

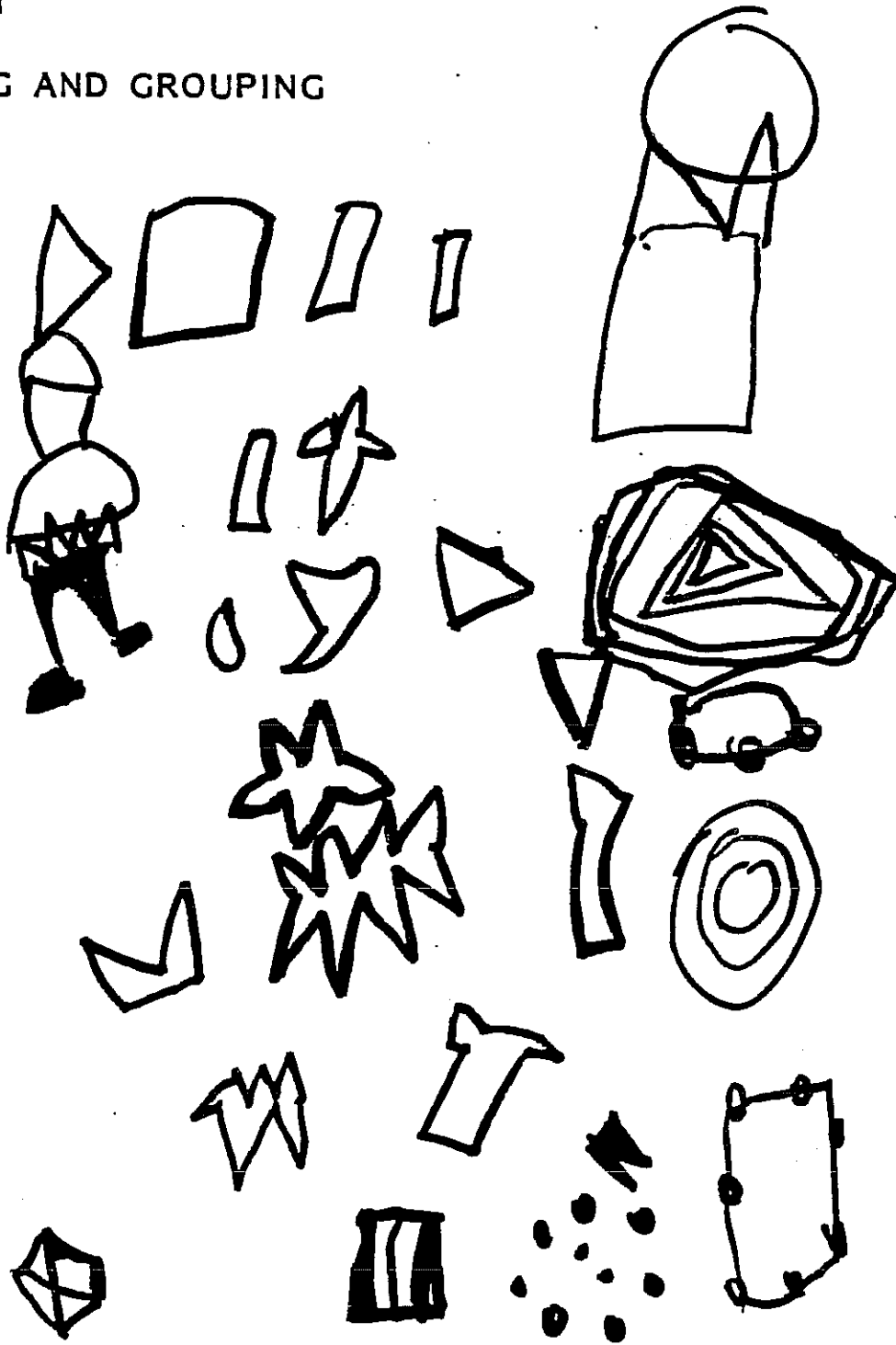
LEVEL ONE

SHAPE: OBJECTIVE 1

Explores and names different types of shapes

LESSON 1

NAMING AND GROUPING

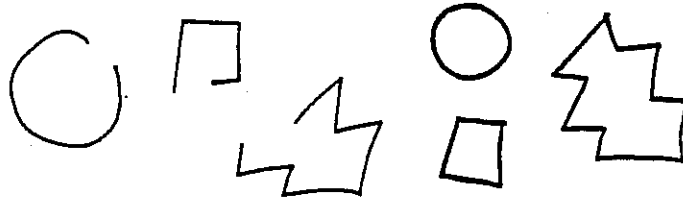


PROCESS

1

SHAPE: OBJECTIVE 1

LESSON 1



INQUIRY

Vocabulary: shape, line

What is a shape?

What isn't a shape?

What makes a shape different than a line?

How many shapes are there?

Art Reproductions: Moillet - In The Circus, Miro - People and Dog in the Sun, van Gogh - Boats, O'Keefe - Ranchos Church

ACTIVITY

1. Discuss how a shape is different than a line. A line is one-dimensional. It may bend, twist, or break, but it still can only be measured by its length. A shape is an area enclosed by an edge or line, separate from the space around it. A shape can be measured in two-dimensions, its length and its width. (The confusing part is that a line can be used to draw the "outline" of a shape.)
2. Draw and label as many shapes as possible.
3. Brainstorm new and unusual shapes such as shapes with sharp or jagged edges, curving shapes, skinny shapes, shapes with holes, popular shapes like hearts and moons.
4. Create a composition using this new collection of shapes.

