Title/Description of Lesson
Kandinsky and Geometric Shape
(Students will make artwork using arcs, rays and angles, using color after the manner of Kandinsky. They will analyze these elements in the artwork of Wassily Kandinsky and their own work.)

Grade Level:
5th

Lesson Links
Objectives/Outcomes
Vocabulary
Procedures
Criteria for Assessing Student Learning
California Standards in Visual & Performing Arts
California Standards in Integrated Subject
Other Resources

Objectives/Outcomes  (Return to Links)

Students will use vocabulary of math in art lessons in the future. They will produce and explain the use of arcs, angles, circles and other geometric shapes and measurement in their artwork. Students will have a completed piece of art using watercolor and markers after Kandinsky.

Materials and Resources  (Return to Links)

- Watercolor paper – a special paper used when using water colors. It can be smooth or rough in texture/surface and is a heavier weight paper so as not to lose its shape or break down when wet.
- Protractors
- Compass
• Rulers
• Sharpies
• Watercolors
• Pencils
• Print of Wassily Kandinski’s ‘Composition V111’ (See copy under ‘Other Resources’)

**Vocabulary**  
(Return to Links)

**Arc** – a curved line or part of a circle

**Ray** - a partial line that starts at one point and goes on forever and ever in one direction.

**Angle** - is the set of points (what is formed) when two rays both start at the same point.

**Obtuse** - is an angle whose measure is greater than 90 degrees.

**Acute**- is an angle whose measure is less that 90 degrees.

**Radius** - a line segment starting at the center and going to the outer edge of the circle.

**Circumference** - is the perimeter (outer edge) of a circle. Another way of saying it is that it is the distance as measured around the outer edge of a circle.

**Concentric circles** – multiple circles with different diameters that share the same center point.

**Rhythm** - Rhythm, in art, is hard to define with words. It is a visual beat. A pattern has rhythm, but not all rhythm is patterned. Colors can convey rhythm, by making your eyes travel from one component to another. Lines can produce rhythm by implying movement. Etc.

**Abstract expressionism** - a school of painting in New York in the 1940s that combined the spontaneity of expressionism with abstract forms in unpremeditated, apparently random, compositions.

**Procedures**  
(Return to Links)

• For younger students the National gallery of art kids has a great presentation on shapes
• Show example of artwork to be done discuss shapes and measurement.
• Have drawings of geometric shapes. Print-outs from math mammoth can be found on website and presented on elmo.
• Introduce Wassily Kandinski background.
• Show example of Kandinski print, have students point out, measure and use the angles and shapes.
• Pass out paper, and protractors, rulers and compasses if you have them.
• Begin by having students draw at least 3 shapes from lesson and then they can use imagination and make these shapes into abstract forms by using repeated patterns and shapes.
• Have them go over pencil in black sharpie. Remind them that some lines are fat and some are skinny.
• When drawing is complete they finish it in watercolor.

Criteria for Assessing Student Learning (Return to Links)
Students have used at least 3 geometric shapes, can be repeated shapes, which connote rhythm. Artwork is done in color and they can explain it, either in writing or verbally.

California Standards in Visual & Performing Arts (Return to Links)
5th Grade

4.0 Aesthetic valuing

5.0 Connections, relationships, applications
   5.1 Use linear perspective and depict geometric objects in space

California Standards in Integrated Subject (Return to Links)

Math

5th grade math standards: They know and use common measuring units to determine length and area and know concept of angle measurement and use protractor and compass to solve problems.

Other Resources (Return to Links)

http://www.mathmammoth.com/geometry_2.php

Wassily Kandinsky’s ‘Composition V111’