

Attributes • Classification •
Parts of a Whole



Project Essential Questions

How do I identify various attributes of items in the world around me?

PROJECT DESCRIPTION

Students will be introduced to the concept of classification and attributes using the visual arts. They will specifically explore the visual arts attributes of color, shapes, and lines. Students will create a community collage together and also explore masterpieces, applying their knowledge of classification and sorting.

LEARNING TARGETS

“I Can...”

- Explain the concept of classifying and provide examples
- Identify attributes and provide example

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Units provide differentiated ideas and activities aligned to a sampling of standards.

The units do not necessarily imply mastery of standards, but are intended to inspire and equip educators.

Produced through the U.S. Department of Education: Arts in Education—Model Development and Dissemination Grants Program
Cherokee County (GA) School District and ArtsNow, Inc.

DURATION: 1-2 days

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ESSENTIAL QUESTION

How do I identify various attributes of items in the world around me?

STANDARDS

Curriculum Standards	Arts Standards
<p>ELAGSEKL5 With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories(e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>ELAGSEKSL5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SKP1 Students will describe objects in terms of the materials they are made of and their physical properties. a. Compare and sort materials of different composition (common materials include clay, cloth, paper, plastic, etc.).</p>	<p>VAKCU.2 Views and discusses selected artworks. a. Talks about artworks of significant artists that have recognizable subjects and themes.</p> <p>VAKPR.2 Understands and applies media, techniques, and processes of two-dimensional works of art using tools and materials in a safe and appropriate manner to develop skills.</p>

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"> ● Attribute ● Value ● Sort ● Classify/Organize/Group 	<ul style="list-style-type: none"> ● Color ● Line ● Shape ● Form ● Collage

TECHNOLOGY INTEGRATION

Image of “Red Balloon” by Paul Klee (see **Masterpieces by Paul Klee** in Downloads)

ASSESSMENTS

Formative

- Teacher Notes during Instruction
- Questioning
- Small Group Collages

MATERIALS

“Red Balloon” by Paul Klee (see **Masterpieces by Paul Klee** in Downloads); variety of artwork (one for each group to use during questioning); butcher paper or heavy white thick large piece of art paper; glue sticks; variety of different textured, designed fabric swatches and/or scrapbook paper sheets; pre-cut shapes (square, triangle, circle, rectangle, hexagon); string/ribbons to create lines (zig-zag, curved, straight, angled); masking tape; legal size sheets of construction paper/poster board

Activating Strategy (5-10 min)

- Observe “Red Balloon” by Paul Klee
- **Lead Class Discussion:**
 - *What do you **see**?* (Encourage students to just express what they see. Draw attention to: *What colors they see? What sort of lines they see? What shapes they see?*)
 - *What do you **think** about what you see?* (Encourage students to make inferences.)
 - *What do you **wonder** about what you see?* (Encourage students to ask questions.)

Main Activity

The students will be placed into groups to discuss and identify attributes and values of artwork from various **Masterpieces by Paul Klee** (see Downloads).

Part 1:

- Teacher will begin the process of creating a piece of art using a think aloud technique.
- Teacher will add elements such as color, lines, and shapes to create an image that will be displayed in the classroom (promethean board, chart paper, etc.).
- Initiate and reinforce the term “attribute” during think aloud.
- Teacher will randomly select students to help complete teacher artwork adding the various elements.

Part 2:

- Split class into 4 small groups.
- Direct each small group to create a collage together using the pieces of fabric, paper cut-out shapes and string (to make line segments).

REFLECTION

Reflective Strategies

- Each group is given the opportunity to share-out their collage art piece.
- As a class we classify the attributes.
- We look for the lines, colors, and shapes.
- We then go a step further to classify what types of lines, colors, and shapes we see.

Create a Class Tally Chart:

- As a class, explore how to classify attributes by creating a tally chart (Headers: Lines, Shapes).
- Direct students to count how many lines and shapes they have in their collage.
- Create a class tally chart of the attributes.
- Discuss how tally charts help us quickly see how things are organized.

DIFFERENTIATION

Below Grade-Level/EL Students: Expose students to the visual arts vocabulary prior to the lesson.

Above Grade-Level: Students could classify types of shapes by counting sides and vertices and creating a tally chart documenting their results.

CREDITS

U.S. Department of Education
Arts in Education--Model Development and Dissemination Grants Program
Cherokee County (GA) School District and ArtsNow, Inc.
Ideas contributed and edited by: Heather Burgess, Octavia Ferguson-Chenault, Barbara Clark, Jessica Espinoza, Richard Benjamin Ph.D., Michele McClelland