Place Value Lines of Design

Second Grade

Adapted by Abby Calhoun

CORE SUBJECT AREA
Math

ART FORM + ELEMENTS
Visual Art - Line

MSCCR STANDARDS
2NBT.1: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.

Understand the following as special cases:

100 can be thought of as a bundle of ten tens — called a "hundred."

The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

MSCCR CREATIVE ARTS STANDARDS
VA: Cr3.1.2: Refine and complete artistic work. Discuss and reflect with peers about choices made in creating work

DURATION
45-60 minutes

OBJECTIVES
Students will be able to know and/or do...

Recall facts about famous Mississippi Artist, Walter Anderson

Identify the Lines of Design

Create a piece of abstract art with lines of design and represent a 3 digit number

Be able to identify the numbers and their value based on the "key" of their art

MATERIALS NEEDED
Construction paper squares (poster board works well, too), markers, pencils, Lines of Design Poster (picture included), Videos/books about Walter Anderson, a Walter Anderson print (to identify the different lines of design and the way he created his art), an abstract print from any artist to show that art doesn't always have to be a picture that can be made out with your eyes

VOCABULARY
Lines of design, naturalist artist, abstract art, hundreds, tens, ones, place value

RECOMMENDED RESOURCES
Walter Anderson Museum Art: https://www.youtube.com/watch?v=g_s1v94tCj0
https://www.walterandersonmuseum.org
Abstract Art: https://www.youtube.com/watch?v=BFvzU2TLi1o

LESSON SEQUENCE
TTW pull art prints by Walter Anderson, a few abstract prints and a lines of design poster and will ask students to identify the lines of design in the prints. TTW discuss abstract art with the students and talk about the fact that art isn't always a pretty picture that you can make out.

TTW show videos about Walter Anderson and will allow students to "doodle" and make their own lines of design by practicing drawing the way Anderson did.

The teacher will show the class prints by Walter Anderson and will have students call out or label the Lines of Design they see.

2. The teacher will review place value and will ask the students to help her identify 3 lines of design for her art (one line to represent hundreds, one line to represent tens and one line to represent ones)

3. The teacher will explain to the students that they are going to create a piece of abstract art with the Lines of Design. She will also explain the method to making the art.

If a spiral represents hundreds, a zig zag represents tens, and a curved line represents ones, then make sure you choose a number that will coordinate well with those lines.

For example, if my number is 824, then I will need to draw 8 spirals, 2 zig zags and 4 curved lines on my poster board, each represented with a different color marker.

4. The teacher will guide students into creating their abstract art.

5. Once all students are finished, the class will take turns guessing the numbers represented and identifying the lines of design used in the art.

The final artwork could be used in a math center to have students identify numbers.

EXTENDED LEARNING ACTIVITIES
Higher level students can choose 4 lines and go ahead and add the Thousands place to their art.

SOURCES
Lesson created by Abby Calhoun

TIPS + FREQUENTLY ASKED QUESTIONS
In 2nd grade, students don't frequently use the entire space of their paper. Show students that it's okay to spread their art out and use the entire space so that the art looks better and it's easier to guess the number represented when the lines aren't right on top of each other.