EVALUATION

Are the students able to articulate the difference between a line and a shape? Are they inventive in exploring new categories of shapes? Can they stretch their ideas beyond the basic shapes such as a circle, square or triangle?

TEACHER NOTES

Already at this age students have come to accept that the only real shapes are the five or six basic geometric shapes with the possible addition of stereotyped popular shapes and pictographs such as a rainbow, star, tree, house, flower or heart. This unit is designed to help break that pattern of conformity or expand the way students think about shape and use shapes in their artwork.

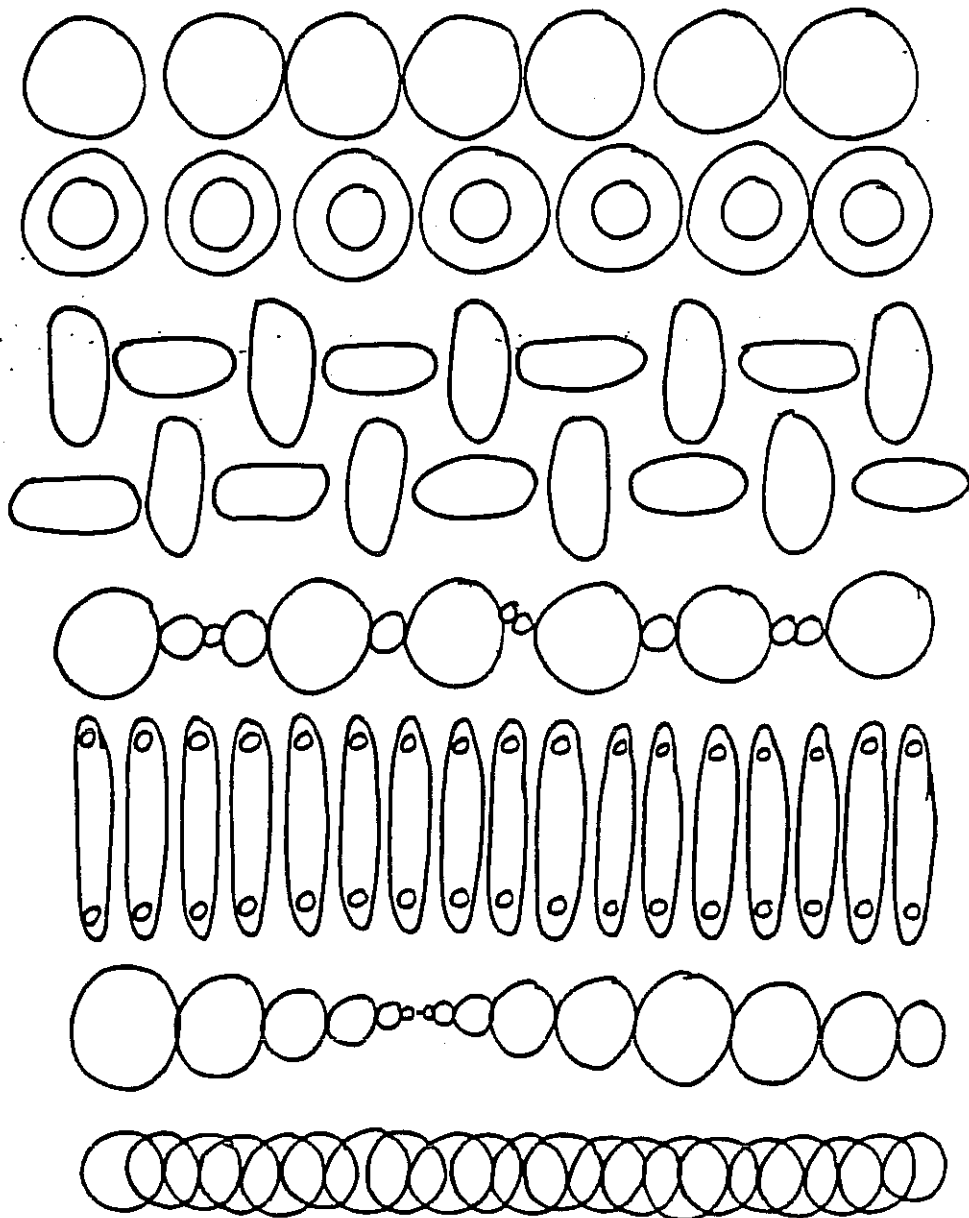
LEVEL ONE

SHAPE: OBJECTIVE 1

Explores and names different types of lines

LESSON 2

DRAWING CIRCLE SHAPES



PROCESS

1

SHAPE: OBJECTIVE 1

LESSON 2

INQUIRY

Vocabulary: shape, circle, square

How do you draw a circle to make it look as smooth and round as possible?

How do you draw squares all the same size?

Do you think that art takes practice just like soccer or piano or ballet?

