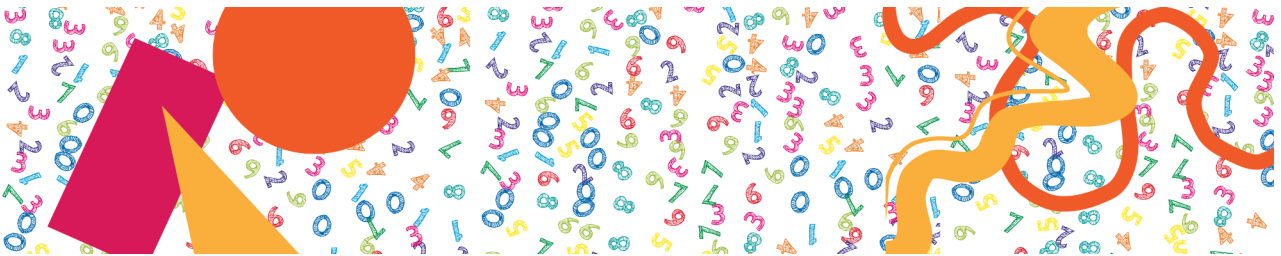




UNIT: PLACE VALUE
KANDINSKY-INSPIRED PLACE VALUE COLLAGE (Lesson 5 of 5)
Grade Band: 3
Content Focus: Visual Arts & Math



LEARNING DESCRIPTION

Students will be inspired by the abstract artwork of Vasily Kandinsky to demonstrate their understanding of place value using shape and proportion in a two-dimensional collage artwork.

LEARNING TARGETS

Essential Questions	"I Can" Statements
What is place value?	I can explain what place value is.
What is the standard and word form?	I can tell the place value of digits in numbers up to 10,000.
How can I represent place value in expanded form?	I can write numbers in expanded form, word form, and standard form.
How can we compare numbers?	



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How can we use shape and proportion to show different place values?	I can represent place value up to 10,000 using shape and proportion.
How can we use place value reasoning to determine which number has the greater value when comparing two numbers?	I can use place value reasoning to compare two numbers and determine which number is larger.

GEORGIA STANDARDS

Curriculum Standards	Arts Standards
<p>3.NR.1.1 Read and write multi-digit whole numbers up to 10,000 to the thousands using base-ten numerals and expanded form.</p> <p>3.NR.1.2 Use place value reasoning to compare multi-digit numbers up to 10,000, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p>	<p>VA3.CR.2 Create works of art based on selected themes.</p> <p>b. Create works of art emphasizing multiple elements of art and/or principles of design.</p> <p>VA3.CR.3 Understand and apply media, techniques, processes, and concepts of two-dimensional art.</p> <p>VA3.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.</p> <p>a. Apply art skills and knowledge to improve understanding in other disciplines.</p>

SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
<p>3.NSBT.5 Compare and order numbers through 999,999 and represent the comparison using the symbols $>$, $=$, or $<$.</p>	<p>Anchor Standard 1: I can use the elements and principles of art to create artwork.</p> <p>Anchor Standard 2: I can use different materials, techniques, and processes to make art.</p> <p>Anchor Standard 7: I can relate visual arts ideas to other arts disciplines, content areas, and careers.</p>

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"> Place value - The value of each digit in a number based on its position 	<ul style="list-style-type: none"> Abstract - Artwork not representing anything in the real world



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<ul style="list-style-type: none"> • <u>Ten-thousands</u> - The fifth position represents the number of ten-thousands • <u>Thousands</u> - The fourth position represents the number of thousands • <u>Hundreds</u> - The third position represents the number of hundreds • <u>Tens</u> - The second position represents the number of tens • <u>Ones</u> - The rightmost position (1st place) represents the number of ones • <u>Expanded form</u> - A way of writing numbers to show the value of each digit according to its place value; it breaks down a number by expressing it as the sum of each digit multiplied by its place value • <u>Standard form</u> - The way of writing numbers using digits, without breaking them down by place value or expanding them • <u>Numerical</u> - Using digits to represent quantities, values, or amounts • <u>Digits</u> - Symbols used to represent numbers in a numeral system 	<ul style="list-style-type: none"> • <u>Shape</u> - One of the seven elements of art; an enclosed line that is two-dimensional • <u>Proportion</u> - One of principles of design; how one thing relates to another in terms of size • <u>Two-dimensional</u> - Contains height and width • <u>Collage</u> - A composition developed by gluing colored paper, photographs, magazine pictures, fabric, and other two-dimensional materials onto a flat surface
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MATERIALS

