| Content Area <br> Math | Arts Area <br> Visual Arts | Lesson Title <br> Math with Kandinsky |
| :--- | :--- | :--- |


| Grade Level - 1st | Duration 1-60 Min <br> Session for Intro and <br> Assignment <br> $1-30$ Min Session <br> for sharing and <br> return of grade |
| :--- | :--- |$|$|  |
| :--- |

## Standards and Alignment

Assessed Arts Standards
Visual Art:
VA1PR1.b
Creates artworks emphasizing one or
more elements of art (e.g. . color,
line, shape, space, form, texture). line, shape, space, form, texture).

Assessed Content Standards
Math:
CCSS.MATH. CONTENT.1. G.A. 2
Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quartercircles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

Represent and interpret data.
4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another

| Addressed Arts Standards | Addressed Content Standards |
| :--- | :--- |


| 21st <br> Century <br> Skills | Communication and <br> Collaboration <br> Productivity and <br> Accountability <br> Initiative and Self <br> Direction | Key <br> Vocabulary | Create <br> Two Dimensional Shapes <br> Color <br> Line |
| :--- | :--- | :--- | :--- |


| Vertical <br> Alignment | Before Lesson: <br> Students need to <br> be able to <br> independently <br> identify the shapes <br> labeled on the <br> rubric (the ones <br> that are also <br> prevalent in <br> Kandinsky's work) in <br> the first-grade <br> math standards | During Lesson: <br> Students will work <br> in groups to create <br> a piece of art <br> containing first <br> grade math shape <br> standards inspired <br> by Kandinsky's <br> Composition 8 | After Lesson <br> Students will move <br> onto three <br> dimensional shapes, <br> where they will <br> compare and contrast <br> two vs three <br> dimensional shapes |
| :--- | :--- | :--- | :--- |


| Materials <br> List | Large paper ( $9 \times 12$ ), pencils, colored pencils, markers, shape <br> sorter (attached), and rubric for grading (attached) |
| :--- | :--- |

Instructional Delivery (guided, collaborative, self-directed)
Student Learning Outcome(s): (Guided) Students will reflect on the shapes
and composition in Kandinsky's Composition 8
Lesson Section: Introduction to Pre-Assessment (Previous Content Knowledge)

| Assessed/ <br> Addressed <br> Standard(s) | Activity/Step \# | Assessment | Delivery/ <br> Cognitive <br> Demand |
| :---: | :---: | :---: | :---: |
| N/A | Students will look at Kandinsky's Composition 8 and discuss the various shapes that they see in the painting. Teacher will write the various shapes and amounts of each shape on the board as students recognize them. **They will also discuss how Kandinsky uses shapes in paintings to affect his composition (**discussion to gain interest- not for assessment) | Type: <br> Formative <br> Pre-Assessment <br> Task: Verbally identify shapes in Kandinsky's Composition 8 <br> Criteria: <br> Students correctly name and count the shapes they see in Kandinsky's Composition 8 <br> The students that are struggling to identify the shapes will be part of a teacher support group for guided help throughout the assignment. | Whole Group Instruction <br> Cognitive <br> Demand- <br> Identify |

Transition: Students are placed in groups of 3-4 students and given the Shape Sorter

Lesson Section: Small Group Project (Summative Assessment)

| Assessed/ <br> Addressed <br> Standard(s) | Activity/Step \# | Assessment | Delivery/ <br> Cognitive <br> Demand |
| :---: | :---: | :---: | :---: |
| Visual Art: <br> VA1PR1.b <br> Creates artworks emphasizing one or more elements of art (e.g., color, line, shape, space, form, texture). <br> CCSS.MAT H. CONTENT. <br> 1. G.A. 2 <br> Compose twodimensional shapes (rectangles, squares, trapezoids, triangles, halfcircles, and quartercircles) or threedimensional shapes (cubes, right rectangular | Students will work in groups of 3-4 to create their own piece inspired by Kandinsky's Composition 8. They will use the shape sorter form to guide them throughout their process. Place the students in groups of 3-4 and give them the following supplies: Large paper ( $9 \times 12$ ), pencils, colored pencils, markers, 1shape sorter per group (attached). Tell students something similar to ( developmentally appropriate) "In groups, you will now create own piece inspired by Kandinsky's Composition 8.You will use the Shape Sorter to first decide how many of each shape you are going to use. You will be graded on your ability to create the shapes correctly, count the shapes correctly that you used in your piece, and create your piece to be inspired by the work of Kandinsky' Composition 8" <br> Allow students to begin their shape sorter in their group. Once their shape sorter is complete, have students create their piece of art inspired by Kandinsky using crayons, makers, and the | Type: <br> Summative <br> Rubric <br> Assessment <br> Task: Students are receiving sharing their group creations and receiving their rubric group scores. <br> Criteria: <br> Their success is determined in the rubric that will be used to grade their piece. If they are not understanding the concept of shapes (accurately drawing) or one to one correspondence (counting the shape correctly), I will reteach the concept that they were struggling in by doing the Kandinsky activity again | Small Group <br> Assessment <br> Cognitive <br> Demand- <br> Create and <br> Interpret <br> Social and <br> Cross- <br> Cultural Skills <br> Communication <br> and <br> Collaboration |


