



# 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

5

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WASHINGTON STATE  
ARTS COMMISSION





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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**

# FIFTH GRADE LESSON TWO

## GEOMETRIC AND ORGANIC SHAPES

### Description Of Project:

Students select art materials and combine geometric and organic shapes for a surprise ending in a collage, painting, or drawing.

### Problem To Solve:

How can shapes imply meaning?

### Student Understanding:

The combination of geometric and random (organic) shapes can suggest multiple meanings.

## LEARNING TARGETS AND ASSESMENT CRITERIA

### The Student:

LT: Identifies and makes geometric and organic shapes.

AC: Names and makes triangles, quadrilaterals and organic shapes.

LT: Suggests meaning through composition.

AC: Purposefully places geometric and organic shapes in relation to another to create meaning.

LT: Uses previously learned techniques appropriate to selected medium.

AC: If collage, fully adheres edges of papers;

If drawing, uses varied line types;

If painting, selects a brushstroke type and direction to match the object.

## EVIDENCE OF LEARNING

### Art: Collage, Painting or Drawing

Names and makes quadrilateral shapes with straight sides plus circles, ovals and ellipses and organic shapes

Purposefully places one of two shapes in obvious relation to another to create meaning

Uses previously learned techniques appropriate to selected medium: if collage, fully adheres edges of papers; if drawing, uses varied line types; if painting, selects a brushstroke type and direction to match the object

### EXAMPLE



### VOCABULARY

- Collage
- Geometric Shapes
- Organic Shapes
- Random Shapes
- Rectilinear Shapes
- Triangles
- Quadrilaterals

### RESOURCES

Joseph Goldberg, *Black Angel*, TAM;

Harold Balazs, *Back from Egypt*, MAC;

Rene Magritte, *The Surprise Answer*

### ART MATERIALS

- sketchbooks
- rulers
- protractors
- small geometric items to trace
- 2B graphite pencil
- found papers
- watercolor or color pencils
- pencils
- oil pastels
- scissors
- glue sticks

## FIFTH GRADE LESSON TWO // GEOMETRIC AND ORGANIC SHAPES

## INSTRUCTIONAL STRATEGIES

## TEACHER

## STUDENT

Demonstrates air-drawing lines: vertical, horizontal, and diagonal.

**Prompts:** Remember that vertical is up and down; horizontal is across, back and forth; diagonal is from corner to corner of the room.

Think about the different directions you use when you write letters and numbers.

Identifies and compares shapes in a work of art.

Guide students in sketchbook drawing of geometric and organic shapes.

**Prompts:** Practice drawing multiple geometric shapes in your sketchbook on the left side of the book: quadrilaterals, triangles, ovals, circles, etc. What tools will help you do this? (straightedge, protractor, geometry templates, caps, lids, small boxes) Draw random curvy organic shapes in your sketchbook on the right side of the book.

Draws geometric and random shapes as objects as well as abstract shapes, and swaps sketchbooks with a peer to assess differentiation in shapes.

Refer to *Black Angel*, *Back from Egypt* or *The Surprise Answer* again and ask students what the artist has implied by placing the random shapes with (or on top of) a geometric shape?

**Prompts:** What meaning do you associate with the combination of shapes you see? What are some other ways that you could combine a random and mathematical shape to pose a question or make the viewer wonder what has happened or is going to happen?

Ask students to work in small groups or alone in sketchbook experimenting with combining shapes.

Suggests meaning seen in art and uses sketchbook or small group exercise to come up with more visual riddles or mysteries.

Review media available to class and the techniques learned thus far for each media.

**Prompts:** Once you have conceptualized your art and the mystery you would like to present to the viewer, think about what geometric shapes you will combine with a random shape and which media best will represent those shapes. Is this a shape that would best be created with a drawing tool, a painting tool, or a cut collage element? Does the object you create also add meaning to the art? I will be looking in your art for a mathematical shape and an organic shape that combine to make a problem for the viewer to solve.

