
Color and Shapes Unit

Lesson 1-Color Mixing/Primary Colors
Lesson 2-Mixed Media Collage

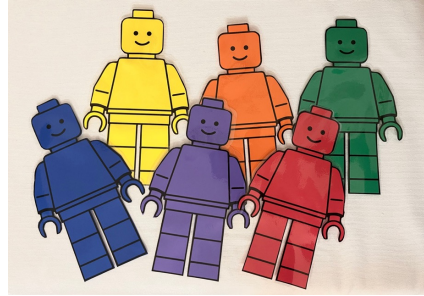
Presentation, Results, Lesson Plan

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Rhode Island College
Spring 2023

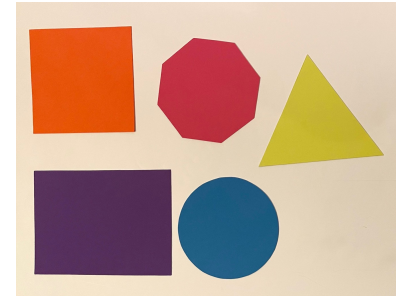
Lesson 1-Set up and Presentation Tools



Large Laminated Lego Friends



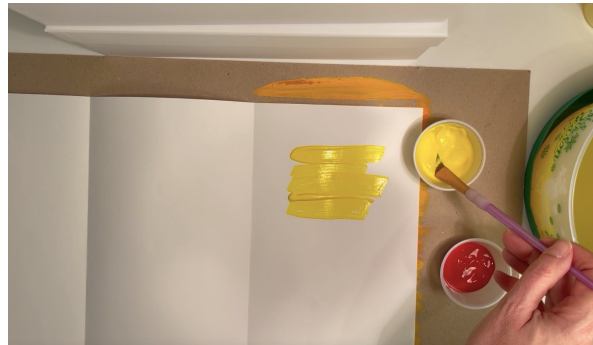
Large Foam Shapes



Screenshots of Lego Video



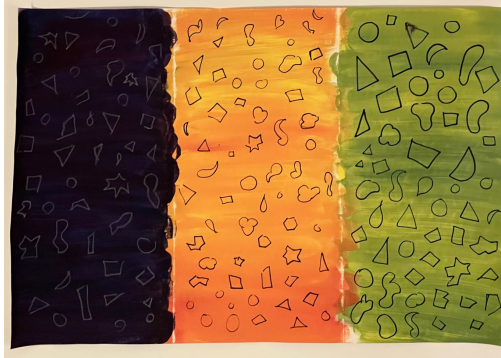
Snapshot of video created for demonstration.



Example to show a good size of shapes.



Poster size of Matisse collage.



Example of shapes that are too small.



Example of collage done with the cutout shapes.

Lesson 1-Color Mixing/Primary Colors

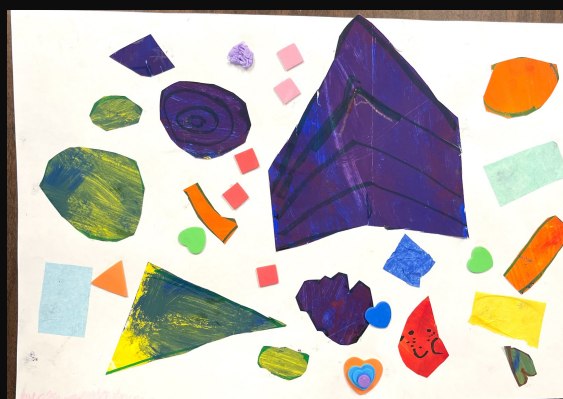


Lesson 2- Collage in Progress





Work of students that exceeded expectations.
They cut out various shapes, used a mix of materials, and utilized the space well.



Work of students that met expectations.



Work of students that struggled with cutting out shapes.
They were given the option of using additional materials to complete their collage.



