

Kindergarten -2nd Grade Lesson Plan

MASTERS OF MID-CENTURY CALIFORNIA MODERNISM – Evelyn and Jerome Ackerman



Essential Question

How can we express an idea or a feeling with the language of color, line and shape?

Objectives and Student Outcomes

Students will:

- ✚ identify and apply art elements (color, line, shape)as expressive language
- ✚ respond to various musical works by using color, line and shape to create sketches in crayon and finally a mosaic work
- ✚ draw aesthetic conclusions about their artwork and make informed judgments

Materials

- large newsprint
- 5 X7 inch note cards
- crayons
- colored paper cut into various shapes
- glue sticks
- 3-4 distinct sounding pieces of music and a CD/MP3 player/computer

Vocabulary

- ✚ Color
- ✚ Line
- ✚ Shape
- ✚ Mosaic

Warm Up – 15 min

1. Introduce art as expressive language. Begin by asking students about the languages they know (include body language, sign language and foreign languages). Ask students why we use language. Then explain that just as we use words, expressions and gestures to show people how we feel and what we think, we can use the language of art to do the same. The language of art includes things like lines, colors and shapes.
2. Review different colors, lines and shapes. Have students demonstrate with their bodies straight, curvy, zigzag, etc... lines. Call out shapes and have students make those shapes with their hands. Ask them to identify colors on one another's clothing.
3. Next, show examples of works from the MASTERS OF MID-CENTURY CALIFORNIA MODERNISM exhibition and ask students first to identify colors, shapes and lines in these works. Then ask them what kind of feeling each work gives them. <http://www.mingei.org/exhibitions/index.php>
4. Have students come up to the board, make choices and draw: an angry color; a happy color; a sad color; a line/shape that reminds you of being mad at someone or something; a line that reminds you of being held by someone you love; a line that reminds you of something quiet; something loud, etc...

Modeling/Guided Practice – 30 min

Part A – 15 min

1. Music is another language we can use to tell people how we think and feel. We can respond to music and show each other how the music makes us feel by making art with colors, shapes and lines that we choose.
2. Model for a few minutes the activity with a sample piece of music. Listen to the music for a moment and share choices aloud – EX: “I’m choosing yellow because it makes me feel excited and so does this piece of music. I’m choosing zigzag lines because they remind me of energy and this song makes me have energy. I’m choosing triangles because this song makes me think of my house and triangles remind me the roof of my house.”
3. Ask students to review choices with you. Ask what colors, shapes and lines they would have chosen for this piece of music. Remind students that not everyone's is going to look the same.
4. Now have students respond to a distinct and emotive piece of music by creating quick sketches with crayon using shapes, lines and colors on newsprint.
5. Stop the music, have students put down materials and discuss aesthetic decisions. Have them describe their drawings using art elements language. Discuss what the work is expressing – a feeling or an idea.
6. Repeat activity with a different piece of music.

Part B- 15 min

1. Introduce term mosaic – look at mosaic works from the exhibition MASTERS OF MID-CENTURY CALIFORNIA MODERNISM and explain that a mosaic can be made of many types of materials. A mosaic is a design made by setting small pieces into or onto a surface. <http://www.mingei.org/exhibitions/index.php>
2. Explain that students will make a mosaic based on a 3rd piece of music they will hear. Model this first.
3. Have students make their own paper mosaics on 5x7 notecards.
4. Talk about aesthetic decisions – describe drawings using art elements language; discuss what the work is expressing – a feeling or an idea.

Reflection – 5 min

Review: How did you make this work of art? What kind of art work is it?

Discuss aesthetic choices: How do your designs look different in different materials ?

Which work do you prefer and why?

Extensions

Math – Explore patterns, count tesserae, estimate # of tesserae needed, sort and classify shapes and colors, identify and describe geometric shapes.

Science – Create a mosaic out of different materials and describe physical properties of tesserae; explore color spectrum as it relates to light.

Social Studies – Students collaborate to create a mosaic together; develop a partner’s design into a mosaic; create multiple mosaics from same design. All of this can help illustrate principles of collaborative work and partnerships, industry, mass production.

Language Arts – Read a story about colors and or lines; write a poem inspired by a color.

Dance– Draw geometric shapes/forms (e.g., circles, squares, triangles) and repeat them in dance/movement sequences.

References

- ✚ www.mingei.org/exhibitions/index.php
- ✚ Liao, Jimmy. *The Sound of Colors: A Journey of the Imagination*.
- ✚ Bryant, Meg E. *Shape Spotters*.
- ✚ Ehlert, Lois. *Color Zoo*.
- ✚ Yenawine, Phillip. *Colors*.
- ✚ Yenawine, Phillip. *Lines*.
- ✚ Yenawine, Phillip. *Shapes*
- ✚ Growler, Rhonda Greene, illus. James Kaczman, *When a Line Bends . . . A Shape Begins*.
- ✚ Hoban, Tana. *Shapes, Shapes, Shapes*.

CA Content Standards

Kindergarten

- 1.3 Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form.
- 2.1 Use lines, shapes/forms, and colors to make patterns.
- 2.2 Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating a three-dimensional construction.
- 2.3 Make a collage with cut or torn paper shapes/forms.
- 2.5 Use lines in drawings and paintings to express feelings.
- 2.6 Use geometric shapes/forms (circle, triangle, square) in a work of art.
- 4.1 Discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture).
- 4.2 Describe what is seen (including both literal and expressive content) in selected works of art.
- 4.3 Discuss how and why they made a specific work of art.
- 4.4 Give reasons why they like a particular work of art they made, using appropriate art vocabulary.

1st Grade

- 1.2 Distinguish among various media when looking at works of art (e.g., clay, paints, drawing materials).
- 1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.
- 2.4 Plan and use variations in line, shape/form, color, and texture to communicate ideas or feelings in a work of art
- 3.1 Recognize and discuss the design of everyday objects from various time periods and cultures.
- 4.1 Discuss works of art created in the classroom, focusing on selected elements of art (e.g., shape/form, texture, line, color).
- 4.3 Describe how and why they made a selected work of art, focusing on the media and technique.
- 4.4 Select something they like about their work of art and something they would change.
- 5.3 Identify and sort pictures into categories according to the elements of art emphasized in the works (e.g., color, line, shape/form, texture).

2nd grade

- 1.3 Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space.
- 2.1 Demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils.
- 3.1 Explain how artists use their work to share experiences or communicate ideas.
- 4.1 Compare ideas expressed through their own works of art with ideas expressed in the work of others.
- 4.2 Compare different responses to the same work of art.
- 4.3 Use the vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded.
- 5.3 Identify pictures and sort them into categories according to expressive qualities (e.g., theme and mood).

Grade 2:

Repetition, balance

warm and cool colors

elements of art: line, color, shape/form, texture, and space

printing