| prisms, <br> right <br> circular <br> cones, and <br> right <br> circular <br> cylinders) <br> to create a <br> composite <br> shape, and <br> compose <br> new shapes <br> from the <br> composite <br> shape. <br> Represent and interpret data. <br> 4. <br> Organize, represent, and interpret data with up to three categories: ask and answer questions about the total number of data points, how many in each category, | paper that has been passed out. Remind them to make sure that the information on their shape sorter is the same as their creation (same number of each shape). Once their creation is finished, collect the piece along with their Shape Sorter (to be used later with the Rubric for grading) | via whole group instruction. |  |
| :---: | :---: | :---: | :---: |


| and how <br> many more <br> or less are <br> in one <br> category <br> than in <br> another |  |  |  |
| :--- | :--- | :--- | :--- |



| 4. <br> Organize, <br> represent, <br> and <br> interpret <br> data with <br> up to three <br> categories: <br> ask and <br> answer <br> questions <br> about the |  |  |  |
| :--- | :--- | :--- | :--- |
| total |  |  |  |
| number of |  |  |  |
| data |  |  |  |
| points, how |  |  |  |
| many in |  |  |  |
| each |  |  |  |
| category, |  |  |  |
| and how <br> many more <br> or less are <br> in one <br> category <br> than in <br> another <br> and |  |  |  |


| Closing | The Closing of the lesson is allowing students to share their <br> pieces with their peers |
| :--- | :--- |


| Extension | Students independently create a piece inspired by another <br> artist that uses shapes in their work for another summative <br> graded independently as opposed to within a group |
| :--- | :--- |


| Accommodations and Differentiation | Modified Notation $\qquad$ Buddy System $\qquad$ <br> Peer/Adult Help $\qquad$ Directions <br> Assistance $\qquad$ <br> Smaller Steps $\qquad$ Partial <br> Participation $\qquad$ <br> Modified Assessment $\qquad$ Extra Time $\qquad$ <br> Other: <br> For Struggling Learners- Allow modified Shape Sorter that shows shape names with picture <br> For Advanced Learner: Allow modified Shape Sorter that included 3 Dimensional Shapes. Modified Rubric to add 3 Dimensional Shapes |
| :---: | :---: |

## Extending the Lesson

How could you modify the lesson content and assessments to accommodate another grade level? Please shade the column that houses the lesson grade level from above.

|  | Elementary School | Middle School <br> Castle and Sun by Paul Klee | High School <br> Invenção baiana no. 1, Samson Flexor, 1952, From the collection of: The Adolpho Leirner Collection of Brazilian Constructive Art at The Museum of Fine Arts, Houston |
| :---: | :---: | :---: | :---: |
| Lesson Content |  | MGSE6. G.1 Find area of right | Element: MM2G1.a |


|  | Lesson Above | triangles, other triangles, quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. <br> VA6PR3.a <br> Organizes art elements (e.g., space, line, shape, form, value, color, texture) using the principles of design (e.g., contrast, repetition and rhythm, variety, movement, proportion, balance, harmony, and unity) to compose artworks | Determine the lengths of sides of $30 \hat{A}^{\circ}-60 \hat{A}^{\circ}$ $90 \hat{A}^{\circ}$ triangles. <br> Element: MM2G1.b <br> Determine the lengths of sides of $45 \hat{A}^{\circ}-45 \hat{A}^{\circ}$ $90 \hat{A}^{\circ}$ triangle <br> VAHSDRV1.b <br> Identifies specific knowledge and skills from other discipline that informs the planning and execution of drawing |
| :---: | :---: | :---: | :---: |
| Assessments | Lesson Above | Students will individually create their own piece inspired by Klee. Another student will use a premade worksheet to measure the shapes in their peer's work. | Using a printout of Invenção baiana no. 1, students will identify and label a set amount ( worksheet from teacher) various degrees of angles based upon the above math standards Students then create |


|  |  | Formative <br> Assessment | and compose a new <br> piece inspired by the <br> art and must include a <br> predetermined number <br> of each type of angle in <br> their work. A rubric <br> will be used to grade it. <br> Summative Assessment |
| :--- | :--- | :--- | :--- |



