

Kandinsky In Math

First Grade Math & Visual Arts

CORE SUBJECT AREA

Math

ART FORM + ELEMENTS

Visual Arts
Drawing
Line
Shapes
Color

MSCCR STANDARDS

1.G.1, 1.G.2,

MSCCR CREATIVE ARTS STANDARDS

VA: Re8.1.1 Interpret intent and meaning in artistic work. a. Interpret art by categorizing subject matter and identifying the characteristics of form.

VA: Re7.2.1 Perceive and analyze artistic work. a. Compare images that represent the same subject. (Pass the prints activity)

VA: Cr3.1.1 Rene and complete artistic work. a. Use art vocabulary to describe choices while creating art.

VA: Cr2.1.1 Organize and develop artistic ideas and work. a. Explore uses of materials and tools to create works of art or design.

DURATION

1 hour

RECOMMENDED RESOURCES

Kandinsky art prints (see above under materials)

“Elements of Art” Chart with examples of different lines (horizontal, vertical, zig zag, thick lines, thin lines, etc, different shapes, different sizes) *this can be teacher made- teacher can draw the lines, shapes, and different sizes of lines and shapes to model for students.

LESSON SEQUENCE

Today we are going to view some art prints from the artist Wassily Kandinsky. I want you to look at these prints and notice the different shapes you may see, different lines (size and type), and all of the different colors. We are going to create our own piece of artwork using these art techniques.

OBJECTIVES

TSW identify/compose 2D shapes TSW identify characteristics of basic shapes TSW identify composite shapes and how to model using pattern blocks.

MATERIALS NEEDED

Black construction paper squares or Magic Color Scratch Paper (from Oriental Trading)

Colored pencils OR construction paper crayons (these are made especially for construction paper and show up well on black paper)

Colored construction paper for frame/display

Pattern blocks (Lakeshore Learning) and design cards

Wassily Kandinsky art prints: “Circle in a Circle”, “Color Study, Squares with Concentric Circles”, “Composition VII”, “Several Circles”, “Soft Hard”, “Composition X” (examples of prints used for this lesson that model shapes, lines, and colors)

"Elements of Art" chart (can be teacher made)

VOCABULARY

Lines (vertical, horizontal, diagonal) Shape (big, small, large, tiny) Characteristics/attributes (of shapes) 2D and 3D shapes (names of shapes) Composite shape Wassily Kandinsky- facts about the artist

You are going to create your own art piece using lines, colors, and shapes. Think about what all we observed in Kandinsky's art prints while creating your artwork.

After viewing and discussing the art prints, students will be sent their seat or small groups to complete the art activity.

*Review 2D and 3D shapes (use geometric shapes); TTW model composite shapes using pattern blocks; ex. Place a rectangle (or square depending on the type of pattern block) and a triangle pattern block on top of a trapezoid and model how those two shapes come together to make one shape which is the trapezoid or place 6 triangle pattern blocks on a hexagon to model that the triangles come together to make the hexagon (there are a lot of activities on Teachers Pay Teachers that are "hands on" using pattern blocks to compose composite shapes); students can also put the pattern block shapes together to create other shapes or images (ex. Triangle on top, square in the middle, and a trapezoid on the bottom creates a rocket)

*Identify artist Wassily Kandinsky and facts about the artist; understand what abstract art is and examples of this form of art (art prints)

*View the "Elements of Art" chart with students pointing out different types of lines, shapes, and colors OR teacher can model each element with students using small dry erase boards

*Take a picture walk "Pass the Prints" through various art prints by Kandinsky and identify the different lines, shapes, and colors in each print ("Pass the Prints" is when a few students are given a print and they pass the prints through the group, discussing each with a partner as they view it).

Students use sentences to identify lines and shapes. Example: "I see a long, black line." OR "I see a big, red circle".

*After discussing what was observed from the prints, students will go to their seats and create his/her own artwork using colored pencils or construction paper crayons. Students will use the art elements learned in this lesson when creating his/her work of art.

*Students will take completed artwork and partner share, identifying shapes in his/her artwork; identify the use of composite shapes or images created by putting shapes together.

EXTENDED LEARNING ACTIVITIES

Students can identify and or graph how many of each shape was used in his/her artwork

Students can write about his/her artwork describing the shapes or images created using the shapes

Students can use pattern block design cards to create other images (these can be purchased with the blocks from Lakeshore Learning) and identify how many of each shape are used to create each image.

SOURCES

Heather Holfield- Poplar Springs Elementary Clair Huff- Meridian Public School District Arts Coordinator
Teachers Pay Teachers materials on composite shapes (teacher choice which materials/resources to use) MS Learning Standards. Visual Arts and Geometry- Melaine Rick

TIPS + FREQUENTLY ASKED QUESTIONS

Model "Pass the Prints" for students and be very specific as to what they are supposed to do when working with a partner



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Model/discuss appropriate use of pattern blocks and the purpose for using them Have black construction paper cut in half and each student gets a half sheet of paper

Encourage students (as they are working) to use shapes, lines, and different colors when creating their artwork

Place color pencils or crayons in cups or small baskets for students to share

Display art prints around the classroom, on the board, somewhere for students to view while creating artwork but encourage them to create their “own” artwork.