Kindergarten Arts Integration Lesson
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Standards being addressed:

Mathematics Standard 4. Shape, Dimension, and Geometric Relationships

1. Shapes can be described by characteristics and position, and created by composing and decomposing.
   a. Analyze, compare, create and compose shapes. (CCSS: K.G)
      i. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes. (CCSS: K.G.4)
      iii. Compose simple shapes to form larger shapes. (CCSS: K.G.6)

Visual Arts Standard 3. Invent and Discover to Create

1. Create two- and three-dimensional works of art based on personal relevance
   a. Use trial and error and reorganize materials and processes to create works of art (DOK 1-3).
   c. Explain the outcomes of the art-making process (DOK 1-3).

Materials Needed:

Black construction paper
2 spinners: one shape spinner split into fifths; one color spinner split in half
Cutout pattern block shapes: squares, hexagons, triangles, rhombuses, trapezoids in various “hot” and “cold” colors

Lesson Objectives:

With a partner, 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.

Instruction:

Previous Knowledge: students should have already been exposed to pattern-block shapes and should have some familiarity with 2-D shape names.
**Day 1:** Introduce color schemes. Talk about “hot” colors (red, orange, yellow) and “cold” colors (blue, green, purple). Have students give examples of objects in nature that have either hot or cold color schemes.

**Day 2:** Model the activity: display an array of pattern-block cutout shapes that are a variety of hot and cold colors. Inform students that they will be creating a piece of artwork with a partner using pattern-block shapes. Inform them that they will not get to choose which colors or shapes they will use, but that their spinners will decide for them. 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 students begin to catch on. Assign students a partner, hand them materials and direct them to their seats to begin the activity.

**Assessment and Evaluation:**

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. Now play a game. Say: “Stand if you think your artwork is mostly made of “hot” colors,” or, “Stand if your artwork has many trapezoids.” Many diverse questions can be posed. Finally, have students return to their seats and write a sentence about their artwork. Display their artwork in the hallway or classroom with their sentences attached.