



# 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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CULTURE



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**THANK YOU!**



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## ART LESSONS IN THE CLASSROOM

# PROTOCOL GUIDELINES

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**ARTS EDUCATION FOR ALL**

# SECOND GRADE LESSON THREE

## SHAPES TO REPRESENT OBJECTS

### Description Of Project:

Students recognize basic shapes in objects and draw the objects they see.

### Problem To Solve:

How does the artist make something look real?

### Student Understanding:

Use of observation and recognition of basic shapes contributes to making objects look real.

## LEARNING TARGETS AND ASSESMENT CRITERIA

### The Student:

LT: Recognizes and names basic math shapes.

AC: Identifies attributes of circle, ovals, rectangles, triangles.

LT: Recognizes and draws basic shapes to represent an object.

AC: Draws and connects circles, ovals, rectangles, and triangles to approximate an observed object.

## EVIDENCE OF LEARNING

### Art: Drawing

Names attributes of basic shapes: circle, ovals, rectangles, triangles

Draws and connects circles, ovals, rectangles, triangles to approximate an observed object

### EXAMPLE



### VOCABULARY

- **Representational Shape**
- **circle, oval,**
- **rectangle, triangle**
- **Angles**
- **Attributes**
- **Sides**

### RESOURCES

Verna Haffer, *11th Street Bridge*, TAM;

Harold Balazs, *Museum Piece*, MAC;

Jacob Lawrence, *The Builders*, MAC;

Paul Cezanne, *Still Life with Basket*

### ART MATERIALS

- **pencil**
- **sketchbook**
- **human-made objects (tools)**

## SECOND GRADE LESSON THREE // SHAPES TO REPRESENT OBJECTS

## INSTRUCTIONAL STRATEGIES

## TEACHER

## STUDENT

Introduce *11th Street Bridge* by Verna Haffer, *Museum Piece* by Harold Balazs, and/or *Still Life With Basket* by Paul Cezanne and guide students' search for shapes that have math names.

**Prompts:** How does an artist make objects look real (or representational)? What shapes do you see in these objects? Where do you see an oval? A circle? A rectangle? A triangle? Hexagon? What are the names and attributes (number of sides and angles) of shapes you find in the art?

Recognizes and names basic shapes seen in art.

Introduce basic tools (scissors, hammer, wrench, wood plane, pliers, spatula, ladle) and ask students to find basic shapes in these objects.

Recognizes and names basic shapes in tools.

Demonstrate finding the shapes and connections of shapes in one object. Note that shapes may be oriented in unexpected ways.

**Prompts:** I'm looking for the place I will connect an oval in the ladle to a narrow rectangle for the handle. I am also noting position of shapes and angles.

Observes demonstration.

Direct students to select one object each.

**Prompts:** Choose an object that has at least one shape you recognize. How do shapes connect to form objects? Which way are the shapes pointing? Is there part of a shape or is it a shape without a math name?

Selects object. Finds shapes. Draws and connects shapes in sketchbook.

Lead class discussion about attributes of shapes in student art.

**Prompts:** What math shapes do you see in a classmate's object? How many sides, and how many angles do you see in the shapes they used?

What shapes did they connect to make their object?

Finds shapes in own art and the art of others.

## SECOND GRADE LESSON THREE // SHAPES TO REPRESENT OBJECTS

## SKILLS AND TECHNIQUES



Patterned objects can provide extra challenges opportunities for complexity.

## ART STUDIO TIP

Encourage students to move his/her objects around to find an optimum viewpoint, and then leave the object in place until the drawing is completed.

## LESSON EXPANSION

Introduce Jacob Lawrence, *The Builders*. Identify the math shapes. Then tell where the artist uses random shapes to describe this scene. Classify objects by the shapes they share in common.

## EVERYDAY CONNECTIONS

household objects, garden objects, automobiles, buildings

## LEARNING STANDARDS

## Visual Art

- 1.1.a Brainstorm collaboratively multiple approaches to an art or design problem.
- 1.2.a Mark art or design with various materials and tools to explored personal interests, questions, and curiosity.
- 2.1.a Experiment with various materials and tools to explore personal interests in a work of art or design.
- 7.1.a Perceive and describe aesthetic characteristics of one's natural world and constructed environments.
- 7.2.a Categorize images based on expressive properties.
- 9.a Use learned art vocabulary to express preferences about artwork.
- 10.a Create works of art about events in home, school, or community life.

## Common Core ELA

- 2.SL.2 Recount and describe key ideas or details from a text read aloud or information presented orally or through other media.

## Common Core Math

- 2.G.A.1. Recognize and draw shapes having specific attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons and cubes.

## ASSESSMENT CRITERIA

Names attributes of circle, oval, rectangles, triangles.

Draws and connects circles, ovals, rectangles, and triangles to approximate an observed object.

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