

## Objectives

Students will:

- Identify different shapes found in artwork.
- Learn about how shapes are found in their homes
- Create a picture using different shapes.

## Introduction

Have students sit together on the carpet. Begin by showing students *Chelsea VI*, by Donald Olson, from the Springville Museum of Art's permanent collection. Ask students what this could be a picture of. Give students the chance to share their ideas.

Ask the students what shapes they can identify in this picture. Take time to trace the different shapes with your finger. (There are lots of shapes they will recognize and there are some abstract shapes that they may not recognize.)



Donald Penrod Olson, *Chelsea VI*, 1980

Next, show the students Andrew Smith's *Moon Pool*. How is this image different from the first one we looked at? What shapes can they discover in this work? Again, trace the shapes with your finger.

Explain to students how shapes build the world around us. Direct the students to look around the classroom, what shapes can they find?

## Learning Activity

Show the students a variety of common objects that they may be able to find in their homes or neighborhoods. (You may use the images provided i.e. a car, house, sailboat etc.)

What shapes can you identify in these objects?



## Materials

- Images from Springville Museum of Art (See Images from the Museum)
- Shapes worksheet
- Crayons
- Scissors
- Glue
- Construction Paper

## Images from the Museum

- Donald Penrod Olson, *Chelsea VI*
  - Andrew Smith, *Moon Pool*
- (Images are available in lesson plan or at [smofa.org](http://smofa.org))

## Utah Core Standards

### Math

#### Standard 1 Objective 3a

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)

### Visual Arts (Integrated Core)

#### Standard 3 Objective 3d

Make representations of things observed in the environment (drawing, painting, building structures with blocks, making models with clay.)

## Art Making Activity

Distribute the Shapes Worksheet to each of your students. Provide crayons and children's scissors to each table and give the students time to color and cut out the different shapes.

(Teachers may decide to pre-cut shapes from different colors of construction paper in order to make this easier for their students.)

Once your students have their shapes ready, have them clear off their workspaces.

Ask them to close their eyes and envision a car made out of shapes. Then give them time to use their shapes to build a car. Do the same with a variety of prompt (a car, a house, a boat, a computer, a robot etc.)

Explain how technology is all about building new objects from parts and shapes. Engineers use math and science to construct different objects from shapes.

Finally, have your students rebuild one of the prompts and then glue the shapes onto a piece of construction paper.

## Assessment

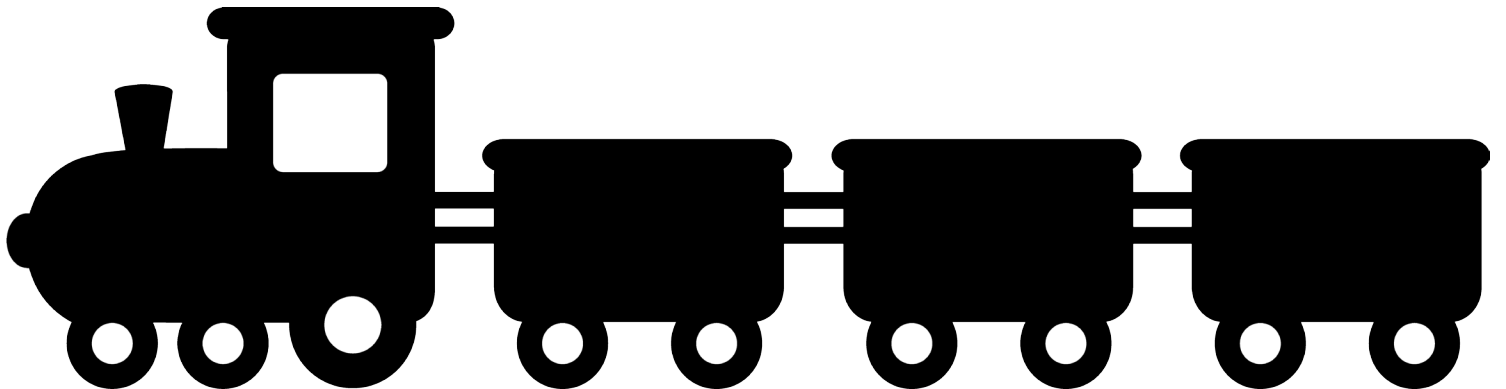
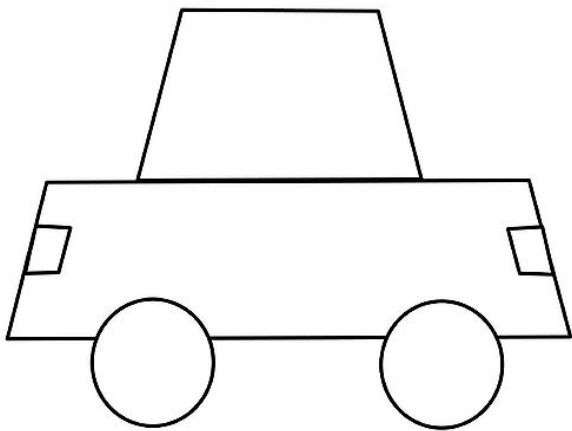
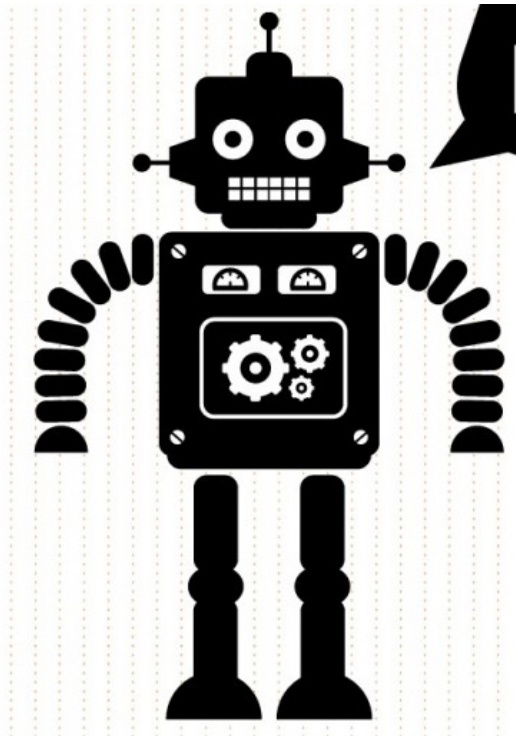
After students have finished gluing their shapes, give them time to present their artwork. Ask them to identify the shapes they included in their picture.

