

Attributes • Classification •  
Parts of a Whole



## Project Essential Questions

How can we use our knowledge of classifying shapes to compose a cityscape?

### PROJECT DESCRIPTION

Students will identify shapes in visual arts pieces by various artists that feature cityscapes. Students will then explore shapes using their bodies to create tableaux. Finally, students will work in small groups to take their classified attributes and create a composition of a cityscape at night.

### LEARNING TARGETS

“I Can...”

- Classify items based on shape
- Identify geometric shapes in art
- Create a composition using geometric shapes to tell a story
- Compare shapes and sort them into appropriate categories
- Use my body to create shapes

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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.

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Cherokee County (GA) School District and ArtsNow, Inc.

**DURATION: 1-2 days**

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**ESSENTIAL QUESTION**

<p>How can we use our knowledge of classifying shapes to compose a cityscape?</p>
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**STANDARDS**

Curriculum Standards	Arts Standards
<p><b>ELAGSEKL5</b> 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><b>MGSEK.CC.5a</b> Count to answer “how many” questions about as many as 20 things arranged in a line, rectangle, array or a circle.</p> <p><b>MGSEK.MD.3</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> <p><b>SKP1</b> 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><b>VAKPR.2</b> 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> <p><b>VAKC.1</b> Applies information from other disciplines to enhance the understanding and production of artworks. a. Explores universal concepts (e.g., pattern, balance) and creates artworks inspired by ideas from literature, science, music, and/or math. b. Creates works of art inspired by universal themes (e.g., self, family, community, world).</p>

**KEY VOCABULARY**

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"> <li>● Shape (2 dimensional shapes)</li> <li>● Rectangle</li> <li>● Square</li> <li>● Semicircle</li> <li>● Circle</li> <li>● Triangle</li> </ul>	<ul style="list-style-type: none"> <li>● Shapes</li> <li>● Cityscape</li> <li>● Tableau</li> <li>● Body levels</li> <li>● Composition</li> <li>● Geometric</li> </ul>

<ul style="list-style-type: none"> <li>• Circle</li> <li>• Attributes</li> <li>• Sorting</li> <li>• Classifying</li> </ul>	<ul style="list-style-type: none"> <li>• Collage</li> </ul>
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**USE OF TECHNOLOGY**

Document camera to model sorting shapes and creating composition
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**ASSESSMENTS**

Formative	Summative
<ul style="list-style-type: none"> <li>• Teacher observations during classifying activity</li> <li>• Group work when creating composition</li> <li>• Student tableaus depicting the various shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Student completion of a shape sort</li> <li>• Student creation of a cityscape using the shapes they classified/sorted</li> </ul>

**MATERIALS**

Cut-out shapes (triangles, squares, rectangles, circles, semicircles) of various sizes from brightly colored cardstock/construction paper; empty baskets labeled with index cards for each type of shape cut out for each group (baskets are for sorting); glue sticks; black markers to provide detail (windows, bricks on buildings); heavy weight black art paper or poster board
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Activating Strategy
<p><b>Review Geometric shapes using Tableau:</b></p> <ul style="list-style-type: none"> <li>• Explain that a tableau (pronounced “tab-blow”) is a frozen picture, like a statue with your body.</li> <li>• Explain that we can create shapes using our body levels: high, mid, and low.</li> <li>• Today we will play a game where we create silent shapes with our bodies.</li> <li>• Place students in small groups of 4-5 students.</li> </ul> <p><b>Silent Shapes:</b></p> <ul style="list-style-type: none"> <li>• Groups must work together to create a tableau for the shape called out.</li> <li>• The group canNOT talk, so they must communicate silently.</li> <li>• Direct students to work together as a team.</li> <li>• <u>Give them 20 seconds for each of the below silent shapes:</u> <ul style="list-style-type: none"> <li>○ Circle</li> <li>○ Square</li> <li>○ Rectangle</li> <li>○ Triangle</li> <li>○ Semicircle</li> </ul> </li> <li>• Ask students to be sure their group shape they made with their bodies has the correct number of corners and lines.</li> <li>• Direct groups to give other groups feedback on correct attributes of the shapes.</li> <li>• Explain that today students will create a city scape using these very same shapes.</li> </ul>

### Main Activity

#### **Part 1:**

##### Gallery Walk of Cityscapes:

As a class, examine the **Cityscape Examples** by established artists (see Downloads).

##### Questions to ask students during Gallery Walk of images:

- *What do you see?* (Making close observations.)
- *What do you notice?* (Making sound inferences.)
- *What do you wonder?* (What questions do you have for the artist?)
- *What shapes do you see? What do the shapes represent?*
- *How does the artist represent the buildings and the sky in the cityscape?*

#### **Part 2:**

- Use thick paper/poster board to cover a large table.
- Keep students in their groups from the tableau exercise and assign each group to a table.
- Place a pile of cut-out shapes on each table.
- Direct small groups to sort/classify the shapes into groups based on their attributes.
- Observe the sorting and track student's progress.

\*Optional: students can create a group tally chart that represents the number of each shape they found in their pile.

#### **Part 3:**

- Groups work together to create a cityscape collage.
- Direct groups to brainstorm together by first assembling the shapes and considering what they could be.
- Once the group is finished filling the space in the composition, they can begin gluing the shapes.

## REFLECTION

### Reflective Strategies

- At the end of the project, direct students to do a Gallery Walk of each group's composition.
- Students can create tally charts for the shapes they see in each cityscape.

#### **Students can also have a class discussion about:**

- How were the shapes used to represent the buildings and the sky in the cityscape?
- How did we use our sorting skills to complete this project?
- Why was it important to sort first before creating our composition?

## DIFFERENTIATION

**Below Grade-Level:** Provide support with the classifying and lead the group in their creation of the tally chart.

**Above Grade-Level:** Give these students more geometric shapes to work with when sorting and creating their composition (ie. pentagon, hexagon, parallelogram, etc).

## APPENDIX (see Downloads)

### Cityscape Examples

**CREDITS**

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