

Shapes & Visual Art

Pre-K + Math and Visual Arts

Adapted by Shea Trash

CORE SUBJECT AREA

Math

ART FORM + ELEMENTS

Visual Arts

Shapes

Color

Contrast

MATERIALS NEEDED

Black construction paper

2 spinners (one split into fifths and one split in half)

Cutout pattern block shapes of various “hot” and “cold” colors (squares, hexagons, triangles, rhombuses, and trapezoids)

Glue sticks

DURATION

2; 30 minute sessions

MSCCR STANDARDS

PK.G.3

PK.G.5

MSCCR CREATIVE ARTS STANDARDS

VA:Cr1.2.PK. a.

VA:Cr2.1.PK. a.

VA:Cr2.1.PK a.

OBJECTIVES

With a small group, students will recognize and identify 2-D shapes according to shape properties and hot and cold color schemes to create an original piece of artwork. They will then analyze and interpret their artwork during a group discussion.

VOCABULARY

2-Dimensional- A shape with only two dimensions (such as width and height) and no thickness.

Squares, Circles, Triangles, etc are two dimensional objects. 3-Dimensional- Having or seeming to have length, width, and depth Color Scheme- A particular combination of colors

RECOMMENDED RESOURCES

Previous Knowledge: students should have already been exposed to pattern-block shapes and should have some familiarity with 2-D shape names

LESSON SEQUENCE

TTW begin by giving each student in the group either a “hot” color shape cutout or a “cold” color shape cutout.

TTW then introduce the vocabulary term “color scheme.” Talk about “hot” colors (red, orange, yellow) and “cold” colors (blue, green, purple). Have students guess if their shape is a cold color or a hot color.

TTW allow the students to select one item from the classroom and tell whether that item has a hot color scheme or a cold color scheme. If the student is unsure, the group may walk around the room and identify objects together.

Step 1: Display an array of pattern-block cut out shapes that are a variety of hot and cold colors. Inform students that they will be creating a piece of artwork using pattern-block shapes. Inform them that they will not get to

choose which color or shapes that will use, but their spinners will decide for them.

Step 2: Model the activity by spinning the shape spinner and spinning the color spinner. For example, if the shape spinner lands on hexagon and the color spinner lands on “hot” colors, then choose either a yellow, orange, or red hexagon to glue onto the black construction paper. Do this many times until the students begin to catch on. For pre-kindergarten, this activity works best in a small group where the teacher can monitor and guide the students.

Step 3: Have students bring their artwork to the carpet to share. Have students stand in a circle with artwork facing the center of the circle so that students may gaze at all of the beautiful works of art.

EXTENDED LEARNING ACTIVITIES

Once the artwork is completed, you can play a game with it as an assessment. Say: “Stand if you think your artwork is mostly made of “hot” colors,” or, “Stand if your artwork has many trapezoids.” With assistance from the teacher, the students may choose to write one small sentence about their artwork to display such as “I see many cold colors.”

SOURCES

<https://think360arts.org/t3a/wp-content/uploads/2014/09/Shapes-and-Visual-ArtsKindergarten-Math.pdf>

EDITED BY: Shea Trash