Selects art materials/media and makes art.

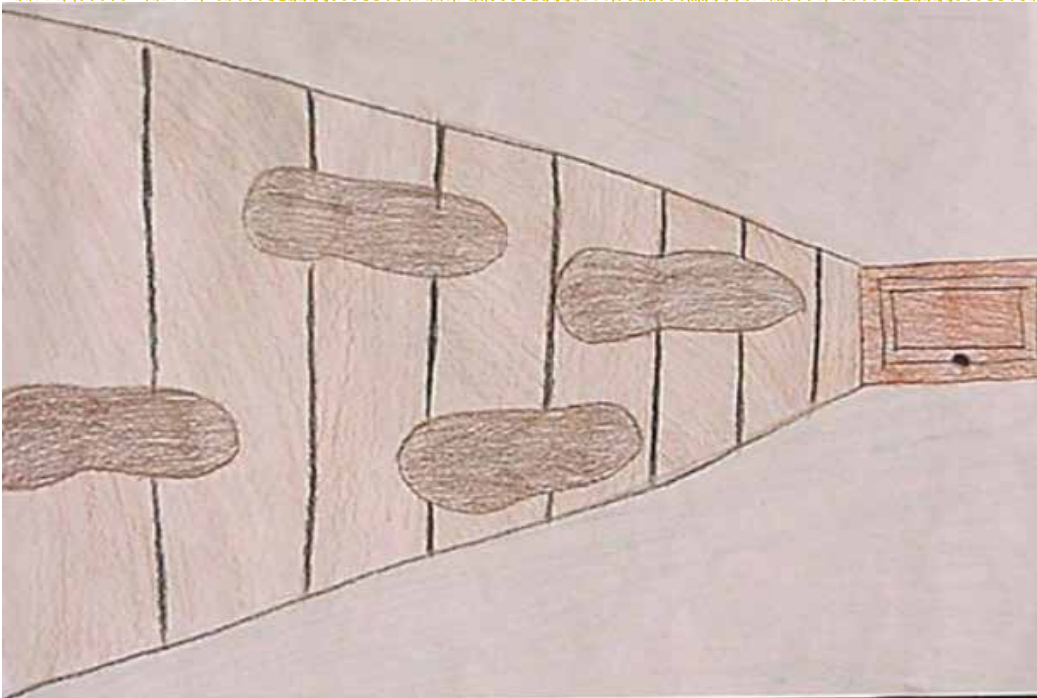
Lead group reflection. Guide students to identify and classify geometric shapes and interpret meaning in a peer's art.

**Prompts:** Identify the shapes seen in art: What is happening?

Identifies and classifies geometric shapes based on their attributes, shares interpretation of peer's art.

## FIFTH GRADE LESSON TWO // GEOMETRIC AND ORGANIC SHAPES

## SKILLS AND TECHNIQUES



Student composes a visual mystery by using geometric and organic shapes that student drew earlier.

## ART STUDIO TIP

### Offering Students Choices in Media

Making media choices replicates the studio experience of an artist. Students should only be offered media for which the teacher has taught definitive techniques.

Students should still be assessed on the techniques for materials they select based on established criteria.

This assessment will need to be reestablished on an individual basis and requires teachers working with individuals during the art making process.

## LESSON EXPANSION

Students write about the mystery presented in their art: What is happening? What is going to happen next?

## EVERYDAY CONNECTIONS

ambiguous images, digitally altered images.

## LEARNING STANDARDS

### Visual Art

- 1.1a Combine ideas to generate an innovative idea for art-making.
- 1.2a Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.
- 2.1a Experiment and develop artistic ideas and work.
- 7.1a Compare one's own interpretation of a work of art with the interpretation of others.
- 8a Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.
- 10a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.

### Common Core Math

- 5.G.B.3. Understand that attributes belonging to a category of two-dimensional figures also belong to subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.

