

## Foundation for Color and Composition

4) Use shapes, forms and color to make a composition-one class

**Oral Assessment:** Ask students to list shapes, draw them on the board, have some cut-outs ready to pass around, go back over primary and secondary color wheels. See if a student is willing to be the teacher and go through the color wheel

**Vocabulary:** square, circle, cylinder, triangle, rectangle, primary, secondary, symmetry, asymmetry, opaque, transparent, Monochromatic, polychromatic

### History:

Local MN artists: Andy Ducett's piece, [\*"I'll have to get back to you on this"\*](#) uses color in the composition to highlight different areas. What does he want you to see? Isa Gagarin uses shapes, texture and [her pieces](#) have a distinct composition

Global artists to Introduce Yayoi Kusama [Yayoi Kusama](#) [\* Sonia Delaunay [Sonia Delaunay | artnet](#) if using paint] and her use of circles. Share a small book about her with class. Pointillism, Seurat and "A Sunday Afternoon on the Island of La Grande Jatte" [A Sunday on La Grande Jatte — 1884 | The Art Institute of Chicago](#)

### Materials:

- Precut shapes-triangles, circles, squares etc. If the students are older they can cut themselves-can even have them label. \*Can use the paper they experimented with in lesson three to cut up. It will save paper and add depth to the composition.
- Glue sticks. Glue in small yogurt tubs or sour cream tubs with popsicle sticks to put glue on pieces can also work.
- Colored pencils or markers to add to the piece

- **More advanced students can use vellum to layer their piece and add marks to the vellum and experiment with the opacity of it**

**Production:** Have pre-cut shapes of varied sizes for students to move around paper to decide on composition. Have a variety of colored papers for the students to choose as a backdrop for their choices. Once the comp. is satisfactory, tack with glue into place. Colored pencils can be used to introduce transparency, opacity. Could make marks on the paper with colored pencils before gluing shapes down as well.

**How to adapt this one lesson to different grade levels:**

K: Take composition works they made with Lesson three and pre-cut shapes from it. Make a variety of squares, triangles and circles.

1: Have the students then attach their pieces on a black piece of paper to “frame it”. Have the students make their work “gallery ready”. Have an area at school for a gallery (cafeteria?) or put on walls in the classroom.

2: For second grade use a variety of materials to make the pieces. Have the students rip their last compositions into shapes, they can cut the shapes out. Use tracing paper to layer over the shapes and work with colored pencils, markers or crayons. Students can create their own stencils to use on compositions.

3: During the critique focus on choices the artist made about shapes and colors. What kind of composition is it? Based on what criteria? Encourage the students to talk about the decisions they made with their piece.

4: Have fourth graders think about the shapes they are using and have those shapes represent something to the artist. What if they made a composition based on themselves that the shapes reflected mood, or age, or place etc.

5: Shapes can be made into patterns. Are their shapes and patterns in the student’s specific heritage? Are their designs in their community that set apart their customs or traditions? Is there a particular fabric that is used in their home or family life that reflects their community? Use those ideas to inform the piece.

**Critique:** What kind of compositions have other students used? What happens when the shapes vary in size? Was it easier to remain monochromatic? Or Polychromatic?

**Aesthetics:** Do different shapes reference culture? How? Polka dots?  
 ([www.OLDIMEY.COM](http://www.OLDIMEY.COM) history)

Minnesota State Standards:

K Strand Anchor Standard Benchmark

5.0.2.3.1	5. Visual Arts	0	2. Create	3. Create original artistic work.	1. Create <i>art</i> that communicates an idea using <i>artistic foundations</i> .
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5.1.3.5.1	5. Visual Arts	1	3. Present	5. Develop and refine artistic techniques and work for presentation.	1. Identify why <i>artwork</i> should be prepared for presentation.
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5.2.2.2.2	5. Visual Arts	2	2. Create	2. Generate and develop original artistic ideas.	2. Use various <i>materials</i> and tools to explore personal interests, questions, and curiosity.
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5.3.4.8.2	5. Visual Arts	3	4. Respond	8. Evaluate artistic work by applying criteria.	2. Evaluate an <i>artwork</i> based on a variety of <i>established criteria</i> , including <i>artistic foundations</i> .
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5.4.3.6.1	5. Visual Arts	4	3. Present	6. Make artistic choices in order to convey meaning through presentation.	1. Select <i>artwork</i> for display in a <i>collection</i> with a specific purpose or <i>theme</i> .
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5.5.5.9.1	5. Visual Arts	5	5. Connect	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Use knowledge of one's own culture and heritage to explore personal identity.  <i>For example:</i> Family history; ethnic background; customs and traditions.
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Notes: