



**Teacher:**

**Class:** 1-2 Class Periods

**Course Unit:**

**Lesson Title:** Exploring Unity with Kandinsky

**LESSON OVERVIEW:** Summary of the task, challenge, investigation, career-related scenario, problem, or community link.

Unity is the arrangement of the elements or parts of a work of art to create cohesion or harmony. In this lesson students will explore unity through the repetition of color and shape by creating a Wassily Kandinsky inspired painting. Students will add their final painting to a class wide display. The class display will allow students to work collaboratively while exploring unity on a large scale.

**STANDARDS:** Identify what you want to teach. Reference State, Common Core, ACT Readiness Standards and/or State Competencies.

## Tennessee State Standards

- 1.2 Demonstrate developmentally-appropriate use of media.
- 2.2 Apply elements of art.
- 2.4 Apply principles of design.
- 3.3 Explain subject matter, symbols, and ideas in artwork of others.
- 5.2 Analyze and discuss the characteristics and merits of artworks of others.

### Common Core Connections for Integrated Subject-Writing/Speaking & Listening

CCSS.ELA-Literacy.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

**OBJECTIVE:** Clear, Specific, and Measurable-NOT ACTIVITIES. Student-friendly.

1. Students will be able to define unity.
2. Students will be able to demonstrate an understanding of unity by creating a Kandinsky inspired painting that contains repeating colors and shapes.
3. Students will be able to analyze how repetition of certain elements creates unity within their painting.
4. Students will be able to work collaboratively to add their painting to the final class display.

**ASSESSMENT/EVALUATION:** Students show evidence of proficiency through a variety of assessments. Aligned with the Lesson Objective.

1. Students will define unity in a written response.
2. Students will work with their classmates to add each person's painting to the final class display.
3. Students will participate in a class discussion of the final collaborative display. They will analyze how color, shape, and repetition create a unified piece.
4. Students will complete a written response in which they define unity and reflect on the similarities between unity and the process of creating a collaborative piece with their classmates.

**MATERIALS:** Aligned with the Lesson Objective. Rigorous and Relevant.

- (1) 12"x18" White piece of paper for each student
- (1) Pencil per student
- (2) Containers of crayons for each table
- (2) Cups of water for each table
- (1) Paper towel per student

- (1) Set of paint brushes per student
- (1) Watercolor set per student

**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 by showing examples of Kandinsky's paintings, specifically focusing on his 1913 piece *Squares with Concentric Circles*.
2. How does Kandinsky communicate unity through repetition?
3. If multiple artists work together can they create a unified artwork? How could they achieve this?

**INSTRUCTION:** Step-By-Step Procedures-Sequence. Discover/Explain-Direct Instruction.

1. The teacher will introduce the lesson with a pre-made example and state the objectives.
2. The teacher will demonstrate the process of folding the 12"x18" white piece of paper to create six equal squares.
3. The teacher will inform students that each square will contain one large circle filled with two smaller concentric circles.
4. Students will retrieve one 12"x18" white piece of paper.
5. Crayons and painting supplies will be on each table.
6. Tables should be set up so that half of the class has cool watercolor paints and the other half has warm watercolor paints.
7. Tables with cool watercolors will contain warm colored crayons. Tables with warm watercolors will contain cool colored crayons.
8. Students will fold their 12"x18" paper to create six equal squares.
9. Students will use crayons to draw six large circles inside of the square boxes. Within each circle students will draw two smaller concentric circles.
10. After drawing the circles with crayon students will create a watercolor resist using the watercolors at their table to paint each section of circles.
11. Upon completion students will take their painting to the designated wall or display area.
12. Students will work with classmates and the teacher to hang the final paintings side by side to create one large display.

**ALTERNATE/EXTRA ACTIVITIES:**

1. The 12"x18" paper could be pre-folded for students with special needs.
2. Students with special needs could stamp the circles.
3. Instead of using warm and cool colors, students could use complementary colors.
4. Students could use oil or chalk pastels instead of crayons.

**CLOSURE:** Reflection/Wrap-Up. Summarizing, Reminding, Reflecting, Restating, Connecting.

1. Students will participate in creating the final collaborative piece.
2. As a class students will view the final piece discussing how the large scale reinforces the sense of unity.
3. Students will complete a written response in which they define unity and reflect on the similarities between unity and the process of creating a collaborative piece with their classmates.

### **CROSS-CURRICULAR CONNECTIONS**

1. Speaking and Listening
2. Writing

### **EXTENDED LEARNING**

#### Books:

1. *The Noisy Paint Box: The Colors and Sounds of Kandinsky's Abstract Art* by Barb Rosenstock and Mary Grandpre
2. *Elmer* by David McKee
3. *Henri's Scissors* by Jeanette Winter
4. *I Spy Shapes in Art* by Lucy Micklethwait
5. *What a Wonderful World* by George David Weiss and Bob Thiele and illustrated by Ashley Bryan

#### Online Enrichment:

1. Unity in Art: A Game for the Art Classroom  
<http://thevirtualinstructor.com/blog/teach-harmony-and-unity-in-art-with-a-game>
2. Unity in Art  
<http://www.slideshare.net/JennyEvans1/unity-in-art>

#### Videos:

1. Identifying the Formal Elements of a Work of Art  
<http://tn.pbslearningmedia.org/resource/940b79db-34bf-40e8-8c6b-be855f204177/education-today/>

#### Cross-Curricular Lessons:

1. Patterns in Rhythmic Sound  
<http://www.pbs.org/parents/electriccompany/pdfs/Parrots%20Delight.pdf>
2. Unity in Musical Composition  
<http://www.pbs.org/parents/electriccompany/pdfs/Parrots%20Delight.pdf>

For additional lesson plans and activities, visit us online at [www.fristkids.org](http://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](http://www.fristcenter.org).

