



TEAM Lesson Plan 2nd Grade

Teacher:	
Class:	1 Class Period
Course Unit:	
Lesson Title:	Organic and Geometric Shapes

LESSON OVERVIEW	Summary of the task, challenge, investigation, career-related scenario, problem, or community link
<p>Geometric shapes, such as circles, triangles, or squares, have perfect, uniform measurements and don't often appear in nature. Whereas, organic shapes are associated with things from the natural world, like plants and animals. In this lesson, students will learn about the difference between organic and geometric shapes. They will also learn about warm and cool colors. Warm colors make us feel warm (red, orange, and yellow) and cool colors make us feel cool (blue, green, and purple).</p>	
STANDARDS	Identify what you want to teach. Reference State, Common Core, ACT College Readiness Standards and/or State Competencies.
<p>Tennessee State Standards for Art</p> <p>1.1 Use tools and media consistently in a safe and responsible manner. 2.1 Identify, understand, and apply the elements of art. 2.2 Identify, understand, and apply the principles of art. 5.1 Analyze the characteristics and merits of the student's own work. 6.1 Understand connections between visual art and other arts disciplines.</p>	
<p>Common Core Connections for Integrated Subject- Mathematics & Language</p> <p>2.MD.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. 2.G.1. Recognize and draw shapes having specified attributes, such as a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	

OBJECTIVE	Clear, Specific, and Measurable – NOT ACTIVITIES Student-friendly
	<ol style="list-style-type: none"> 1. Students will identify the difference between organic and geometric shapes. 2. Students will define warm and cool colors. 3. The students will create a 9” x 14” crayon resist drawing on watercolor paper that consists of six geometric shapes on left side of the paper and six organic shapes on the right side. The geometric shapes will be warm colors and the organic shapes will be cool colors—a minimum of two colors per side. 4. The drawing will demonstrate effective craftsmanship and be well balanced.
ASSESSMENT / EVALUATION	Students show evidence of proficiency through a variety of assessments. Aligned with the Lesson Objective Formative / Summative Performance-Based / Rubric Formal / Informal
	<p>Informal Assessment- the teacher will walk around and monitor student behavior to ensure students are on task.</p> <p>Self-Assessment- the student will score their work on the rubric.</p>

MATERIALS	Aligned with the Lesson Objective Rigorous & Relevant
<ol style="list-style-type: none"> 1. Pencils 2. Watercolor Paper 9” x 14” 3. Watercolor Paint 	<ol style="list-style-type: none"> 4. Wax Crayons 5. Ruler
ACTIVATING STRATEGY	Motivator / Hook An Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions.

1. The teacher will begin the lesson by discussing geometric and organic shapes (visual aids may come in handy). The teacher will have students play a game that requires being in groups of two. The students will find one object in the room that is geometric and stand by it (the students can put their hands on the object if needed). If a group has claimed an object, no other group can use it. The teacher will pick a few groups and ask them to explain why their object is geometrical.

2. The teacher will instruct students to stay in their groups and sit together to create a list of organic shapes. Students are only required to name items that contain the shapes (for example: flower petals, tree leaves, clouds). The teacher will call out numbers (5, 10, 15, etc.) and have groups raise their hands if they have that many items listed. The group with the longest list will read their items aloud and can earn extra bonus points.

INSTRUCTION

Step-By-Step Procedures – Sequence
 Discover / Explain – Direct Instruction
 Modeling Expectations – “I Do”
 Questioning / Encourages Higher Order Thinking
 Grouping Strategies
 Differentiated Instructional Strategies to Provide
 Intervention & Extension

1. See set.
2. The teacher will lead a group discussion over the difference between cool and warm colors.
3. The teacher will introduce the project to the class with a pre-made example and state the objectives.
4. The teacher will demonstrate how to create a crayon resist with students gathered around the demo table.
5. The teacher will hand students one piece of watercolor paper and instruct the students to grab a ruler, a crayon, and a pencil on the way back to their seats.
6. With the paper turned horizontally, the students will find the center of the paper using the rulers and draw a line down the middle vertically. The left side of the paper is designated for geometric shapes and the right side is designated for organic shapes. Students may mark a "G" and "O" on the paper to remind them which side is what.
7. The students will draw their shapes on the appropriate sides while the teacher walks around and monitors student behavior and assists as needed.
8. Students will trace their shapes with crayons. Once everyone is close to being finished, the teacher will review with students the objectives for the project.
9. The teacher will place cups of water, watercolor paints, brushes, and paper towels on the tables. Students will follow the guidelines stated in the objectives and paint accordingly.
10. Cleanup will occur during the last ten minutes of class. Students will be responsible for returning materials to the supply station and cleaning up their tables. Papers will need to be placed on the drying rack.

CLOSURE	Reflection / Wrap-Up Summarizing, Reminding, Reflecting, Restating, Connecting
<ol style="list-style-type: none"> 1. The students will list cool and warm colors. 2. The students will list differences between organic and geometric shapes in their journals. 	
CROSS-CURRICULAR CONNECTIONS	

1. Mathematics
2. Writing

Extended Learning

Book:

- *Architecture Shapes* by Michael J. Crosbie, Steve Rosenthal.

Online Enrichment:

- The Artist's Toolkit Warm & Cool Colors:
http://www.artsconnected.org/toolkit/watch_shape_geometric.cfm
- The Artist's Toolkit Geometric & Organic Shapes:
http://www.artsconnected.org/toolkit/watch_color_warm.cfm
- Cyberchase Tangram Game:
<http://pbskids.org/cyberchase/math-games/tanagram-game/>

Additional Activities:

- PBS Parents Colorful Suncatcher:
<http://www.pbs.org/parents/crafts-for-kids/colorful-suncatcher/>
- PBS Parents Curious George What's That Shape:
http://www.pbs.org/parents/curiousgeorge/activities/pc_whats_that_shape.html
- KinderArt Organic & Geometric Shapes:
<http://www.kinderart.com/drawing/organicgeometric.shtml>

For additional lesson plans and activities, visit us online at www.fristkids.org.

This lesson plan was created by an art education student in the Frist Center for the Visual Arts' Teaching Assistant program under the guidance of education department staff and/or a mentor teacher.

The Teaching Assistant program is designed to introduce participants to museum education by providing unique teaching experiences in an informal learning environment. For more information about this program or other educational opportunities offered by the Frist Center, please visit our website at www.fristcenter.org.