## Composition 8

Artist: Wassily Kandinsky Created 1923 Genre- Abstract Art Location: Solomon R. Guggenheim Museum Period: Abstract art

| Shape | Number |
| :---: | :---: |
| Circle |  |
| Oval |  |
| Square |  |


| Triangle |  |
| :---: | :--- |
| Rectangle |  |
| Straight Line |  |
| Semi-Circle |  |
| Curvy Line |  |


| Shape |  | Number |
| :---: | :---: | :---: |
| Circle- |  |  |
| Oval |  |  |
| Square |  |  |


| Triangle |  |  |
| :---: | :---: | :---: |
| Rectangle |  |  |
| Straight Line |  |  |
| Semi-Circle |  |  |
| Curvy Line |  |  |


| Shape | Number |
| :---: | :---: |
| Circle |  |
| Oval |  |


| Square |  |
| :---: | :--- |
| Triangle |  |
| Rectangle |  |
| Straight Line |  |
| Semi-Circle |  |
| Curvy Line |  |


| Cone |  |
| :---: | :--- |
| Cylinder |  |
| Cube |  |

## Assessed Arts Standards

## Visual Art:

## VA1PR1.b

Creates artworks emphasizing one or more elements of art (e.g., color, line, shape, space, form, texture).
Assessed Content Standards
Math:
CCSS.MATH. CONTENT.1. G.A. 2
Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

Represent and interpret data.
4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another
$\qquad$

Kandinsky in Shapes Rubric- Traditional

| O Point | 1 Point | 2 Points | 3 Points | 4 Points |
| :---: | :---: | :---: | :---: | :---: |
| Student Correctly <br> Drew 0-1 Shapes <br> from the Shape <br> Sorter | Student Correctly <br> Drew 2 Shapes <br> from the Shape <br> Sorter | Student Correctly <br> Drew 3-4 Shapes <br> from the Shape <br> Sorter | Student Correctly <br> Drew 5-6 Shapes <br> from the Shape <br> Sorter | Student Correctly <br> Drew 7-8 Shapes <br> from the Shape <br> Sorter |
| Student Correctly <br> Counted 0-1 from <br> the Shape Sorter | Student Correctly <br> Counted 2 Shapes <br> from the Shape <br> Sorter | Student Correctly <br> Counted 3-4 <br> Shapes from the <br> Shape Sorter | Student Correctly <br> Counted 5-6 <br> Shapes from the <br> Shape Sorter | Student Correctly <br> Counted 7-8 <br> Shapes from the <br> Shape Sorter |
| X | Connections to <br> Kandinsky's Work <br> in their Piece and <br> emphasis on colors, <br> lines, and shapes, is <br> not Evident | Student Clearly <br> made Connections <br> to Kandinsky's <br> Work and emphasis <br> on colors, lines, and <br> shapes in their <br> Piece | X |  |

Total Points $\qquad$ /10
$\qquad$

Kandinsky in Shapes Rubric- Higher Content (other Shape Sorter)

| O Points | 1 Point | 2 Points | 3 Points | 4 Points |
| :---: | :---: | :---: | :---: | :---: |
| Student Correctly <br> Drew 0-1 Shapes <br> from the Shape <br> Sorter | Student Correctly <br> Drew 2-3 Shapes <br> from the Shape <br> Sorter | Student Correctly <br> Drew 4-6Shapes <br> from the Shape <br> Sorter | Student Correctly <br> Drew 7-9 Shapes <br> from the Shape <br> Sorter | Student Correctly <br> Drew 10-11 Shapes <br> from the Shape <br> Sorter |
| Student Correctly <br> Counted 0-1 from <br> the Shape Sorter | Student Correctly <br> Counted 2 Shapes <br> from the Shape <br> Sorter | Student Correctly <br> Counted 3-4 <br> Shapes from the <br> Shape Sorter | Student Correctly <br> Counted 5-6 <br> Shapes from the <br> Shape Sorter | Student Correctly <br> Counted 7-8 <br> Shapes from the <br> Shape Sorter |
| X | Connections to <br> Kandinsky's Work <br> in their Piece is not <br> Evident | Student Clearly <br> made Connections <br> to Kandinsky's <br> Work in their Piece | X | X |

$\qquad$ /10