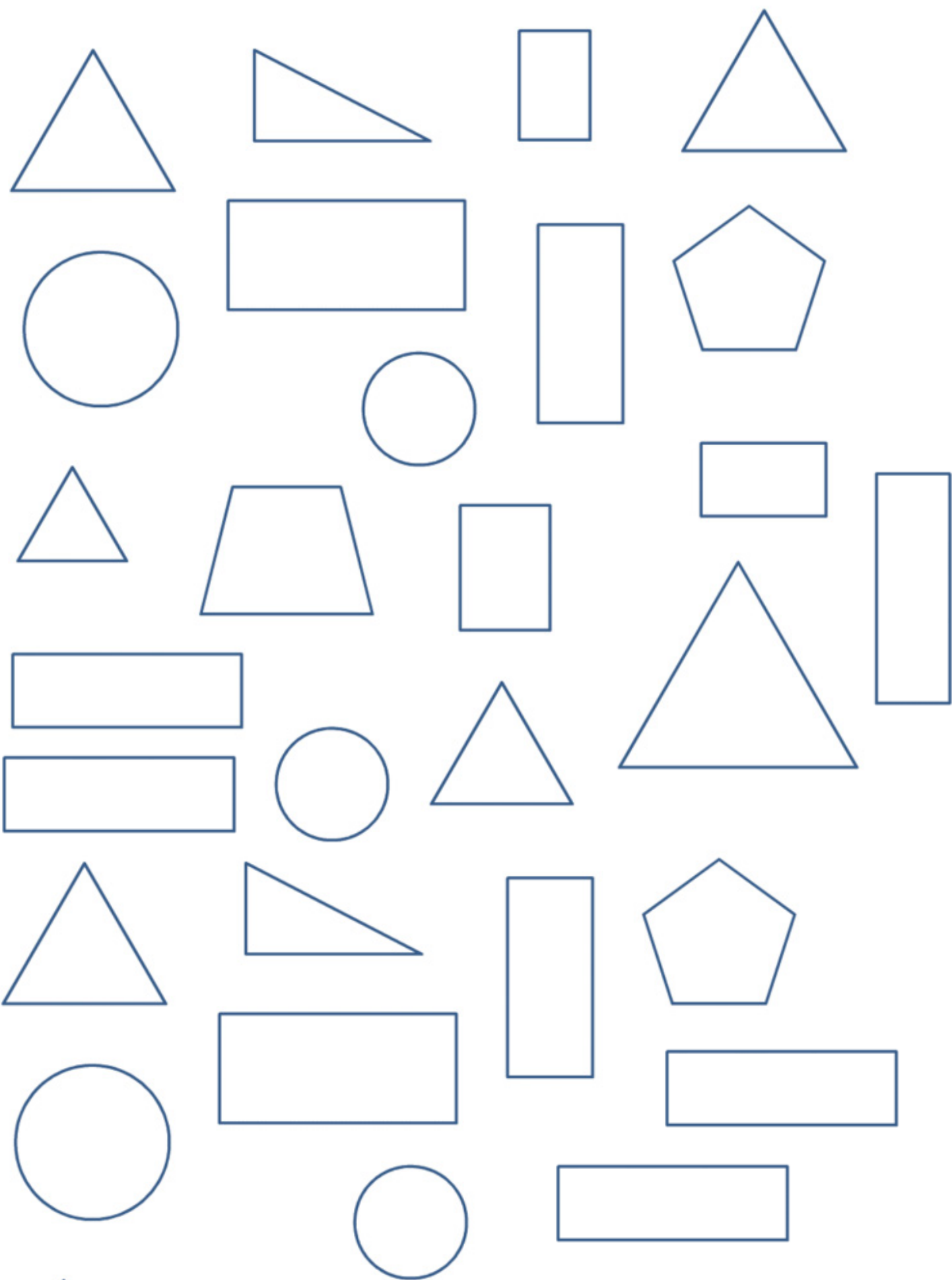
## Extension

If you have building blocks, give students time to construct different structures using block shapes. They can then draw pictures of their constructions!



Andrew Smith, *Moon Pool*, 2004









Donald Penrod Olson, *Chelsea VI* , 1980



Andrew Smith, *Moon Pool*, 2004