.

Demonstrate drawing a light vertical center line approximately on the black paper using white chalk. Direct students to select six papers, one each in primary and secondary colors.

Prompts: Draw a 'whisper' chalk line in the middle from the top of your paper to the bottom of the paper. Choose a small paper or strip in each of the primary and secondary colors to cut a variety of geometric and organic shapes out of.

Observes demonstration, draws imaginary center line on background paper in white chalk, and selects color paper in primary and secondary colors.

THIRD GRADE LESSON TWO // BALANCING SHAPES AND CONTRAST

INSTRUCTIONAL STRATEGIES CONT.

TEACHER

STUDENT

Demonstrate cutting out shapes using collage techniques.

Prompts: Cut at least 6 shapes (some organic, some geometric) from color paper. Experiment with creating rhombuses or inventing your own quadrilaterals.

Demonstrate and guide placement of organic and geometric shapes and pairing complementary colors to create informal balance and contrast.

Prompts: Move shapes around until you find that size and visual weight of shapes is balanced.

Think of how one shape on one side of the imaginary center line relates to shapes or empty space on the other side.

Now I need to place the complementary colors next to the shapes I just laid down. What color should I place next to this orange shape? (blue) What color should I place next to this red shape? (green)

Consider balance as you place your additional geometric and organic shapes. Make sure that you have shapes paired with their complements.

Directs students to pair with a classmate to check for complementary colors and balance. After seeking peer critique, then students are ready to glue.

Prompts:

Check in with a peer to make sure you have paired complementary colors. Analyze balance and adjust based on feedback.

Demonstrate and guides gluing techniques.

Prompts: Turn shapes upside-down on scrap paper (to protect desks and art) and run glue stick along the edge. Rub down firmly to glue flat and securely.

Cuts geometric and organic shapes.

Place shapes for visual balance and weight. Places complementary color pairs adjacent to each other for contrast.

Observes gluing demonstration, checks with peer for complementary color pairs and informal balance.

THIRD GRADE LESSON TWO // BALANCING SHAPES AND CONTRAST

SKILLS AND TECHNIQUES



Place complimentary colors adjacent to each other.

ART STUDIO TIP

Precut variety of colored paper in rectangles and strips (4x4", 2x8", 2x2").

Have students cut useable scraps into squares and rectangles.

Remind thumbs up and move paper, not scissors, to accurately cut shapes.

LESSON EXPANSION

Students create informal balance using a horizontal line of symmetry and reuse solid areas of color from magazines as paper.

EVERYDAY CONNECTIONS

advertising

LEARNING STANDARDS

Visual Art

- 1.1.a Elaborate on an imaginative idea.
- 1.2.a Apply knowledge of available resources, tools, and technologies through art making.
- 2.1.a Create personally satisfying artwork, using a variety of artistic processes and materials.
- 2.2.a Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.
- 7.1.a Speculate about processes an artist uses to create a work of art.
- 8.a Interpret art by analyzing use of media to create subject matter, characteristics of form and mood.
- 9.a Evaluate an artwork based on given criteria.

Common Core Math

- 3.G.A.1. Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category. Recognize rhombuses, rectangles and squares as quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories.