- Construction paper in various colors
- Scissors
- Glue sticks
- Notecards
- Pencils
- [Colors / Shapes / Lines Artful Thinking Routine](#)
- STEAM journals if available
- [Artwork by Vasily Kandinsky - Guggenheim Museum](#)
- [Yellow Accompaniment](#)



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INSTRUCTIONAL DESIGN

Opening/Activating Strategy

- Show students an image of one of Vasily Kandinsky's artworks, such as [Yellow Accompaniment](#).
- Ask students to work with a partner to engage in the [Colors / Shapes / Lines Artful Thinking Routine](#).
 - Instruct students to look at the artwork or object for at least 30 seconds..
 - What **colors** do you see?
 - What **shapes** do you see?
 - What **lines** do you see?
- Allow time for students to share their observations.
 - Direct students' attention to Kandinsky's use of shapes, proportion, and overlapping in his artwork.

Work Session

- Review place value with students.
- Next, draw three different shapes in different sizes on the board. Ask students if each shape represents one place value, which shape would represent the ones place? The tens place? The hundreds place?
 - Students should make the connection that the smaller the shape the lower the place value.
- Show students an example collage artwork (see below). Ask students if they can interpret the number based on the types of shapes and size of shapes.
 - Students should arrive at 354 because there are three large shapes, five medium sized shapes, and four small shapes.



- Tell students that they will be making a collage artwork to demonstrate their numbers. Share that collage is a medium in art in which the artist uses pieces of material, such as paper, to create a new two-dimensional image or design by gluing them onto a flat surface.
- Group students with a partner to create their collaborative collage.

- Pass out a note card to students. Have them begin by writing a five digit number on it in standard form (alternatively, assign students a number).
 - Then, have students create a key on their notecard for their artwork in which each place value is represented by a different shape.
 - For example: Ten-thousands place = star; thousands place = square; hundreds place = trapezoid; tens place = triangle; ones place = circle
- Students should create a prototype of their artwork in their STEAM journals before beginning their collage.
- Pass out materials to students: One sheet of construction paper for the base of their artwork, various colors of construction paper for them to cut shapes out of, scissors, and glue sticks.
- Students will create their collage artwork demonstrating their number using shape and proportion to demonstrate place value.
- Finally, students should write their number in standard form, expanded form, and word form on a notecard or the back of their artwork.

Closing/Reflection

- Have students partner with another group. Students should see if they can interpret each other's numbers. Then, students should arrange the numbers from smallest to largest using place value reasoning.
- Students will reflect on the creation process, how their artwork changed from the prototype in their journals to their collage artwork, and what they learned from the task in their STEAM journals.

ASSESSMENTS

Formative

- Teachers will assess student learning through observing:
 - Students' participation and comments in the activator
 - Whether students can connect place value to proportion
 - Students' collaboration with partners to create collage artwork that demonstrates their number using shape and proportion

Summative

CHECKLIST

- Students can demonstrate their understanding of place value through proportion and shape.
- Students can write a number in standard form, expanded form, and word form.
- Students can use place value reasoning to compare two numbers and determine which number is larger.

DIFFERENTIATION

Accelerated:

- Have students interpret their artwork and number as a sculpture (three-dimensional).



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Remedial:

- Students will be given three digit numbers to create their artwork.
- Provide shape templates for students to trace.
- Provide markers, oil pastels, colored pencils, or crayons to create their artwork instead of collage.
- Determine the place value key as a class.
- Allow students to draw their shapes on paper rather than collage.

ADDITIONAL RESOURCES**CREDITS**

U.S. Department of Education- STEM + the Art of Integrated Learning
Ideas contributed by: Katy Betts

**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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