



# artsNOW

Integrated learning solutions

**COLLABORATIVE KANDINSKY**  
**Grade Band: Kindergarten-Grade 1**  
**Content Focus: Visual Arts & Math**



## LEARNING DESCRIPTION

Students will review some of Kandinsky's works to find shapes. Students will create a collaborative piece of art using shapes and lines that is inspired by the artwork of Wassily Kandinsky.

## LEARNING TARGETS

Essential Questions	"I Can" Statements
<ul style="list-style-type: none"><li>• How can you utilize visual images to learn math concepts?</li><li>• How can you create an original work of art using a variety of shapes and lines?</li></ul>	<ul style="list-style-type: none"><li>• I can identify different types of shapes and lines.</li><li>• I can use different types of shapes and lines to create an original artwork.</li></ul>



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## GEORGIA STANDARDS

Curriculum Standards	Arts Standards
<p><b>Kindergarten:</b> K.GSR.8 Identify, describe, and compare basic shapes encountered in the environment, and form two-dimensional shapes and three-dimensional figures.</p> <p><b>Grade 1:</b> 1.GSR.4 Compose shapes, analyze the attributes of shapes, and relate their parts to the whole.</p> <p>1.GSR.4.1 Identify common two dimensional shapes and three dimensional figures, sort and classify them by their attributes and build and draw shapes that possess defining attributes.</p> <p>1.GSR.4.2 Compose two-dimensional shapes (rectangles, squares, triangles, half-circles, and quarter-circles) and three dimensional figures (cubes, rectangular prisms, cones, and cylinders) to create a shape formed of two or more common shapes and compose new shapes from the composite shape.</p>	<p><b>Kindergarten:</b> VAKMC.3 Selects and uses subject matter, symbols, and/or ideas to communicate meaning.</p> <p>VAKPR.1 Creates artworks based on personal experience and selected themes.</p> <p>VAKPR.2 Understands and applies media, techniques, and processes of two-dimensional works of art (e.g., drawing, painting, printmaking, mixed media) using tools and materials in a safe and appropriate manner to develop skills.</p> <p>VAKAR.1 Discusses his or her own artwork and the artwork of others.</p> <p><b>Grade 1:</b> VA1MC.3 Selects and uses subject matter, symbols, and ideas to communicate meaning.</p> <p>VA1PR.1 Creates artworks based on personal experience and selected themes.</p> <p>VA1PR.2 Understands and applies media, techniques, and processes of two-dimensional works of art (drawing, painting, printmaking, mixed media) using tools and materials in a safe and appropriate manner to develop skills.</p> <p>VA1AR.1: Discusses his or her artwork and the artwork of others.</p>

## SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
<p><b>Kindergarten:</b> K.G.4 Analyze and compare two- and three-dimensional shapes of different sizes and orientations using informal language.</p> <p>K.G.5 Draw two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, and circle).</p>	<p><b>Anchor Standard 1:</b> I can use the elements and principles of art to create artwork.</p> <p><b>Anchor Standard 2:</b> I can use different materials, techniques, and processes to make art.</p>



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<p><b>Grade 1:</b></p> <p>1.G.4 Identify and name two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, rhombus, trapezoid, and circle)</p> <p>1.G.2 Combine two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, rhombus, and trapezoid) or three-dimensional shapes (i.e., cube, rectangular prism, cone, and cylinder) in more than one way to form a composite shape.</p>	<p><b>Anchor Standard 4:</b> I can organize work for presentation and documentation to reflect specific content, ideas, skills, and or media</p> <p><b>Anchor Standard 5:</b> I can interpret and evaluate the meaning of an artwork.</p>
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## KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<p><u>Geometry</u> - Branch of mathematics that deals with deduction of the properties, measurement, and relationships of points, lines, angles, and figures in space from their defining condition by means of certain assumed properties of space.</p> <p><u>Shape</u> - The outline of a specific form or figure.</p>	<p><u>Abstract</u> - Process of art-making that has reference to the real world but is distorted or manipulated in some way.</p> <p><u>Non-objective</u> - Process of art-making that has no reference to the real world; strictly composed of design elements.</p> <p><u>Line</u> - One of the seven elements of art; a mark made by a pointed tool such as a brush pen or stick; a moving point</p> <p><u>Shape</u> - One of the seven elements of art; a flat, enclosed area that has two dimensions, length and width</p> <p><u>Form</u> - One of the seven elements of art; a three-dimensional object that has length, width, and height</p> <p><u>Composition</u> - How the elements of art are arranged in an artwork</p>

## MATERIALS

- Kandinsky prints
- Pencils and erasers
- Rulers
- Crayons, markers, or tempera paint (paint brushes, water cups, and paper towels)
- White butcher paper



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## INSTRUCTIONAL DESIGN

### Opening/Activating Strategy

- Turn on upbeat music. When the music stops, say a shape and have students make that shape with their bodies.

### Work Session

#### Process

- Review types of shapes with students. Have students make the shapes using their hands. Ask students to identify how many sides? How many angles? What direction are the lines going? Project [Types of Shapes](#) for a visual guide.
- Explain the difference between shape and form in art and geometry. Draw or project some examples to compare such as square verses cube, triangle verses cone or pyramid, etc.
- Students will view some of [Kandinsky's works](#) and identify the shapes and forms, (shapes: squares, circles, triangles, rectangles, hexagons; forms: cubes, cones, cylinders, and spheres).
- Ask students to notice how Kandinsky puts the shapes together - overlapping, different angles, different sizes, etc.
- Create a list of shapes that students identify. These will be used in their final artwork. Add additional shapes from the standards for students to include.
- After they have listed all the shapes they found, divide the class into groups. Each group will make one collaborative piece using all of the shapes and vocabulary that students identified in Kandinsky's artwork and any additional shapes listed from the standards.
- Each student in the group should be given a list of requirements for their contribution to the artwork (i.e. One student would be required to include a certain number of triangles and diagonal lines; another student would be required to include a certain number of four sided polygons and wavy lines, etc.)
- Once all shapes and lines are drawn, have students add color with crayon, marker, colored pencil, or tempera paint.

### Closing/Reflection

- Have students compare and contrast the collaborative artworks. Ask them to identify what is the same (students should be able to see that the shapes and lines included in each artwork are the same) and different (students should notice that colors and composition, how the shapes and lines are arranged, are different). The teacher can provide a checklist for each student that includes the shapes and lines that were required in each artwork. Students can conduct a "scavenger hunt" to find these shapes in each other's artwork.

## ASSESSMENTS

### Formative

- Students will identify shapes and describe where they are in Kandinsky's artwork through group discussion.
- Students will be able to explain the difference between two-and three-dimensional shapes.

### Summative



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- Student collaborative artwork with required shapes and lines
- Student scavenger hunt/checklist for closing/reflection

## DIFFERENTIATION

**Acceleration:** After the assessment, have the students practice combining two or more simple shapes to create a different shape. Example: You can combine two triangles to make a rectangle.

**Remediation:** Provide students with a printed copy of the types of shapes as a visual guide. Provide a visual guide for the types of shapes and lines that the student is required to include in their part of the artwork.

## ADDITIONAL RESOURCES

- [Kandinsky's works](#)
- [Types of Shapes](#)

*\*This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.*

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