Art Reproductions: Matisse - The Purple Robe, Stewart - Persian Pottery, Vasarely - Vega Kontosh, Braque - Purple Plums

ACTIVITY

1. Draw a row of circles side by side, but not quite touching, all the same size, and all as perfectly round as possible. Try for a smooth connection where the two ends of the line come around and meet. Make sure that the row is horizontal and does not slope downhill.
2. Draw a second row of perfect circles. Draw identical smaller circles inside each one.
3. Draw two rows of ovals positioned alternately vertical and horizontal.
4. Draw two rows of large circles with connecting little circles. Make sure all your circles are round!
5. Draw a row of very tall ovals like popcicle sticks. Draw small circles inside at each end.
6. Draw a series of touching circles which gradually become smaller, than larger, then smaller.
7. Draw a row of circles which halfway overlap one another.
8. Invent several rows of interesting circle shapes and patterns.

EVALUATION

Has proportional accuracy improved? This exercise can be repeated in a variety of ways and support the handwriting skills students are developing.

TEACHER NOTES

Lead the students one row at a time. Ask them to feel, or sense, through the motion of their hand, the perfect roundness of each circle. Encourage them to critique the exactness of their work. Remind them that practice and concentration result in successful work. Remind students to slow down and

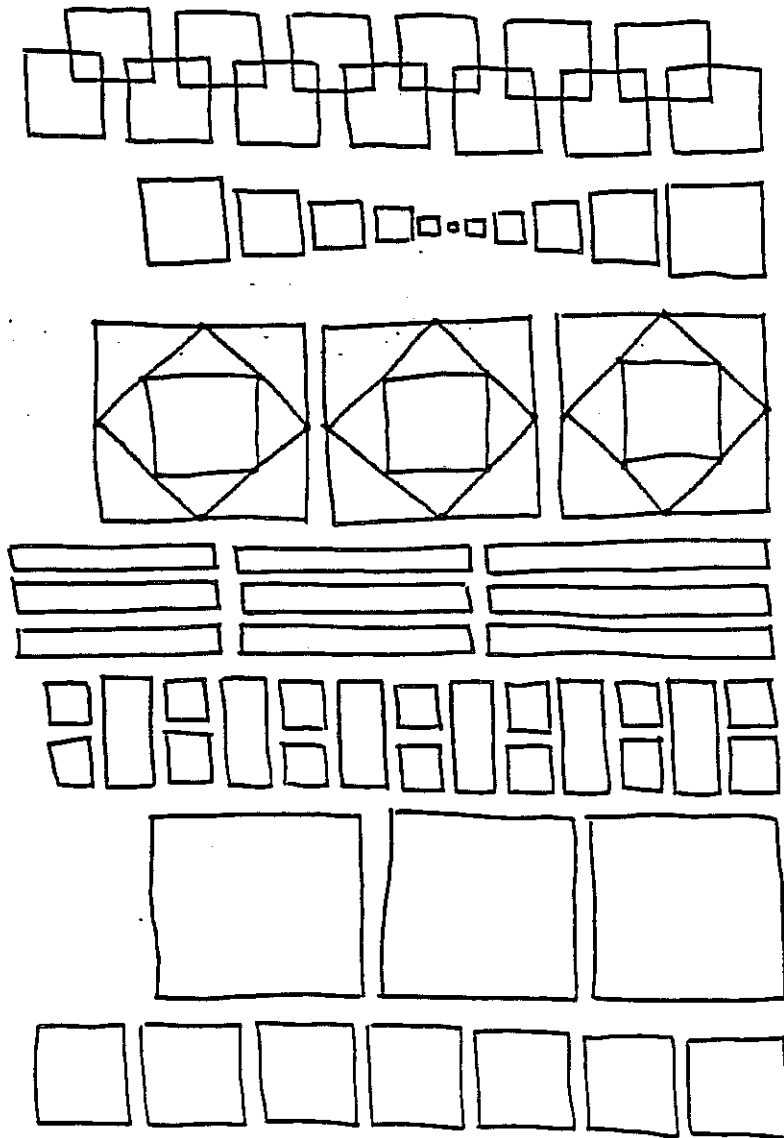
LEVEL ONE

SHAPE: OBJECTIVE 1

Explores and names different types of shapes

LESSON 3

PRACTICING SQUARES AND RECTANGLES



PROCESS

1

SHAPE: OBJECTIVE 1

LESSON 3

INQUIRY

Vocabulary: shape, square, rectangle

How do you draw a square to make it look square?
What is the difference between a square and a rectangle?

Art Reproductions: Vasarely - Tridem K, Vasarely - Vonal KSZ,
Klee - Super Chess

ACTIVITY

1. Draw a row of squares all exactly the same size, all as perfectly square as possible. Leave a small gap between each square.
2. Draw another row of larger squares.
3. Draw two identical squares one above the other with a small gap in between. Draw a vertical rectangle beside the two squares which has the same combined height. Repeat the pattern across the row.
4. Draw a row of very long horizontal rectangles stacked three high.
5. Draw a row of very large squares. Draw a dot in the middle of each side of each square. Connect the dots with diagonal lines to form a square standing on its point. Draw more dots and another square inside the tilted square.
6. Draw a series of squares which gradually become smaller, then larger, then smaller again.
7. Draw a staggered row of squares each overlapping the corner of another.
8. Invent several rows of interesting shapes and patterns made with squares.

EVALUATION

Has proportional accuracy improved? This exercise can be repeated in a variety of ways and support the handwriting skills the students are developing.

TEACHER NOTES

Practice, practice, practice develops perceptual and kinesthetic skills. Ask the students to see and feel the straightness and the exact length of each line that makes a square. Reinforce drawing slowly and warm up and rehearsal before the actual drawing.

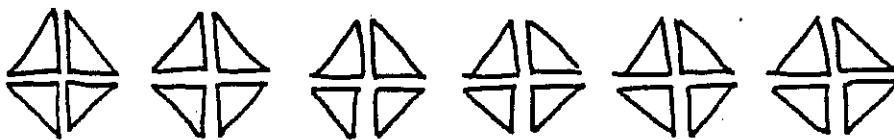
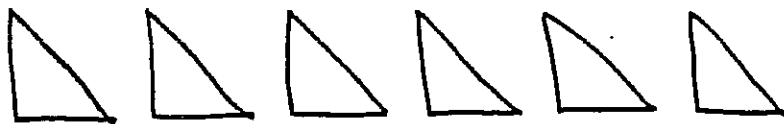
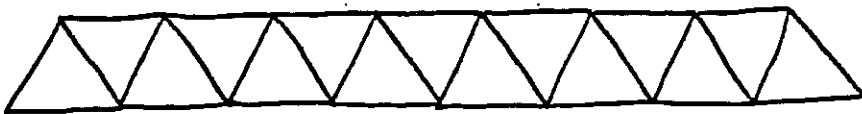
LEVEL ONE

SHAPE: OBJECTIVE 1

Explores and names different types of shapes

LESSON 4

PRACTICING TRIANGLES



PROCESS

1

SHAPE: OBJECTIVE 1

LESSON 4

INQUIRY

Vocabulary: triangle

How many is tri?

What is an angle?

How many different types of tri-angles can you draw?

How many sides does a triangle have?

How many sides does a rectangle have?

Art Reproductions: Macke - Landscape with Cows and Camel,
Bellows - Dempsey and Firpo

ACTIVITY

1. Draw a row of triangles that have three equal sides.
2. Draw a second row just like the first. Add another row of upside down triangles which just fit into the spaces between the triangles below.
3. Draw a row of triangles which share a common side.
4. Draw a row of triangle designs made from three triangles each sharing a side with a fourth, central triangle.
5. Draw a row of triangles with one square corner.
6. Draw a row of triangle designs made from four triangles with square corners meeting in the middle.
7. Invent several rows of interesting triangle designs.

EVALUATION

Has proportional accuracy increased? This exercise can be repeated in a variety of ways and support the handwriting skills the students are developing.

