



# 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

2

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ArtsEdWashington.org  
programs@artsedwashington.org

## ART LESSONS IN THE CLASSROOM

# ACKNOWLEDGMENTS

## PREVIOUS FUNDERS AND CREATORS

### Original Development

Susy Watts  
& Meredith  
Essex



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CULTURE



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Content Revision: Meredith Essex

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**Graphic Design**  
**Photos**  
**Copy**  
**Arts Standards**  
**Spanish Translations**  
**Online Portal Support**

Dave Taylor, OkayBro!  
Peyton Beresini, Aline Moch, Abigail Alpern-Fisch  
Alyssa Hays, Aline Moch, Danielle Gahl  
Cheri Lloyd  
Aline Moch  
Seven DeBord, Kube Warner

## THANK YOU!



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## ART LESSONS IN THE CLASSROOM

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**ARTS EDUCATION FOR ALL**

# SECOND GRADE LESSON EIGHT

## SHAPES IN SPACE

### Description Of Project:

Students create a sculpture park by making individual paper positive and negative space sculptures.

### Problem To Solve:

How does the relationship between art and environment affect a sculpture?

### Student Understanding:

Negative space affects the viewer's perception of positive space.

## LEARNING TARGETS AND ASSESMENT CRITERIA

### The Student:

LT: Identifies positive and negative space.

AC: Distinguishes between sculpture and environment.

LT: Makes a positive sculptural form.

AC: Cuts on a fold to create positive and negative space.

LT: Collaborates to create a relationship between sculptures.

AC: Consciously moves own sculpture while considering others' sculptures in space.

## EVIDENCE OF LEARNING

### Art: Paper sculpture

Distinguishes between sculpture and environment

Creates positive space

Creates negative space

Collaborates: moves own sculpture while considering others' sculptures in space

### EXAMPLE



### VOCABULARY

- **Negative space**
- **Positive space**
- **Sculpture**
- **Collaboration**
- **Draft and Redraft**

### RESOURCES

Hai Ying Wu, *Firefighters, Fire Station #16*, Redmond WA;

Gail Simpson & Aristotle Georgiandes, *Works, Maintenance and Operations Center*, Redmond WA;

### ART MATERIALS

- **pencil**
- **recycled copy paper for drafts**
- **scissors**
- **color file folders**

## SECOND GRADE LESSON EIGHT // SHAPES IN SPACE

## INSTRUCTIONAL STRATEGIES

## TEACHER

## STUDENT

Introduce *Firefighters* by Hai Ying Wu and asks students to define positive and negative space.

**Prompts:** The positive space is the part the artist makes and the negative space is the space around it.

Identifies positive and negative space.

Ask students to look at *Works* by Simpson and Georgiades.

**Prompts:** How would this sculpture look if it were placed in the classroom? In a different environment with a different background? What changes: the sculpture or the area around it?

Why is the background area surrounding the sculpture, negative space, so important?

Responds to positive space in different negative space settings.

Demonstrate folding in half and sketching a simplified human figure (on 8 1/2x11" copy paper for a draft) or abstract shape (showing half on the fold).

**Prompts:** It is important to start drawing your negative space at least 2 inches below the top folded edge of the paper; complete drawing negative space two inches before bottom folded paper edge.

Feel free to make more than one process draft on copy paper because the draft and redraft process teaches us to consider drafts as 'less than precious'. Make sure base of draft stands sturdily.

Chooses to make a figure or an abstract object. Makes a series of cut paper drafts for a sculpture.

Demonstrate creating a standing sculpture by leaving part of the fold at the top and the bottom intact. Also demonstrates folding up a minimum 1/2 inch tab across bottom edge and snips from bottom edge to horizontal fold, pulls edges together and staples to create base.

**Prompts:** Cut on the fold to make your negative space.

Selects the draft they would like to use for a final sculpture. Overlays the folded cut paper shape on the folded tag folder and draws and cuts a final sculpture shape. Creates a stable base.

Place student sculptures individually against a neutral background or in natural setting out-of-doors. Lead discussion with students on positive and negative shapes.

**Prompts:** Where is the positive space? Negative space?

Group of four students collaborate to place sculptures within an enclosed shared space and recounts their experiences by presenting their responses to the following questions.

**Prompts:** How did your sculptures change when you see them together? How does the positive space change? How does the negative space change?

Reflects on change in negative space when sculptures are combined in shared setting.

## SECOND GRADE LESSON EIGHT // SHAPES IN SPACE

## SKILLS AND TECHNIQUES



Keeping the sculptures upright with folds for balance.



Folding up base tabs for stability.

## LESSON EXPANSION

Take a field trip local sculpture.

Consider the positive and negative space for each sculpture. Sketch the relationships of the sculptures to each other.

Use varying viewpoints.

## EVERYDAY CONNECTIONS

Store displays, chairs in space

## 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 explore 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.

2.2.a Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

2.3.a Repurpose objects to make something new.

5.a Distinguish between different materials or artistic techniques for preparing artwork for presentation.

**Common Core ELA**

2.SL.1 Participate in collaborative conversation with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

2.SL.4 Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences.

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

## SECOND GRADE LESSON EIGHT // SHAPES IN SPACE

## ASSESSMENT CHECKLIST

## LEARNING TARGET

Identifies positive and negative space.

Makes a positive sculptural form.

Collaborates to create a relationship between sculptures.

## ASSESSMENT CRITERIA

Distinguishes between sculpture and environment.

Cuts on a fold to create positive and negative space.

Consciously moves own sculpture while considering other's sculptures in space.

STUDENT	DISTINGUISHES BETWEEN SCULPTURE AND ENVIRONMENT	CREATES POSTIVE AND NEGATIVE SPACE	MOVES OWN SCULPTURE WHILE CONSIDERING OTHER'S SCULPTURES IN SPACE	TOTAL POINTS