Content Area Math	Arts Area Visual Arts				Lesson Title Math with Kandinsky
Grade Level - 1st	Duration 1 -60 Min Session for Intro and Assignment 1-30 Min Session for sharing and return of grade		Ind	Teacher G	arth
Standards and Alig	nment				
Assessed Arts Sta Visual Art: VA1PR1.b Creates artworks more elements of line, shape, space	emphasi art (e.g	izing one or g., color, texture).	As Ma CC Co (re tri cir (cu cir cyl sha tha	sessed Cont ath: SS.MATH. mpose two- ctangles, s angles, half cles) or thr bes, right cular cones inders) to c ape, and co e composite	content.1. G.A.2 dimensional shapes quares, trapezoids, f-circles, and quarter- ree-dimensional shapes rectangular prisms, right a, and right circular create a composite ompose new shapes from a shape.
		Re 4 da and nui ead les and	present and Organize, ta with up d answer qu nber of da ch category s are in on other	d interpret data. represent, and interpret to three categories; ask uestions about the total ta points, how many in y, and how many more or e category than in	

21st Century Skills	Communication and Collaboration Productivity and Accountability Initiative and Self Direction	Key Vocabulary	Create Two Dimensional Shapes Color Line
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Vertical Alignment	Before Lesson: Students need to be able to independently identify the shapes labeled on the rubric (the ones that are also prevalent in Kandinsky's work) in	During Lesson: Students will work in groups to create a piece of art containing first grade math shape standards inspired by Kandinsky's Composition 8	After Lesson Students will move onto three dimensional shapes, where they will compare and contrast two vs three dimensional shapes
	the first-grade math standards		Students will share their piece of work with the class and discuss their connection to Kandinsky's piece

Materials	Large paper (9x 12), pencils, colored pencils, markers, shape
List	sorter (attached), and rubric for grading (attached)

Instructional Delivery (guided, collaborative, self-directed)

Student Learning Outcome(s): (Guided) Students will reflect on the shapes

Lesson Sectio Knowledge)	on: Introduction to Pre-Assessn	nent (Previous Cont	tent
Assessed/ Addressed Standard(s)	Activity/Step #	Assessment	Delivery/ Cognitive 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: Formative Pre-Assessment Task: Verbally identify shapes in Kandinsky's Composition 8 Criteria: Students correctly name and count the shapes they see in Kandinsky's Composition 8 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 Cognitive Demand- Identify

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

Lesson Section: Small Group Project (Summative Assessment)

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

prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	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.	
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			
Transition: C	losing of Lesson Students Prese	nt their Piece to C	lass
Lesson Section	on: Small Group - Sharing and (Grade Review with	Teacher
Assessed/ Addressed Standard(s)	Activity/Step #	Assessment	Delivery/ Cognitive Demand
Visual Art: VA1PR1.b Creates artworks emphasizing one or more elements of art (e.g., color, line, shape, space, form, texture). CCSS.MAT H. CONTENT.	After grading the project, teacher returns work to students and let them present their creations in their groups. They discuss how many of each shape they used, how well they cooperate in the group they were in, how their piece connected to Kandinsky's <i>Composition 8.</i> (This activity is not to be graded, but rather to allow students to share their piece and indirectly work on public speaking in groups). Once students have finished sharing, give each student a graded rubric reflecting on	NA	

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 cones, and right circular cones, and right circular cones, and right circular cones and right circular composite shape and compose new shapes	their group work summative assessment. Answer any questions regarding the grading process.	
new shapes from the		
shape.		
Represent and interpret data.		

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

Closing	The Closing of the lesson is allowing students to share their
	pieces with their peers

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

Accommodations and Differentiation	Modified Notation Peer/Adult Help Assistance	Buddy System Directions	
	Smaller Steps Participation	Partial	
	Modified Assessment	Extra Time	
)ther: for Struggling Learners- Allow modified Shape Sorter that hows shape names with picture		
	For Advanced Learner: Allow modified included 3 Dimensional Shapes. Modif	d Shape Sorter that ied 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	High School With the school of the school o
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. VA6PR3.a 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°-60°- 90° triangles. Element: MM2G1.b Determine the lengths of sides of 45°-45°- 90° triangle VAHSDRV1.b 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 Assessment	and compose a new piece inspired by the art and must include a predetermined number of each type of angle in their work. A rubric will be used to grade it. Summative Assessment
		Summative Assessment



Composition 8

Artist: Wassily Kandinsky

Created 1923

Genre- Abstract Art

Location: Solomon R. Guggenheim Museum

Period: Abstract art

<u>Shape</u>	<u>Number</u>
Circle	
Oval	
Square	

Triangle	
Rectangle	
Straight Line	
Semi-Circle	
Curvy Line	

<u>Shape</u>	<u>Number</u>
Circle-	
Oval	
Square	

Triangle	
Rectangle	
Straight Line	
Semi-Circle D	
Curvy Line	

<u>Shape</u>	<u>Number</u>
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

Kandinsky in Shapes Rubric- Traditional

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

Total Points ____ /10

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

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

Total Points ____ /10