

Building a Klimt – Arts-Integrated Lesson

Name: Karolinka Peterka

Grade Level: 3rd

Content Area: Visual Art/Math

Date for Implementation: 5/29/14

Lesson Title: Building a Klimt
Small Group/**Whole Class**

Based on a lesson idea from KinderART: <http://www.kinderart.com/arthistory/klimt.shtml>

Art Goal: (VPA 3.1.5) Identify and describe elements of art in works of art, emphasizing line, color, shape/ form, texture, space, and value.

Math Goal: (CCM 3.G.1) Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

Content Objective: Students will identify and describe the colors, shapes, and patterns used in Klimt's *The Tree of Life*, and then use geometric shapes to create their own Klimt-style art piece.

Language Objective: Given a co-constructed word bank, students will orally describe colors, shapes, and patterns in the works of art.

Assessment:

Formative Assessment: During the class discussion and during individual interviews, I will check for student's understanding of colors, shapes, and patterns within a piece of art. I will check to see if they are using geometric vocabulary (rectangle, triangle, parallelogram, etc.)

- What stands out when you look at the painting?
- What elements of color can you identify?
- What shapes is the painting made out of?
- What patterns do you notice?

Summative Assessment: I will review the student art to see if they used patterns of shapes and colors within their art piece. I will also look at student work to see if the entire paper is filled with color/shapes/etc. Finally, I will ask students to name the shapes used within their artwork.

Materials:

- Image of *The Tree of Life*: <http://cultura.biografieonline.it/wp-content/uploads/2012/07/albero-della-vita-di-klimt.jpg>
- White construction paper (one per student)
- Small rectangles of various sizes cut out of black and white construction paper (enough for a handful per student)
- Other small shapes (triangles, parallelograms, trapezoids, etc.) cut out of colorful construction paper (enough for a handful per student)
- Markers
- Glue

Differentiation:

- Illustrated Word Bank – I will co-construct an illustrated work bank with the students that they can reference while they are talking about color, shapes, and patterns within the painting.
 - Color
 - Shapes
 - Patterns
 - Rectangle
 - Square
 - Triangle
 - Parallelogram
 - Trapezoid
 - Oval
 - Swirl
 - Circle
 - Additional words suggested by students
- Partner Talks – Allows all students to participate in discussion in a safe place while giving some students the opportunity to rehearse what they would like to say before sharing out with the whole class.
- Open-Ended – I will give students a structured task, but I will allow each student to approach creating their artwork in their own way. Every student will have the opportunity to interpret the task in their own way.

Instructional Sequence:**Introduction:**

1. I will tell the students that today they are going to be learning about geometry in art, and they will have time to create their own art. But before we can get started, we need to review some vocabulary words so that we have the right words to talk about both art and geometry in our lesson.
2. I will create a word bank using the words above. For each word I write, I will ask the students what it means. I will take several ideas and make sure that an accurate definition is created. Next, I will ask the students what I could draw that would help them remember the meaning of the word. I will draw the picture next to the word. I will also tell the students that this word bank can keep growing. If ever during our lesson they want to add a word, they will have the chance to do so.
3. Next, I will show students Gustav Klimt's *The Tree of Life*. I will give them a couple minutes to look at it. Then I will ask them some questions about what they see in the painting.
 - a. What stands out when you look at the painting?
 - b. What elements of color can you identify?
 - c. What shapes is the painting made out of?
 - d. What patterns do you notice?
4. I will allow students to partner talk to discuss some of these questions before opening up the discussion to the whole class. I will reference the word bank to make sure that students are using the correct vocabulary to describe the painting. Also, if words that are not included in the word bank come up, we will add them.
5. Finally, I will tell the students they now have the opportunity to create their own art piece that mimics Klimt's style. However, they will have to listen to instructions in order to know what they are doing. I will dismiss them back to their seats one by one. As they are dismissed, they will pick up a baggie of shapes and a piece of paper.

Body:

1. Once everyone has their materials, I will lead the students in some directions to get them started on their Klimt artwork. Because we are mimicking *The Tree of Life* I will tell them to start by drawing the outlines of the tree with their pencil. Using the doc cam, I will model drawing a thicker trunk and branches leading off from it. I will emphasize

that I am just showing them an example, but their tree can be as creative as they want it to be.

2. Next, I will show them how to add swirls to their tree branches. I will only model a few so that students get a visual, but I will allow students to cover their whole tree to fill it in. I will give them a couple minutes to sketch out their swirls. If students don't finish I will tell them that they will have time to finish during independent work, but I want to give everyone directions first.
3. I will tell the students that they will use the cutout shapes in their baggies to create a pattern in their artwork. They can add their shapes to any portion of their drawing. I will model sectioning off a portion to fill with triangles in a tessellated pattern. I will only glue down a few to give the students an idea. I will do the same using the rectangles. This time, I will emphasize that students can glue smaller white rectangles on top of larger black rectangles (or vice versa).
4. Again, I will let the students experiment with the shapes for a while. When it is time to move on, I will remind them that they will have time to finish during independent time after I have given all the instructions.
5. Finally, I will show how to use the markers to add detail, color, and enhance the patterns in their art pieces. I will trace my tree and add more geometric designs in between the shapes I have glued down.
6. Now, I will give students independent time to finish their artwork. I will remind them that they have to use geometric shapes and patterns within their artwork, and fill the entire space.

Closure:

1. After the students are finished with their art pieces, I will gather them on the rug again. They will all bring their artwork. First I will have them partner talk and share their artwork with their partner.
2. Next, I will ask them questions like I did in the beginning, but this time I will ask them questions about their own art pieces:
 - a. What colors/shapes/patterns did you use in your artwork?
 - b. What was similar between your artwork and Klimt's *The Tree of Life*? What was different?
3. I will allow them to partner talk before opening it up to a class discussion. I will ask students to share out what their partner did instead of what they did in their artwork.
4. I will allow some students to share their pieces with the whole class.