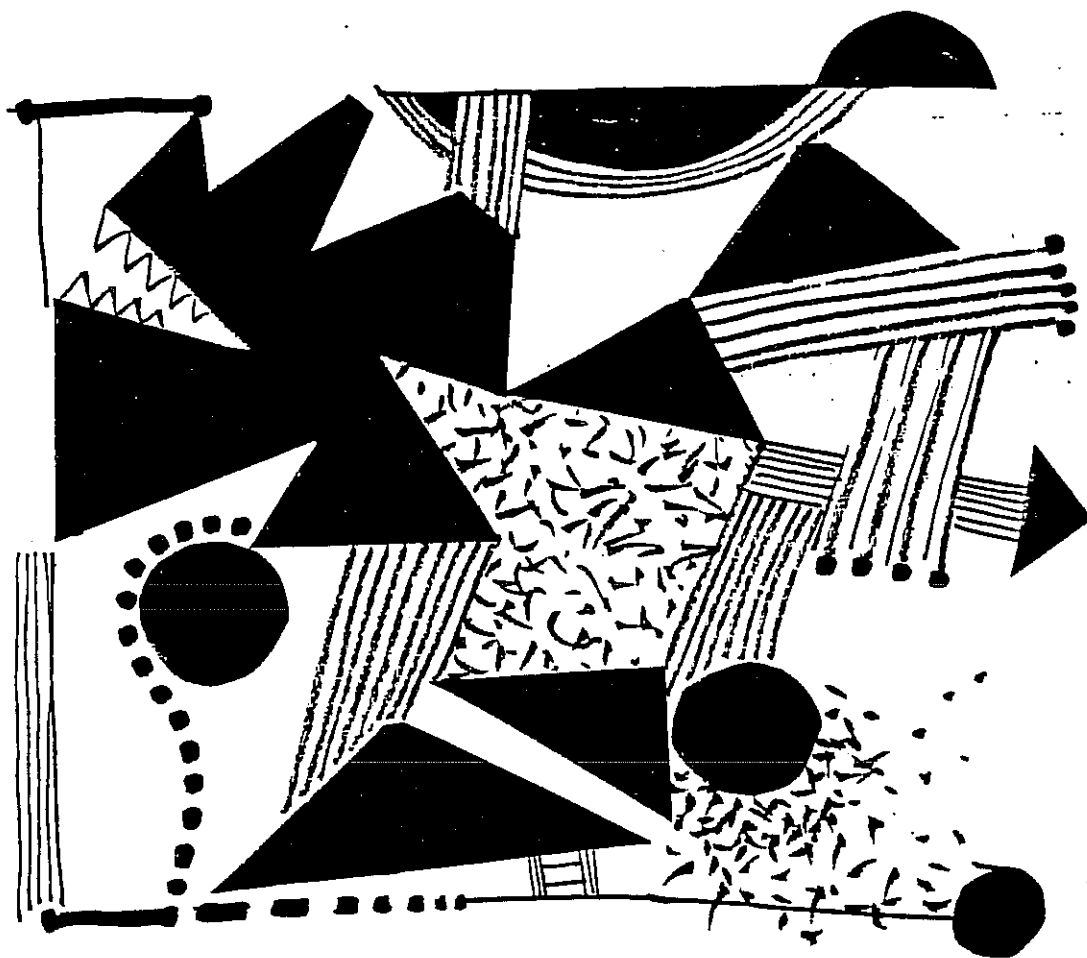
LEVEL ONE

SHAPE: OBJECTIVE 1

Explores and names different types of shapes

LESSON 5

CUTTING SHAPES FREEHAND

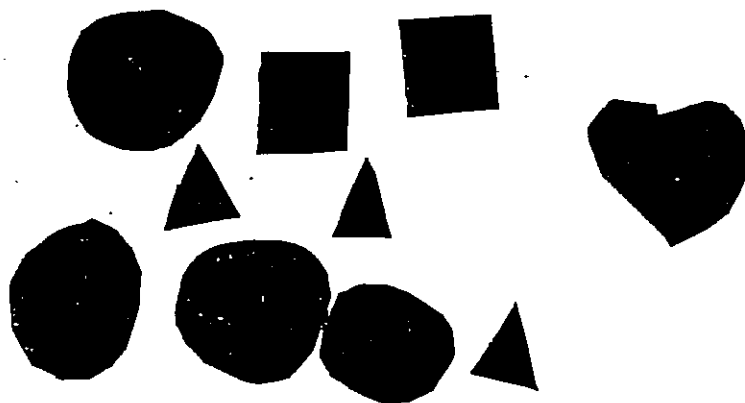


PROCESS

1

SHAPE: OBJECTIVE 1

LESSON 5



INQUIRY

Vocabulary: original, fantastic, unusual

How do scissors work?

How do you cut out a circle without drawing a line first?

What do you think about? How do you plan?

How do you cut out a square?

Art Reproductions: Bearden - She-Ba, Dubuffet - Parade of Objects, Kandinsky - The White Dot

ACTIVITY

1. Practice cutting basic shapes freehand from colored construction paper. Experiment with different sizes. Allow for lots of practice and individual help.
2. Cut out a collection of original shapes with fantastic and unusual outlines. Focus on categories of shapes such as jagged and pointed edges or round and curving edges.
3. Combine the cutout shapes in a collage. Use line and pattern as additional design elements if desired. Line and pattern will help develop visual unity.

EVALUATION

Encourage students to critique the accurateness of their shapes. Share and discuss visually pleasing solutions.

TEACHER NOTES

Encourage students to visualize the shape before cutting. Share technical discoveries on how to cut out various shapes. Ask students to look at the paper they have left over. Are there interesting shapes to use from the "scraps?" Structure math problem solving by requiring certain numbers or sets of shapes. For example: four circles, seven triangles and five squares.

LEVEL ONE

SHAPE: OBJECTIVE 2

Symbolizes emotions and moods using shape

LESSON 1

ANGRY AND SHY



PROCESS

1

SHAPE: OBJECTIVE 2

LESSON 1

INQUIRY

Vocabulary: expressive, angry, sad

What things make you feel angry?

What shapes and movements do you make with your body when you are angry?

When have you felt shy?

What colors are angry? What colors are shy?

What do you think angry shapes might look like? Would they have sharp or round edges? Would they be big or small?

What do shy shapes look like? If you were a shy shape where would you put yourself on a piece of paper?

Art Reproductions: Book: Alexander and The No Good Horrible Very Bad Day by Judith Viorst, Kandinsky - Composition-Storm, Arp - Configuration

ACTIVITY

1. Brainstorm a list of experiences which remind students of feeling angry or shy.
2. Create two compositions. One of angry shapes and the other of shy shapes. Choose colors which help the feeling.

EVALUATION

Does the work exhibit students knowledge of a range of expressive shapes?

TEACHER NOTES

Emphasize contrasts in size, color and placement. Select music for the lesson that is angry, shy.

