

STANDARDS			
TRANSITIONAL KINDERGARTEN	KINDERGARTEN	FIRST	SECOND
<p>Imagine, Plan, Make PK.VA:Cr1.1 Engage in self-directed or collaborative exploration with a variety of arts materials.</p> <p>Reflect, Refine, Revise PK.VA:Cr3 Share and talk about personal artwork.</p> <p>Prepare PK.VA:Pr5 Identify places where art may be displayed or saved.</p>	<p>Imagine, Plan, Make K.VA:Cr1.1 Engage in exploration and imaginative play with various arts materials.</p> <p>Reflect, Refine, Revise K.VA:Cr3 Explain the process of making art while creating.</p> <p>Prepare K.VA:Pr5 Explain the purpose of a portfolio or collection.</p>	<p>Imagine, Plan, Make 1.VA:Cr1.1 Engage collaboratively in exploration and imaginative play with various arts materials.</p> <p>Reflect, Refine, Revise 1.VA:Cr3 Use art vocabulary to describe choices while creating art.</p> <p>Prepare 1.VA:Pr5 Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.</p>	<p>Imagine, Plan, Make 2.VA:Cr1.1 Brainstorm to generate multiple approaches to an art or design problem.</p> <p>Reflect, Refine, Revise 2.VA:Cr3 Discuss and reflect with peers about choices made in creating artwork.</p> <p>Prepare 2.VA:Pr5 Distinguish between different materials or artistic techniques for preparing artwork for presentation.</p>

Students Need To Know	Students Are Able To Do
<ul style="list-style-type: none"> Shapes: basic geometric shapes (i.e. triangle, square, circle, rectangle) and organic shapes Imaginative play: use common art making materials in an imaginative way 	<ul style="list-style-type: none"> Manipulate simple shapes to create an image or object. Create imaginative and original images using shapes and art media. Engage and contribute to group discussion using visual art vocabulary.

Formative Assessment	Teacher observation of students engaging in creative/imaginative play that transforms basic geometric or organic shapes into imaginative objects or characters.
Vocabulary for the Lesson Vocabulary for the Lesson continued	<p>Shape: a flat, enclosed area, created when a line closes in on itself</p> <p>Geometric Shape: a measured or “perfected” shape. Often made by humans, i.e...circle, square, triangle</p> <p>Organic Shape: a freeform shape. Can be found in nature, i.e. kidney bean, leaves.</p> <p>Line: A path created by a point moving in space.</p> <p>Materials: Media used to make or compose art. Ranging from the traditional to “non- art” materials, and can include virtual formats.</p> <p>Medium/Media: Materials used for creating art.</p> <p>Creativity: Ability to conceive and develop rich, original ideas, discover unexpected connections, and invent or make new things.</p> <p>Portfolio: Actual or virtual collection of artworks and documentation.</p> <p>Preserve: Protect, save, and care for (curate) objects, artifacts, and artworks.</p>
Materials Needed	Drawing paper Pencils Coloring media (crayons, markers, colored pencils, as available) Shape templates (for tracing if desired) Pre-cut shapes (if desired) Glue (if using pre-cut shapes)

**Teacher Tips,
Strategies, and
Resources**

*Examples of books
with imaginative play
using art media:
“Mouse Shapes” by
Ellen Stoll Walsh,
“Harold And The
Purple Crayon” by
Crockett Johnson,
“The Dot” by
Peter H. Reynolds, or
Charley*

*Harper’s “Animals
With Geometric
Shapes”.*

Look, observe, and discuss

Ask students “What is imagination?” Discuss how, when, and why they use their imagination.

Review with students the names of basic geometric shapes. Review with students the meaning of an “organic shape.” Talk about the difference between geometric and organic shapes.

Read a book or examine a set of images, that use a simple element of shape or line as the basis for imaginative play.

Have a discussion with the students about what it means to “play” with a shape?

Ask: “How many things can we do with this triangle? How many other things can we turn a triangle into?”

Draw examples of student suggestions on the whiteboard, or have students draw on the whiteboard themselves.

As a class, brainstorm a big variety of different things a triangle can become. For example, with a triangle, you can add legs and a hat or hair. You can make one big version and one little version and call them big sister and little brother.

Explore together what types of manipulation one can do to a shape to turn it into different things. Do the same with an organic shape.

As time permits, explore other shapes – What can a circle make? What can a rectangle become?

The visual representation of student's creative play with shapes could be part of a larger visual narrative and can include personification.

Pre-cut shapes or tracing shapes helps students make geometric shapes.

The work can be made on a folded piece of 12x18" construction paper and act as the student's portfolio to collect artwork for the rest of the VA lessons.

Practice/ warm-up: What can you do with a shape?

Independently, students draw, trace, or use pre-cut shapes, to experiment and explore turning shapes into something else. If free drawing or tracing, have students experiment and explore on a scratch sheet of paper. Prompts for students: Could the shape be turned upside down? Drawn bigger or smaller? Put together to make different shapes?

Discussion (reflect, refine, revise).

After students have brainstormed and played with their shapes they will share their ideas to gain new ideas and find inspiration. Students discuss their drawings with classmates, in small groups or whole group, using art vocabulary to describe the image and how they created it.

Create

Tell students they will continue to develop or begin a new drawing. Challenge students to make an original drawing using geometric or organic shapes to create an imaginary object or character, and to fill the page.

As students draw, remind them to focus on geometric or organic shapes to create an imaginary object or character.

Encourage students to use the entire space of the paper, filling the space with the main subjects and the background with color and details. Utilizing the full space is the important first stage of understanding how to construct or develop a *composition*.

If students are exploring with pre-cut shapes, they may manipulate the shapes until they are satisfied with their work. Once they decide on their composition they glue the shapes to the paper.

The final outcome of this learning sequence will be a visual representation of the student's creative play with shapes to create imaginative objects or characters.

	<p>Reflect: Lead students through a reflection process that allows them to think about and discuss how they turned their shape or shapes into an imaginative object(s) or character(s).</p> <p><i>Ask:</i> <i>What shapes did you use?</i> <i>How did you use a shape and add on to it?</i> <i>How did you arrange shapes to create an object or character?</i> <i>How did you fill the page?</i></p> <p>Preserve Artwork: Facilitate a discussion about how to properly store artwork and why artwork is saved. Discuss the importance of where to put your name on your artwork. Your name should be written small and legibly so it does not interfere with the subject of the work and can be clearly read. Artwork should not be folded or wrinkled. Artwork should be stored somewhere easily accessible and safe within the classroom.</p> <p>*Student portfolios/collections of artwork is important in future lessons when students curate a show of their own work.</p>
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NOTES and REFLECTIONS