

ARTS IMPACT LESSON PLAN

Visual Arts and Math Infused Lesson

Compositions from Position Words

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Enduring Understanding

Positional words help us communicate where things are in space.

Lesson Description (Use for family communication and displaying student art)

Students learn positional words when creating art. Children will print with circle and square shaped sponges of different sizes, using specific colors of paint, and print them on their paper with tempera paint according to verbal prompts.

Learning Targets and Assessment Criteria

Target: Uses a sponge to make a defined print.

Criteria: Dips sponge into paint and transfers a clear image using a straight up and down motion.

Target: Demonstrates perseverance.

Criteria: Persists, working through challenges to make a clear print.

Target: Identifies four colors by name.

Criteria: Follows teacher direction in placing red, yellow, blue, and green colors in final composition.

Target: Responds to position directions accurately.

Criteria: Places large and small shapes to match teacher direction in final composition.

Vocabulary

Arts Infused:

Position: In, On,
Under, Up, Down,
Beside, Next to,
Between
Size: Bigger, Smaller
Shape: Circle, Square

Arts:

Color: Red, Yellow,
Blue, Green
Composition
Dip
Paint
Print

Materials

Museum Artworks or Performance

Seattle, WA

Seattle Art Museum

Tacoma, WA

Tacoma Art Museum

Materials

Liquid Tempera Paint in Red, Yellow,
Blue, and Green; 2 Small Circle Sponges,
2 Large Circle Sponges, 2 Small Square
Sponges, 2 Large Square Sponges (Per
child); White 12x18 Construction Paper,
one sheet per child; Class Assessment
Worksheet

continued

Learning Standards

WA Arts State Grade Level Expectations

*For the full description of each WA State Arts
Grade Level Expectation, see:*

<http://www.k12.wa.us/Arts/Standards>

1.1.2 Elements: Shape

1.1.5 Elements: Space

1.1.6 Elements: Color

4.2.1 Connection between Visual Arts and Math

Early Learning Guidelines

*For a full description of Washington State Early
Learning and Child Development Guidelines see:*

<http://www.del.wa.gov/development/guidelines/>

(Age 4 to 5) 6. Learning about my world: Math:
match and sort simple shapes; compare size;
describe objects using size words; follow simple
directions for position (beside, next to, between,
etc.) Arts: show an increasing ability to use art
materials safely and with purpose; take pride in
showing others own creations.

continued

Seattle Art Museum images:
Sylvia Plath Quilt, 1980, Ross Palmer
Beecher, 98.86



Painting Number 49, 1914 – 15,
Marsden Hartley, 2001.1067



Common Core State Standards (CCSS) in Math

<http://www.k12.wa.us/CoreStandards/Mathematics/default.aspx>

K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

K.G.2. Correctly name shapes regardless of orientation or overall size.

CCSS Mathematical Practices

4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.

ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

Pre-Teach

Introduce using art materials safely.

 Set up an art station with paper, paint, and sponges.

Lesson Steps Outline

Day One

1. Warm students up with singing and dancing *Head, Shoulders, Knees, and Toes*, a song that requires children to follow specific directions to achieve a specific result during circle time.

 Criteria-based process assessment: Sings song and performs the movements as directed.

2. Ask students to reflect on the song/dance using the body as a basis for introducing position vocabulary.

 Criteria-based process assessment: Names and describes positions in terms relative to the body.

3. Introduce and guide art analyze two works of art from the Seattle Art Museum collection: *Painting Number 49* and explore where shapes are located; *Sylvia Plath Quilt* and explore where shapes/objects are located.

 Criteria-based process assessment: Names and describes positions and size relationships in the artwork.

4. Demonstrate and guide how to make a print using a sponge shape. Allow students to explore printing with help from the teacher.

 Criteria-based teacher checklist: Dips sponge into paint and transfers a clear image using a straight up and down motion.

5. Review the four colors students will be using. Guide students to keep the sponges with their designated colors. Demonstrate and guide using the 21st Century Skill of Perseverance to make clear prints.

