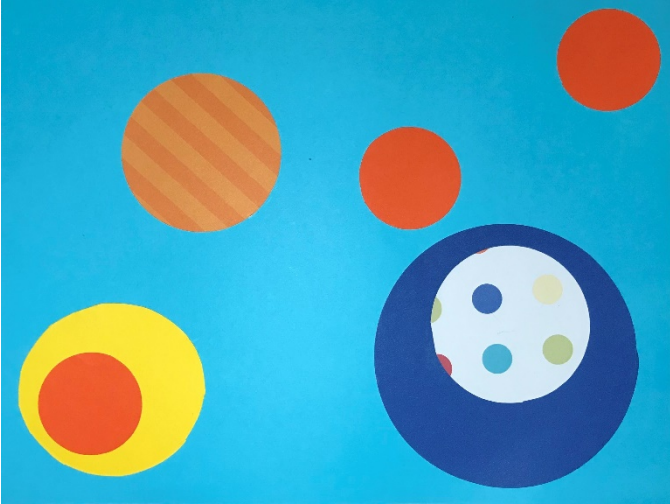


Lesson Title:	Going Round and Round		
Arts Content Focus:	Visual Art	Non-Arts Content Focus:	Math

Lesson at a Glance	Lesson Summary <i>2-3 sentence lesson "snapshot":</i>	Photo <i>What does this work look like? Student work examples:</i>
	<p>Early Learners view the collages of Latinx artist Beatriz Milhazes then explore negative and positive space by using circles to create their own collage composition.</p> <p>After learning about the artist, students develop scissor skills by cutting lines and circles from pre-printed bright colored papers.</p> <p>Next, they arrange these shapes on bright colored background paper by placing circles near or inside each other. Last, they securely glue down their shapes.</p> <p>Students reflect on the Math and Art of their compositions by accurately counting circles that may vary in size and may be placed on the inside of another circle.</p>	

Setting the Stage	Who & Where	Community Collaboration <i>What actions can I take to include and invite:</i>
	<p>Author(s): Gloria Gonzáles García</p> <p>Cultural Identity of Author(s) - Chicax</p> <p>Learning Setting: Early Learning</p> <p>Student Age Range: 4-7 years old</p> <p>Time Needed: 1 hour</p> <p>Materials Needed: See <i>Relevant Resources</i>, below.</p>	<p>Local Artists: Invite/connect with local artists, museum educators, college arts/cultural studies teachers and art students from a variety of levels (Middle school, High School , College) .</p> <p>Elders and Families: Invite elders to share knowledge about design/shape/space and math applied in traditional Latinx art and craft forms. Ask family to make and exhibit their art alongside students as part of a special celebration or family night.</p> <p>Languages: Dual Language students; Spanish/English/ Other.</p>

Lesson Plan template designed by ArtsWA, Creative Start Team (Updated August 2020).

Watch a video of this lesson and find more teaching resources at: <https://www.arts.wa.gov/creative-start-studio/>.

Learning Goals

Big Idea(s) & Key Concepts

What concept matters most to my students? For example: Pattern; Active Voice; Volume; Collaboration.

Shapes can be defined by the NEGATIVE SPACE that surrounds them.

Skills & Thinking

*Briefly describe the arts and non-arts content goals. *See Related Resources for a sample of selected standards.*

1. Cuts shapes with scissors.
2. Makes a composition with positive and negative space.
3. Makes a collage.
4. Finds and counts shapes in art.

Looking for Learning

What will we see and hear that shows student learning?

1. Practices cutting techniques, cuts designated shapes.
2. Makes compositions with circles that do not touch or are inside of other circles.
3. Glues shapes down securely in collages.
4. Accurately counts shapes, recognizing each regardless of size and placement.

Learning with Students

Lesson Step-by-Step

Time Needed

Teacher Script

Describe what it is you are going to do. For example: Demonstrate; Question; Listen; Participate, Invite.

Looking for Learning

What do you want your students to know and do? For example: Arrange; Respond; Express; Copy; Perform.

SESSION ONE
5 minutes:

Students sit in circle.

Introduce the works of Brazilian artist, Beatriz Milhazes, and SHAPE as an Element of Art.

Beatriz Milhazes is a Brazilian artist and is known for her bright and colorful, kaleidoscopic collages and paintings which draw on both Latin American and European traditions. She is influenced by patterns she find on clothes, fabrics, pottery, and buildings. Celebrations, music, and geometry are also a part of how she makes her art.

Ask students to notice shapes: Especially the size and location of circles. Introduce the concept of POSITIVE and NEGATIVE SPACE.

Identifies the geometric shape as circles and talks about their placement.

10 minutes:

Students watch demo in circle and move to work areas to practice cutting.