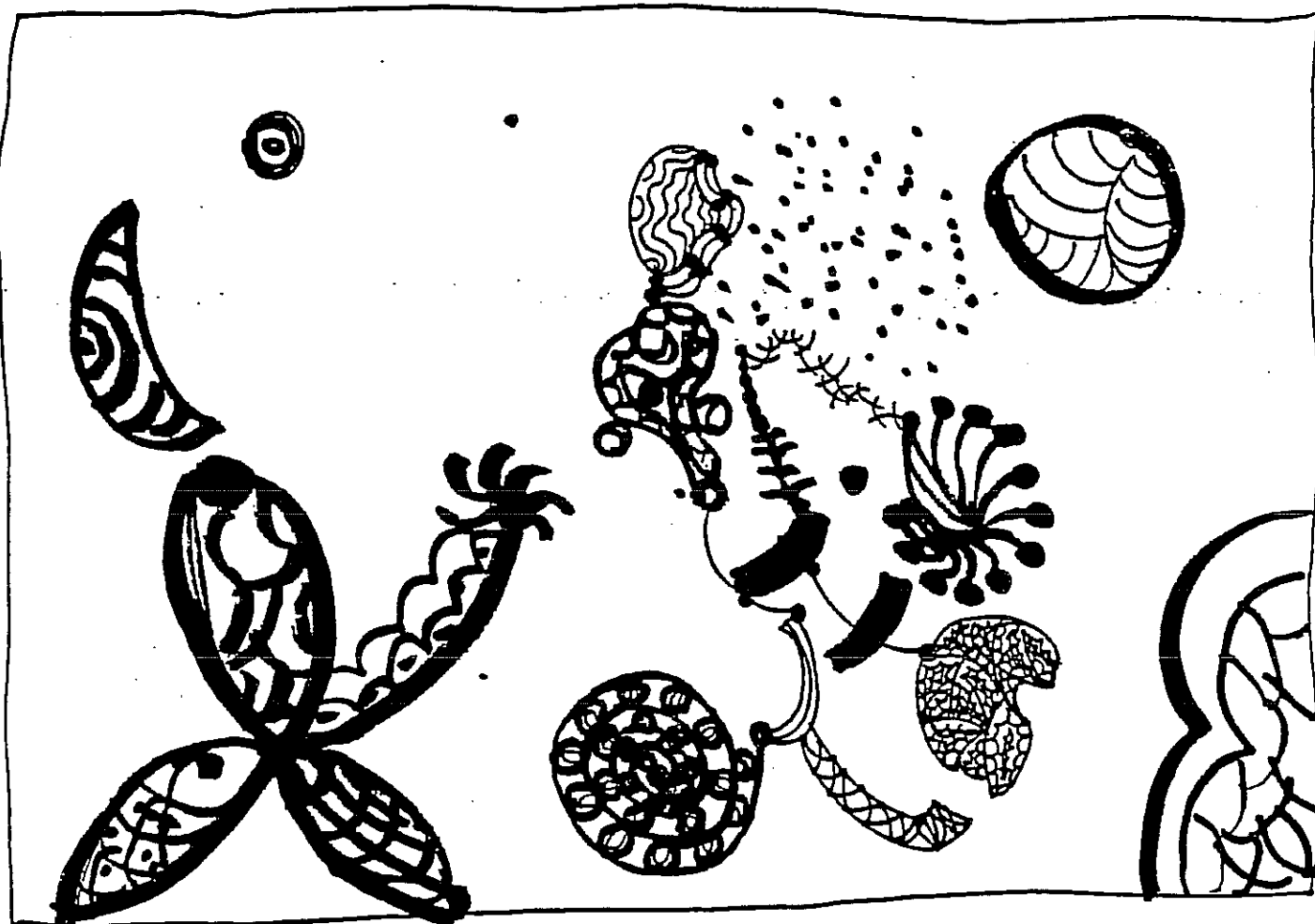
LEVEL ONE

SHAPE: OBJECTIVE 2

Symbolizes emotions and moods using shape

LESSON 2

QUIET, SOFT AND GENTLE



PROCESS

1

SHAPE: OBJECTIVE 2

LESSON 2

INQUIRY

Vocabulary: quiet, gentle

Do you have favorite things that are soft?

Do you know someone who is gentle?

What colors are quiet, soft or gentle?

What lines are quiet, soft or gentle? Are they curving or straight?

What kind of music is quiet, soft or gentle?

What activities are quiet?

Art Reproductions: Sargent - The Black Brook, Utagawa - Interior and Winter Landscape, Constable - Wivenhoe Park

ACTIVITY

1. Brainstorm a collection of interesting shapes which suggest quiet, soft and gentle feelings.
2. Use oil pastel or crayon with watercolor to develop a quiet, soft and gentle shape composition.

EVALUATION

Does the work exhibit increased sensitivity towards the expressive possibilities of shape?

TEACHER NOTES

Emphasize careful selection of colors and also the relationship and placement of shapes. Select music for the lesson that is quiet, soft and gentle.

LEVEL ONE

SHAPE: OBJECTIVE 2

Symbolizes emotions and moods using shape

LESSON 3

FAST AND SLOW

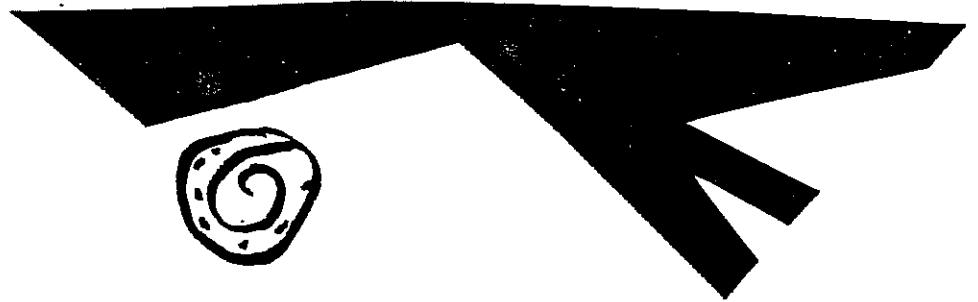


PROCESS

1

SHAPE: OBJECTIVE 2

LESSON 3



INQUIRY

Vocabulary: rhythm

What things are fast?
What things are slow?
What are fast or slow colors?

Art Reproductions: Lieberman - Old Vinck, Kandinsky - The White Dot, Wyeta - Christina's World, Tobey - Broadway 1936

ACTIVITY

1. Experiment with rhythms of fast and slow movements. Try different types of music, a lullaby as compared to jazz, for example. Explore different body parts, levels and directions. Add moments of frozen body shapes, some which give the appearance of speed and others which seem slow.
2. Brainstorm drawn and cutout shapes which give the feeling of fast and slow movements.
3. Develop a collage of fast and slow shapes. Embellish with line, pattern, and color.

