

# Lesson 14: Shapes in Art

## Standards Alignments

Addressing K.G, K.G.A.1, K.G.A.2, K.G.B.6

### Teacher-facing Learning Goals

- Describe shapes and the location of shapes.
- Put shapes together to form larger shapes.

### Student-facing Learning Goals

- Let's find shapes in art and use shapes to make our own art.

## Lesson Purpose

The purpose of this lesson is for students to put together shapes in a way that makes sense to them.

This lesson gives students an opportunity to look at the shapes in artwork from different cultures. Students may recognize some shapes that they have worked with throughout this unit and may also describe and use shapes that they are unfamiliar with. After looking at different examples, students make their own artwork with shapes. The title of each piece of art is provided because students may be interested in learning more about the artwork and the cultures they represent. The teacher may choose other artwork to share with the class that includes shapes that students can recognize.

The activities in this lesson can be done over the course of 2 lessons to allow students more time to explore and discuss the provided artwork and create and share their own artwork.

This lesson has a Student Section Summary.

### Access for:

#### Students with Disabilities

- Action and Expression (Activity 2)

#### English Learners

- MLR7 (Activity 1)

## Instructional Routines

Notice and Wonder (Warm-up)

### Materials to Gather

- Colored pencils, crayons, or markers: Activity 2

### Materials to Copy

- Shapes in Art (groups of 7): Activity 1

- Construction paper: Activity 2
- Glue: Activity 2
- Materials from previous centers: Activity 3

### Lesson Timeline

Warm-up	10 min
Activity 1	15 min
Activity 2	15 min
Activity 3	15 min
Lesson Synthesis	5 min

### Teacher Reflection Question

As you finish up this unit, reflect on the norms and activities that have supported each student in learning math. List ways you have seen each student grow as a young mathematician throughout this work. List ways you have seen yourself grow as a teacher. What will you continue to do and what will you improve upon in Unit 4?

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## Cool-down (to be completed at the end of the lesson)

 0 min

Unit 3, Section B Checkpoint

### Standards Alignments

Addressing K.G

### Student-facing Task Statement

Lesson observations

### Student Responses

- Recognize shapes that are the same regardless of orientation.
- Use positional words to describe the location of shapes.