Demonstrate how to use scissors to cut pre-printed circles. Students practice holding scissors correctly, then practice cutting on different LINE TYPES—opening the blades, placing the paper where the blades hinge and squeezing, opening the blades, sliding the end of the cut to the hinge and squeezing to cut, and repeat.

Recognizes how to hold scissors correctly:

Cuts “smoothly” and follow the different line types (on practice handouts) accurately.

Learning with Students

5 minutes	Demonstrate and guide cutting CIRCLES by following the lines and turning the pre-printed papers. student practice.	Cuts shapes that appear circular and have smooth cuts/edges.
SESSION TWO 5 minutes: Students sit in circle. Students move to work areas to cut circles.	Explain what COLLAGE is—papers are cut or torn, then glued down to make a design. Ask students to choose and cut out a specified number of circles of different sizes (possibly 3 or 5 or 7).	Chooses the (designated) number, color and size of circles they plan to use and cuts the circles out.
5 minutes: Students move to a circle to watch arranging and gluing composition.	Show students how to use a glue stick and how to glue papers to the base paper. Demonstrate how to run the glue stick along the back edge of a circle, then turning it over and rubbing it down so it is secure.	Cares for glue sticks—replenishing by twisting what they need and re-capping when not in use.
2 minutes	Teach the words/concept and show examples of positive space/shapes and negative space around shapes. Explain how the space around a shape helps us see what the shape is. Explain that our shapes may be placed near each other but not touching, or shapes may be glued inside a larger shape but not touching edges. That way the whole shape can be seen (we can see negative space all around it).	Arranges circles near or inside each other without the edges touching to define the negative space that surrounds them.
3 minutes: Students move to work areas to arrange and glue collage.	Instruct students to plan where they want all circles placed in their COMPOSITION—arranging them on the base paper—before they glue the shapes down. Ask them to show space around (negative space) their shapes before they glue.	Views composition as complete and points to negative space around circles prior to gluing down shapes.
10 minutes	Help students complete their collage by gluing all cut shapes down. Emphasize gluing the edges securely.	Demonstrates good craftsmanship with secure edges.
SESSION THREE 3 minutes: Students gather to view art (on display or in front of each child in a circle).	Review positive and negative space and the process of making a collage.	Shares knowledge.

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	5-10 minutes	<p>Guide students in looking at their collages as a group.</p> <p>Ask students to count and compare circles in their compositions.</p>	Describes and counts shapes in compositions.
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After Teaching	<h3>Reflection on Learning</h3> <p><i>What did students say and do to show learning? Where were students successful? What were some barriers and challenges?</i></p>	<h3>Next Steps</h3> <p><i>How will you celebrate student successes? How will you address identified barriers and challenges?</i></p>
	<p>Students practiced cutting skills and arranged a circle composition showing negative space.</p> <p>Students glued circle shapes down securely to create a collage.</p> <p>Students reflected on their own and peer's art by counting shapes in art.</p>	<p>Use pre-printed circles on assorted bright copier paper (astrobrights) cut in halves, that Early Learners can collage as semi-circles and/or mix two different colored/patterned halves to form a whole—counting whole circles recognizing whole and half.</p> <p>Combine with other geometric shapes (curvilinear or rectilinear) and track two separate counts. Or, combine with non-geometric shape, recognizing the attributes of different shapes. Allow shapes to overlap on the edges of shapes.</p>

Related Resources	<h3>Materials Needed</h3>	<h3>Standards</h3>
	<p>Art Supplies:</p> <ul style="list-style-type: none"> ○ PDF template of assorted size circles (timvandevall.com); Pre-printed circles on assorted bright copier paper (astrobrights)* ○ 9" x 12" or 9" x 9" assorted colored cardstock ○ Base/background paper (astrobrights); ○ Scissors; glue sticks; ○ White copier paper with pre-printed lines (straight, curved, wavy, and zigzag) to practice cutting skills <p>OPTIONAL: Patterned papers—scrapbook, origami, marbled, or pastel papers; Recycled papers: newspapers, magazines, or wallpaper samples. <i>*Educators may opt to provide pre-cut shapes.</i></p>	<p>Note: <i>Standards are intended as a guide to encourage developmentally appropriate, complex thinking in the arts and beyond. Notice the emphasis on creating, performing, responding, and connecting (as opposed to creating an object or product only).</i></p> <p>Relevant Sample Standards: Visual Art Performance Standard (VA:Cr1.2.3) a. Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the artmaking process. <i>See more Visual Art Standards here.</i></p> <p>Math Reason with shapes and their attributes. <u>CCSS.MATH.CONTENT.1.G.A.1</u> Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. <i>See more Math Standards here.</i></p>