GEOMETRIC ART: LINES, ANGLES AND CIRCLES

Grade Level: 4
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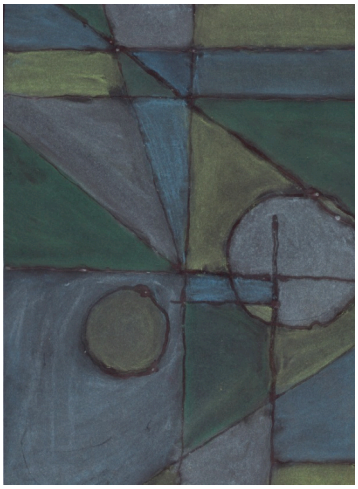


Fine Arts Standards	• Use color schemes • Aesthetically divide space • Create interesting emphasis areas • Use balance to arrange objects in artworks • Use geometric lines • Use ruler skills • Make geometric shapes
Curricular Standards	• Math Standard 3: use spatial and logical resoning to recognize, describe and analyze geometric shapes and principals • Math Standard 4: Units of measure, appropriate measurement tools

Learning Goal: The student will . . .	**Curriculum Tie-In**
Experience/Identify 1. Define the word nonrepresentational 2. View artwork and discuss its meaning (or lack of meaning)	1. Language Arts- Vocabulary 2. Observation skills
Investigate and Build Skills 1. Demonstrate an ability to draw geometric lines and shapes, using tools 2. Explore design with lines and shapes 3. Plan and create a colorful geometric design, following a set of basic guidelines 4. Select and work with a limited color scheme 5. Evaluate their work in written form.	1. Math 2. Ability to follow directions 3. Language Arts-Writing

Vocabulary: Terms for students to learn

nonrepresentational	a style of art in which objects do not resemble those known in physical nature
Geometric shapes	Shapes that follow rules about how many and what types of sides and angles they have; including circles, squares, rectangles, triangles and ellipses.
design	The careful arrangement of parts in a whole

Introduction Procedures

1. Introduce the artist Kazimir Malevich. He was a Russian painter who founded the art Supremist art movement. He is believed to have painted the first ***geometric,*** totally ***nonrepresentational*** picture. His Supremist paintings were of geometric shapes floating on a solid background. He wanted to make art that was completely without image or representation. He wanted people to think about color, shape and ***design*** instead of what the painting was "about." Many other geometric artists followed Malevich including Theo Van Doesburg, Kenneth Noland and Frank Stella.
2. Show the art images to the students as you talk about the artist and the style. Ask questions about the work and welcome student comments about it.
3. Explain the term ***nonrepresentational***. Ask students if they think it's important for art to represent something in real life, or if it is okay to have no subject or meaning.

Work Period Procedures

Creating, Exploration, Improvisation, Teacher Activities, Demonstration

1. Explain that we are going to create our own nonrepresentational geometric art.
2. Pass out the Geometric Art guidelines. Go through each step with kids, as a review of geometry terms and definitions.
3. Create a design on the board following the guidelines.
4. Have students develop their own designs following the guidelines. They draw with pencils onto black paper. Make sure that they use rulers or compasses for each step. No free hand drawing.
5. Once the designs are complete, have students trace over their lines with white glue then set them aside on a flat surface to dry.
6. When the geometric designs are dry, ask the kids to select 5 pieces of colored chalk to make a simple color palette. Then have them fill in their designs to create striking abstract art.

Closure Procedures	**Assessment: Rubric or Questions**
Connect, Perceive, and Assess 1. Ask students to point out geometric concepts	1. Check the designs against the guidelines. See if the

on their finished artwork to you or to a peer. You could also ask them to identify these concepts on another student's work.	students met each of the requirements. 2. Journal Entry: What do you think about geometric art? Is it art or something different? Does art have to hold meaning? Why do feel this way?

Instructor Reflection

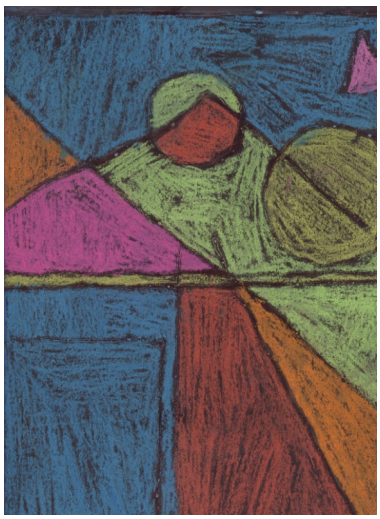
Suggestions:

What went well:

What needs improvement:

Supplies and Resources

1. Black construction paper
2. Geometric Art guidelines
3. pencils
4. white school glue
5. pencils
6. rulers
7. compasses
8. Geometric Art Images



References

http://www.artchive.com/artchive/M/malevich.html

Geometric Art

Lines

1. Draw parallel lines all the way across your page.
2. Draw one line that intersects your parallel lines.
3. Draw two new lines that are perpendicular to each other.
4. Draw a line segment somewhere in the middle of your paper.
5. Make a point then draw a ray starting at that point.

Angles

1. Draw a right angle.
2. Draw an obtuse angle.
3. Draw an acute angle.
4. Draw a straight angle.

Circles

1. Draw a circle with a 3” diameter.
2. Draw a circle with a 1” radius.