EVALUATION

Is the contrast strong and clear?

TEACHER NOTES

Follow up lessons may be developed from contrasts of additional words. Avoid cliché words such as sad and happy.

confused
silly
old
nervous
proud

friendly
free
powerful
excited
calm

dangerous
rough
smooth
loud

sleepy
sour
stinky

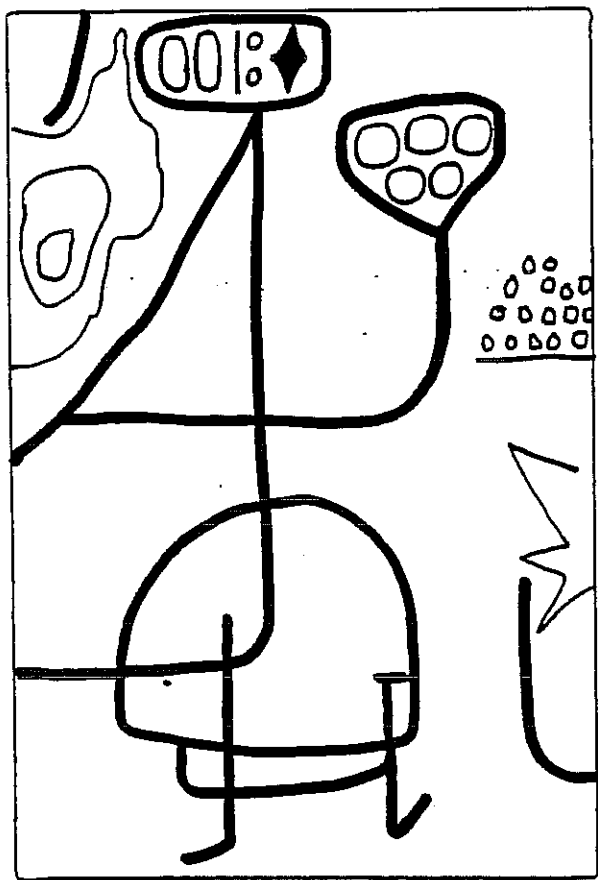
LEVEL ONE

SHAPE: OBJECTIVE 3

Observes shape in art and in the environment

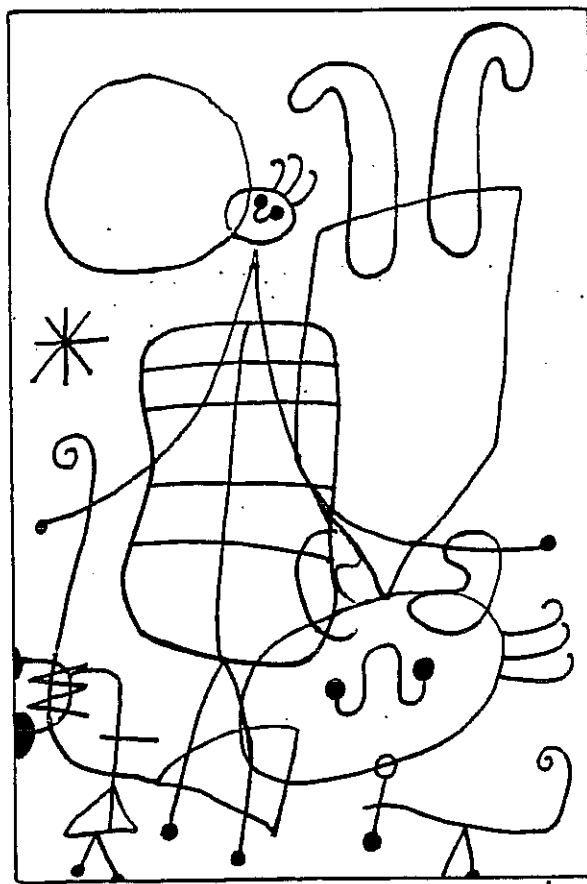
LESSON 1

LOOKING AT WORKS OF ART



LA BELLE JARDINIÈRE

KLEE



PEOPLE AND DOG IN THE SUN

MIRÓ

PROCESS

1

SHAPE: OBJECTIVE 3

LESSON 1

INQUIRY

Vocabulary: shape, feelings, meaning

Describe different shapes you see in the room.
Why do artists use shape?

Art Reproductions: Klee, Miro, Vasarely, Braque

ACTIVITY

1. Check out several reproductions which exemplify a range of shapes, both basic geometric shapes as well as unusual and complex shapes. Examine Klee, Miro, Vasarely, Braque.

Art Reproductions: Vasarely - Tridem K, Miro - People and Dog in the Sun, van Gogh - Boats

2. Facilitate a discussion based on the following steps:
 - a. What do you see? Students are encouraged to remark on all aspects of the art work, the subject, their feelings, the use of the elements and principles.
 - b. What kind of shapes are used? Students are assisted in analyzing specific qualities and relationships.
 - c. What is the meaning of this work of art? Do the shapes used help the artist share his or her idea? Students begin to interpret the meaning of the work.
 - d. Students evaluate the success of the work of art including their own personal taste (aesthetic sense).