COLOR & SHAPES ART LESSON PLAN

By: Marisol Martinez Kritikos

Art Lesson Title: Color Mixing/Primary Colors & Shapes

Overarching Lesson Goals:

1. By watching the Lego video with images and musical lyrics about primary colors, and participating in an interactive activity and class discussion about shapes, students will understand that *visual imagery influences understanding of and responses to the world.*
(NVAS Responding: Anchor Standard 7.2, Enduring Understanding).

2. Through the practice of using a paintbrush with care, scissors safety, and mindful use of paints, students will understand that *artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.*
(NVAS Creating: Anchor Standard 2.2, Enduring Understanding).

3. By mixing paint on paper, then drawing and cutting out shapes, students will understand that *artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.*
(NVAS Creating: Anchor Standard 2.1, Enduring Understanding).

Lesson Overview:

This lesson will help students learn about primary colors and begin learning basic mixing techniques to create secondary colors. Students will also learn about geometric and organic shapes. The lesson will begin with a short video of Lego friends singing about primary colors. After the video, the class will engage in an interactive activity/discussion about what the Lego friends helped us learn about color. Next students will watch a demonstration on how to mix the primary colors to create secondary colors. Students will be instructed to mix the primary colors as the whole class follows along in the step-by-step process. Day 2, students will be drawing shapes on their painted paper and then cut them out. Class will begin with a brief review about primary and secondary colors. Next students will be shown a poster size copy of Matisse's *The Codomas (Les Codomas)*. I will explain to the class that they will be creating art with their shapes similar to Matisse. Then students will engage in an interactive activity/discussion about geometric and organic shapes. This includes the use of large foam shapes and drawing organic shapes on the white board. Students will then be instructed to use markers and/or crayons to draw various shapes on their painted paper and then use scissors to cut them out.

Student Choices:

- The type and size of shapes.

Grade Level/Class: Kindergarten Students.

This lesson is designed for students in kindergarten. At this stage students are still developing fine motor skills. Handling a paintbrush and scissors will help further develop these skills. Both geometric shapes and Legos are used as visual instruction tools for student's math lessons. Students can connect this prior knowledge about shapes to expand their understanding of math concepts.

Time Frame: Two 45-minute class periods

Day 1: Lego video/Class Discussion (10 min.)

Painting (28min.)

Clean Up (7 min.)

Day 2: Color Review and Shapes Intro (8 min.)

Cut Out Shapes (30 min.)

Clean Up (7 min.)

21st Century Skills:

This lesson is teaching students how to use basic tools that will be useful for art making and for everyday experiences. Understanding and recognizing colors is a major part of how we see and process information. Colors are part of the basic foundation in learning how to view the world around oneself. Learning about colors helps students with visual memory of words and pictures and with so many aspects of life including coordinating outfits. They will develop creativity as they manipulate the paint to create secondary colors. Color mixing can help students gain critical thinking skills as they observe how colors blend together and learn to problem solve by adding more or less of a certain color to achieve a desired outcome. Understanding shapes allows students to be more in tune to the world around them as they make the connection between everyday objects and basic shapes. Students will learn critical thinking skills by making decisions about the shapes they will draw.

Groups of Students: Students' artistic abilities in this class will depend on prior art education experience. For this reason, there will be a range of skills among peers.

Groups of Students:

- **Advanced Group** – Students in this group can use a paintbrush and easily mix the paint correctly on the entire paper. This group is able to draw and cut various geometric and free form shapes on their own.
- **Emerging Group** – Students in this group will follow directions when mixing the paint on paper but may need reminders on how much paint to load their brush with. These students can draw and cut out basic shapes.
- **Modified Group** – Students in this group may struggle with the steps and process of mixing colors and/or drawing and cutting out their shapes. These students need consistent check ins, praise and encouragement as they work on each task. Students in this group will need significant one on one support as they work on each task. These students will get step by step instruction on how much paint to add, and how to hold the brush correctly when painting. This group will need additional demonstrations on how to use their scissors. Students in this

group will also benefit from simplifying the lesson down and having them focus on drawing and cutting out only a couple of shapes. They may also need additional time for each step.

