



A Serving of Shapes & Colors

Intermediate Grades Learning Plan—(1.5 hours)

SHEET #1 (Front)

Overview:

1. Review and shape names and definitions
 - a. Circle = all points equal from the center
 - b. Triangle = three sides and three angles
 - c. Square = four sides of equal length and all angles of 90 degrees
 - d. Parallelogram (Rhombus) = has four sides, with opposite sides parallel and equal in length
 - e. Trapezoid = has one pair of parallel lines and four sides
 - f. Hexagon = six sides
2. Explore real-world examples of shapes and colors
3. Observe how Bridget Riley uses shapes and colors in her work
4. Observe how Victor Vasarely uses shapes and colors in his work
5. Compare the works of Bridget Riley and Victory Vasarely
6. Create an art project using shapes

Supplies From Kit: (organized by learning plan section)

Engage	Explore	Explain	Elaborate	Extend
n/a	<u>Greedy Triangle</u> Book	Paper Plates	Pattern Blocks	<i>Big Blue</i> by Bridget Riley (Postcards)
		Pattern Blocks	Folders	<i>Movement in Squares</i> , by Bridget Riley
		Bandanas	Color Hue & Value Charts	<i>Zebege</i> by Victor Vasarely
		Color Hue & Value Charts		<i>Vega-Nor</i> by Victor Vasarely
				Rulers
				Buttons
				Intermediate Art Project Sample



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Supplies Provided by Consumer: (organized by learning plan section)

Engage	Explore	Explain	Elaborate	Extend
Scrap Paper	n/a	Chalk Board or White board or Flip Chart Paper (Optional)	n/a	White Paper (1 per participant)
Pencils		Writing Utensil for above item (Optional)		Pencils
				Markers

Preparation:

- 1) On a paper plate, place a combination of pattern blocks for a total of 6-8 items. We recommend putting a few unusual shapes, such as: trapezoid, parallelogram, hexagon, etc (Used in the Explain part.)
- 2) Set out piles of buttons and pattern blocks. (Used in the Explain part.)
- 3) Set out Builder/Architect signs. (Used in the Elaborate part.)
- 4) Read the Builder/Architect signs, so you are able to model the activity. Optional: Read the supplemental learning plan. (Used in the Explain part.)



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SHEET #2 (Front)

Engage: What Do You Know? (5 minutes)

Gather the participants together. Pass out pieces of scrap paper and pencils. Give the participants 2 minutes to draw and name all the shapes they know. Then use these questions to have a discussion about shapes.

What shapes do you know? Colors?

How do you know it is that shape?

Can you make any shapes with your hands?

Do you see any shapes around us? Colors?

Explore: Story Time (10 minutes)

Read book A Greedy Triangle. Encourage participants to listen for shape names, perhaps some that they did not write down.

Explain: Shapes & Colors (20 minutes)

Shapes

- 1) Discuss the shapes and shape descriptive words in the book.
- 2) Show the group the paper plate with the items on it you prepared before the session.
- 3) Give the participants 30 seconds to memorize the shapes on the plate.
- 4) Then cover up your plate with the bandana and pass out 1 plate to each participant.
- 5) Have the participants use the piles of buttons and pattern blocks put identical shapes on their plate, based on their memory of your plate. They can hide their plate with the bandana.
- 6) When they are done making an identical shape model on a plate, review shape names and definitions. (Optional: Record a drawing and shape name on a board/flip chart.)

Circle = all points equal from the center

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Hexagon = six sides



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CARD #2 (Back)

- 7) Have the participants repeat the activity in pairs, each coming up with his/her own plate model, if time permits.

Color

- 8) Explain the meaning of color, hue, and value, showing the appropriate charts.
- 9) Review some pages in the book discussing color, hue, value, and how they impact the participants.

Elaborate: Exhibit & Architect/Builder (20 minutes)

Color

- 1) Pass out the color hue and value charts. In the exhibit, have participants look for examples of colors on the charts. *Which color hue is there the most of? Least?*

Shapes

- 2) In the exhibit, look for examples of shapes. *Which shape is there the most of? Least?*
- 3) Model with one participant the Architect/Builder activity. (See signs or supplemental information.) In pairs, have participants complete the Architect/Builder activity.

Extend: Art (35 minutes)

- 1) Gather the participants together. Show pictures of Bridget Riley's work. Share brief life history and art genera. Have participants point out:
 - a. Shapes and colors
 - b. Which shapes repeat? Which do not?
- 2) Show pictures of Victor Vasarely's work. Share brief life history and art genera. Have participants point out:
 - a. Shapes and colors
 - b. Which shapes repeat? Which do not?
- 3) Discuss the artists' works by comparing and contrasting. *Are there any similarities in shapes or colors? Differences? How do you think the artists would regard each other's work?*
- 4) Introduce art project samples, and point out shapes.



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SHEET #3 (Front)

- 5) Using paper, rulers and pencils, have participants trace column's the ruler's width along the entire paper, beginning at paper's edge.
- 6) Trace at least 5 geometric shapes using the buttons.
- 7) Using a pencil put an X in the spaces that will remain white, alternating between columns and spaces.
- 8) Choose a marker to color the spaces without an X.
- 9) Erase the Xs when complete. If time permits, color the white spaces a complimentary color.

Sources:

Build It Festival: Teacher's GEMS Guide by Philip Gonsalves & Janie Kopp

Op Art-Math Learning Plan from Pattie Calola from Princeton Online