EVALUATION

Positive group discussion behavior.

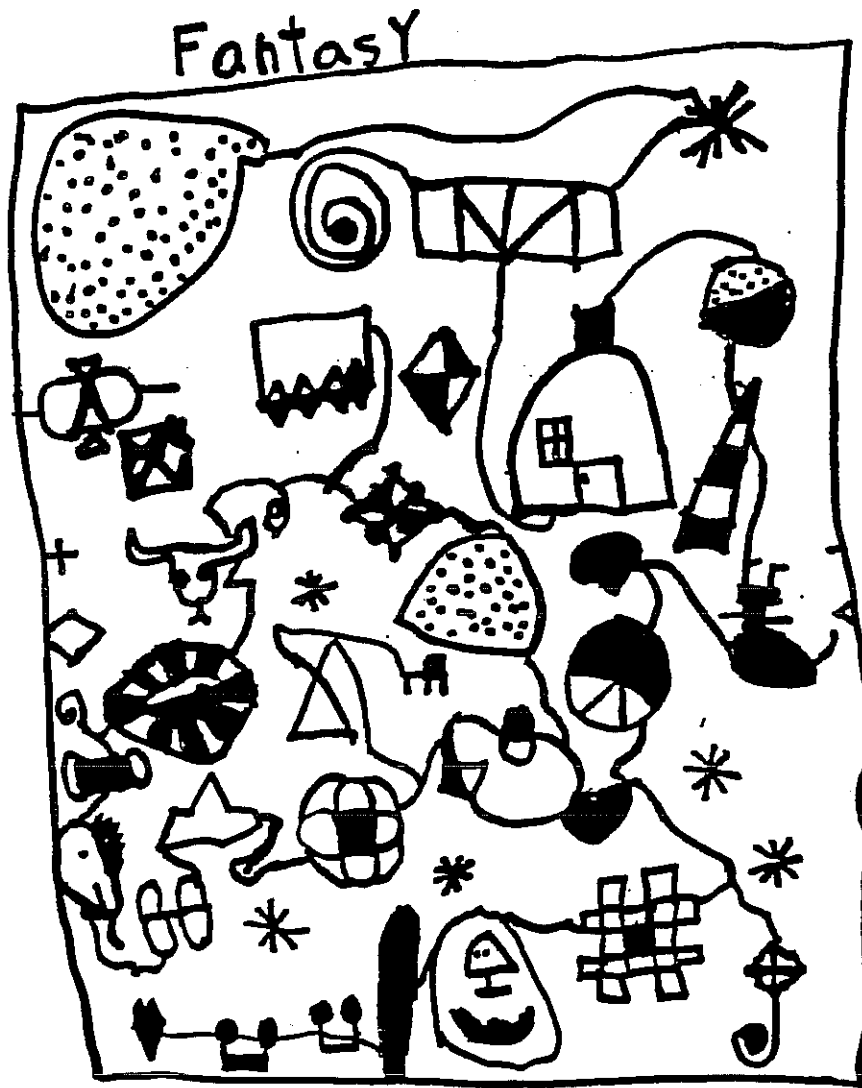
LEVEL ONE

SHAPE: OBJECTIVE 3

Observes shape in art and in the environment

LESSON 2

IN THE STYLE OF...



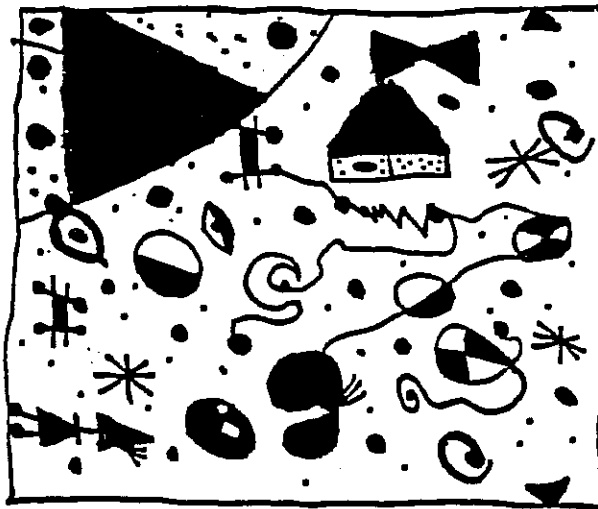
Joan Mito

PROCESS

1

SHAPE: OBJECTIVE 3

LESSON 2



INQUIRY

Vocabulary: artistic style, original composition, emphasis

What makes one work of art look so different from another, even when both are of the same subject?

Why do artists work in such different ways?

Art Reproductions: Modrian, Klee, Miro, Matisse, and Kandinsky

ACTIVITY

1. Check out several shape reproductions - Modrian, Klee, Miro, Matisse and Kandinsky.
2. Discuss differences in artistic style, particularly related to the use of shape.
3. On scratch paper, draw examples of the different ways in which shapes are used. Explore and research.
4. Students choose one particular artist's work and develop their own original composition based on the style (emphasis on shape) of the artist.

EVALUATION

Display work and discuss the variety of solutions. Identify student work to the work of the artist. Have the students sensitively observe the characteristics of each artist's approach to shape?

TEACHER NOTES

Ask students to observe the colors their selected artist uses. They may use all or some of the same colors. A mixed media of felt tip pens and oil pastels is suggested.