 Criteria-based process assessment: Names all four colors. Prints using a different sponge for each color.

Criteria-based teacher checklist: Persists, working through challenges to make a clear print.

Day Two

1. Review with children the art from SAM. Look over some examples of the artwork the children made on Day One. Point out some prints that are very clear.

Criteria-based process assessment: Identifies and describes how a clear print is made.

2. Lead children to prepared art station with paper, paint, and sponges available. Guide children through creating a masterpiece by giving shape and position directions.

Criteria-based teacher checklist: Follows teacher direction in placing red, yellow, blue, and green colors in final composition. Places large and small shapes to match teacher direction in final composition.

3. Lead a gallery walk reflection.

Criteria-based self and peer assessment: Follows teacher direction in placing red, yellow, blue, and green colors in final composition. Places large and small shapes to match teacher direction in final composition.

LESSON STEPS

Day One

1. Warm students up with singing and dancing *Head, Shoulders, Knees, and Toes*, a song that requires children to follow specific directions to achieve a specific result during circle time.

- *We are going to sing and dance Head, Shoulders, Knees, and Toes.*
- *The words of the song also tell us what to do. So every time you say "head," touch your head. For "shoulders," you'll touch your shoulders. For "knees," touch your knees. For "toes," touch your toes.*

Criteria-based process assessment: Sings song and performs the movements as directed.

2. Ask students to reflect on the song/dance using the body as a basis for introducing position vocabulary.

- *We just did a song that was about parts of our bodies and what position they are in.*
- *What is at the top of your body? (your head)*
- *Is your head above or below the rest of your body?*
- *What is at the bottom? (feet)*
- *Are your feet above or below the rest of your body?*
- *What is on the side? (arm, leg)*
- *Are your arms beside or behind your body?*
- *What is in the middle? (stomach, belly button)*
- *Is your belly button between your head and your feet or above your head and feet?*

Criteria-based process assessment: Names and describes positions in terms relative to the body.

3. Introduce and guide art analyze two works of art from the Seattle Art Museum collection: *Painting Number 49* and explore where shapes are located; *Sylvia Plath Quilt* and explore where shapes/objects are located.



☰ The Seattle Art Museum’s collection is available on-line at:

<http://www.seattleartmuseum.org/emuseum/code/collection.asp>. To find the images in this lesson, enter the accession number for the work of art in the search box on the collections page of SAM’s website. Accession numbers for these works of art are listed in the materials box at the beginning of the lesson.

- *Just like things are in a particular place on our bodies, art can have shapes in a particular place.*
- *We can use position words to say where the shapes are in the artwork.*
- *Let’s look at Painting Number 49. What shapes do you see? Where are they located on the painting?*
- *Look at Sylvia Plath Quilt. What shape do you see in the middle of the quilt? What do you see at the top and the bottom?*
- *Let’s use some size words. Which sun is bigger, the top one or the bottom one?*

Criteria-based process assessment: Names and describes positions and size relationships in the artwork.

4. Demonstrate and guide how to make a print using a sponge shape. Allow students to explore printing with help from the teacher.

- *Here’s how we can print a clear circle (or square). Dip straight into the paint with the sponge, straight down on the paper, and lift straight up to make a clear image.*
- *If I put the sponge in the paint and lay it on the paper and smear it around what happens? Can I see the shape clearly?*
- *Who would like to demonstrate how we make a print with a sponge so that we can still see the shape?*
- *Let’s all practice with our sponge circles and squares.*

Criteria-based teacher checklist: Dips sponge into paint and transfers a clear image using a straight up and down motion.

5. Review the four colors students will be using. Guide students to keep the sponges with their designated colors. Demonstrate and guide using the 21st Century Skill of Perseverance to make clear prints.

- *We have four colors of paint. What colors do you see?*
- *Notice how the sponge is now full of (red) paint. What happens if we put the sponge in the (green) paint?*
- *Once a sponge has a color on it, it lives in that paint tray. It never leaves to visit another color!*
- *Let’s practice printing using one sponge for each paint color.*
- *We are going to keep practicing so we will be really good at making clear prints. That’s the 21st Century Skill of Perseverance! Will you repeat that word with me? PER-SE-VER-ANCE. Let’s tap*

the word into our shoulders while we say it again. PER-SE-VER-ANCE. Now let's tap while crisscrossing. Tap your right shoulder with your left hand and tap your left shoulder with your right hand. PER-SE-VER-ANCE.

- *Keep working on your printing until you can make a clear print with each color. Don't give up! Persevere!*

Criteria-based process assessment: Names all four colors. Prints using a different sponge for each color.

Criteria-based teacher checklist: Persists, working through challenges to make a clear print.

Day Two

1. Review with children the art from Seattle Art Museum. Look over some examples of the artwork the children made on Day One. Point out some prints that are very clear.

- *Let's look at Painting Number 49 and Sylvia Plath Quilt. Where do you see printing that is very clear? Why?*
- *Let's look at our prints from the other day. What do you see? What prints are very clear? Why?*

Criteria-based process assessment: Identifies and describes how a clear print is made.

2. Lead children to prepared art station with paper, paint, and sponges available. Guide children through creating a masterpiece by giving shape and position directions.

- *Yesterday, we explored how to use the sponges to make shapes.*
- *Let's review how to use the shapes.*
- *Today we are going to carefully follow teacher directions as we make our paintings. We will follow along and not go ahead or fall behind.*
- *After each print, we will put our sponges down and wait for the next direction.*

Create a directions script based on the position works you are emphasizing. A sample one is below.

- *Stamp four small green circles on the top of your paper.*
- *Stamp one large yellow circle in the middle of your paper.*
- *Stamp three large blue rectangles on the bottom of your paper.*
- *Stamp small red rectangles on the sides of your paper.*

Criteria-based teacher checklist: Follows teacher direction in placing red, yellow, blue, and green colors in final composition. Places large and small shapes to match teacher direction in final composition.

3. Lead a gallery walk reflection.

- *Take a gallery walk around and look your print and at the other artists' prints.*
- *What colors do you see?*
- *What positions are the shapes in on the paper?*
- *Compare the shapes. Which ones are larger and which ones are smaller?*

Criteria-based self and peer assessment: Follows teacher direction in placing red, yellow, blue, and green colors in final composition. Places large and small shapes to match teacher direction in final composition.

ARTS IMPACT LESSON PLAN Visual Arts and Math Infused Lesson

Pre-kindergarten: *Compositions from Position Words*

CLASS ASSESSMENT WORKSHEET

Disciplines	VISUAL ARTS	VISUAL ARTS	VISUAL ARTS/MATH	VISUAL ARTS/MATH	Total 4
Concept	Craftsmanship	Perseverance	Color	Shape and Position	
Criteria	Dips sponge into paint and transfers a clear image using a straight up and down motion.	Persists, working through challenges to make a clear print.	Follows teacher direction in placing red, yellow, blue, and green colors in final composition.	Places shapes to match teacher direction in final composition.	
Student Name					
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27.					
28.					
29.					
30.					
Total					
Percentage					

What was effective in the lesson? Why?

What do I want to consider for the next time I teach this lesson?

What were the strongest connections between visual arts and math?

Teacher: _____

Date: _____

ARTS AND MATH INFUSED LESSON: *Compositions from Position Words*

Dear Family:

Today your child participated in an **Arts and Math** lesson.

- We discovered words that can describe positions like top, middle, bottom, above, below, beside.
- We identified four colors by name (Red, Yellow, Blue, Green)
- We used sponges to make clear prints.
- We responded to the teacher by following directions for using colors, choosing types and sizes of shapes, and placing the shapes in specific positions to make a composition.

At home, you could encourage your child to use positional words in everyday observations and compare sizes of similar objects around the house.

Enduring Understanding

Positional words help us communicate where things are in space.