

## Unit Plan on the Element of Shape

Name: Kathleen Schmalz

Grade Level 4

**Big Idea:** Creative Expression is a means to explore and share one's identity within a community  
**First Peoples' Learning Principle** Learning requires exploration of one's identity. Learning ultimately supports the well-being of self, the family, the community, the land, the spirits, and the ancestors.

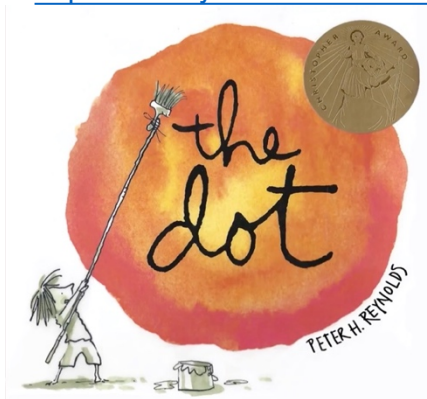
**Content Expectation:** Element of Design: Shape: complex shapes are made of simple shapes, shapes can be used to explore the Big Idea

### **Discovery Opening:**

Curricular Competency: Exploring and Creating: Create artistic works collaboratively and as an individual using ideas inspired by inquiry, experimentation and purposeful play.

Watch video for The Dot by Peter Reynolds

<https://www.youtube.com/watch?v=C1pw7PG7m1Q>



Students will be organized into 6 Groups:

### **Materials:**

6 large pieces of Bristol Board

Oil pastels

Water colour pencil crayons

Crayons

Paint

Straws

Small brushes or Q Tips

Other child-appropriate materials you can access

Instructions:

Students will be asked to create many different types and sizes of dots on their Bristol Board. The only criteria is that each child needs to create at least one dot and that all dots are accepted.

Formative Assessment:

Artist Circle:

Prompts:

How did you explore and your group work together to explore the idea of making a variety of dots? (Curricular Competency and Content)

Which dots are you curious about? Let's ask the artist which materials and processes they used.

Teacher makes notes on clipboard to revise further teaching. (Curricular Competency and Content)

**Consolidation of Learning:**

Critical Analysis Process:

Art works:

Yayoi Kusama: 'Naoshima Pumpkin'



Roy Henry Vickers: 'Lot of Bull'



Curricular Competency:

Communicating and Documenting: Describe and respond to works of art and explore the artists' intent

Description: How would you describe what you see? Tell about the actual image and a possible story behind it in one of these art works.

Analysis: Where do you see the element of shape in each art work. What kinds of shapes do you see, geometric or organic? Do you think the artist used shape to tell about themselves?

Cultural Context:

Roy Henry Vickers: born 1946

[https://en.wikipedia.org/wiki/Roy\\_Henry\\_Vickers](https://en.wikipedia.org/wiki/Roy_Henry_Vickers)

He owns and operates a gallery in [Tofino, British Columbia](#).

Vickers was raised in [Kitkatla](#), [Hazelton, British Columbia](#), and [Victoria](#), B.C. His father was a fisherman with First Nations Ancestry. His mother was a schoolteacher whose parents had emigrated from [England](#) and who was adopted into the [Eagle clan](#) at Kitkatla, B.C. (making Roy

also Eagle). His grandfather was a Kitkatla canoe-carver. The paintings and works that he has created reflect this mixed heritage as his work has many elements of the traditional art of the First Nations peoples of the Pacific Northwest, but keeps its own distinctive character.

<https://royhenryvickers.com/collections/original-prints>

Yayoi Kusama:



Roy Henry Vickers



Yayoi Kusama was born in 1929 in Japan. She creates sculpture, paintings and installations. but is also active in painting, [performance](#), film, fashion, poetry, fiction, and other arts. She is said to be one of the most important living artists who has come from Japan. She started working in Japan, yet in her late 20s went to New York but while there and with a promising art career starting, she began to see the dots she painted all over everything and had to go back to Japan. She has continued to work while living in a home for people with emotional challenges. She is very open about her health challenges and yet has continued to be a world famous artist.

[https://en.wikipedia.org/wiki/Yayoi\\_Kusama](https://en.wikipedia.org/wiki/Yayoi_Kusama)

Questions: What did you learn about how each of the artists shares something about themselves? Do you think one art work tells you more about the person who made it? Do you feel you can get to know the artist more by looking at the work?

Informed Point of View: Which type of use of shape interests you more? If you were going to make art work from shapes, would you use geometric, organic or a combination of shapes?

Practice:

Curricular Competency: Reasoning and Reflecting: Develop and refine ideas, processes.....to improve the quality of artistic creations.

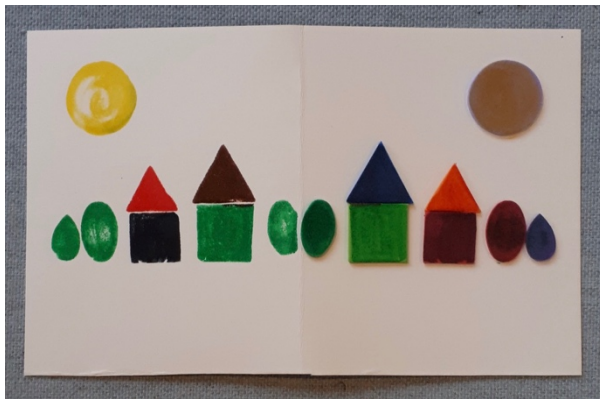
Foam Shape Prints

Materials: Crayola Felt Pens, ½ sheet of heavy paper folded in half, 9 foam geometric stickers.

Directions: students explore using simple shapes to make complex shapes while they make a picture or pattern with foam stickers on 1/4 sheet of heavy paper.



Colour the foam stickers with felt pens then fold the paper and press with the back of your hand to print.



If desired, the image can be cut in half and just the print could be used as your finished product.

Formative Assessment: Nonjudgmental Critique

Prompts:

- Find a piece that has an interesting foam sticker picture or pattern and tell us what interests you about it.
- Find a print that you find particularly successful and explain why
- How could this activity help you refine your ideas on how artists can use shape to explore ideas?

Inquiry:

Curricular Competency: Reasoning and Reflecting: Develop and refine ideas, processes.....to improve the quality of artistic creations.

Inquiry Challenge: Can you use shapes to create an art work that tells us something about you? It could be something you like to do, something about your family, or the place you live....or many other things.

**Students use any of the materials explored in the unit to make their own shape picture relating to the Big Idea.**

**Curricular Competency: Communicating and Documenting: Describe and respond to works of art and explore the artists' intent**

**When done they will answer 4 reflective questions about the process and product that arise from the Curricular Competencies.**

- 1) Explain what you have tried to say about your identity with your art work**
- 2) How did you use shape to tell your story?**
- 3) How did your exploration in a group and on your own help you to create your piece?**
- 4) What did you learn from the mentor-artists that assisted you in creating your piece?**

**Teacher will evaluate both the product of the work and the process as described in the written reflection and compare these to the stated goals of the unit using a rubric where a mark in the B range = competent understanding and ability to express considering age of students. This can be expanded to create a full rubric.**

**Either in the Critical Analysis in the group or afterwards in conversation with the teacher, student is able to discuss the concept of shape, simple and complex shapes and relate this knowledge to one or both of the artists' works.**

**Reflection and Final Piece: Student is able to use shapes to communicate an idea relating to one of their own communities and is able to write about this at a grade 4 level when answering the reflective questions.**