Art Lesson Objectives:

As a result of instruction, students will:

Objective 1: (connects to Re: Responding)

Anchor Standard 7: Perceive and analyze artistic work.

Students will view a Lego video about primary colors and then draw various shapes on to their painted paper.

Objective 2: (connects to Cr: Creating)

Anchor Standard 2: Organize and develop artistic ideas and work.

Students will use a paintbrush to mix tempera paint on paper, and safely handle scissors when cutting out shapes.

Objective 3: (connects to Cr: Creating)

Anchor Standard 2: Organize and develop artistic ideas and work.

Students will create secondary colors by mixing primary colors and draw and cut out various geometric and/or organic shapes.

Evaluation documented on project checklist/rubric:

1. The student was able to draw a variety of shapes.
2. The student demonstrated handling all materials and supplies safely and with care.
3. The student was able to mix primary colors to create secondary colors, and draw and cut out shapes using scissors.

Essential Questions:

1. *What is an image? How do images influence our views of the world? (Responding: Anchor Standard 7.2) What did the Lego friends tell us about color? What happens when we mix primary colors?*

2. *How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? (Creating: Anchor Standard 2.2) How do we hold a paint brush? How do we clean our paint brush? How can we practice using our scissors safely?*

3. *How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? (Creating: Anchor Standard 2.1) What color do we get when we mix yellow and red? What color do we get when we mix yellow and blue? What color do we get when we mix blue and red? What will happen if you add too much of one color? How big should you draw your shapes? What will happen if you draw your shapes really small?*

Your Personal Stake: Whenever I paint, whether with acrylic, watercolors, or oil paint, the process of mixing paint has always felt like a magical experience. At this level, students will enjoy the process of the physical activities involved in painting as they watch the different colors appear when they mix the paint. Through this lesson I want students to learn basic techniques that will allow them to express themselves in a creative way. By drawing and cutting out shapes from painted paper, students will learn they can explore different ways to use materials when creating art.

Art Vocabulary and Definitions:

Primary Colors- Red, yellow, and blue are the primary colors. These colors can be combined to make secondary colors.

Secondary Colors- Orange, Green, and Purple are secondary colors. These colors are made by mixing two of the primary colors.

Shape- A shape is made by connecting lines.

Geometric Shapes- These shapes are created by using lines, angles, and points that connect with the exception of the circle which does not have sides. Examples of these shapes are a square, triangle, and a circle.

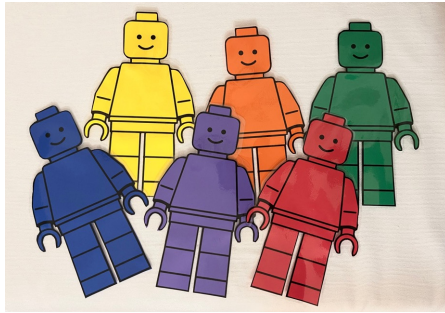
Organic Shapes- These types of shapes can be found in nature.

Supplies and Equipment needed:

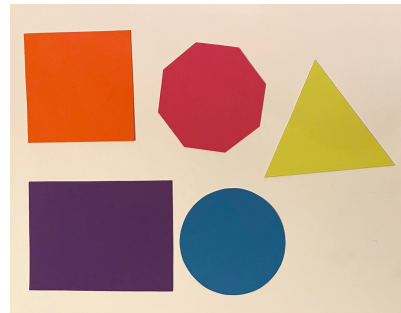
- Pencils
- Foam Shapes
- Scissors
- Paint Brushes
- Paper Plates
- Trays/Small plastic cups
- Tempera Paint-Red, Blue, Yellow
- Buckets for water.
- Laminated Paper Lego Figures
- 12x18" White Paper (pre-folded 3 sections)
- Newsprint/Newspaper to cover tables.
- Small paper bags to store shapes in.

Exemplary Artworks Focused Upon and Visuals

Large Laminated Lego Friends



Large Foam Shapes



Screenshots of Lego Video



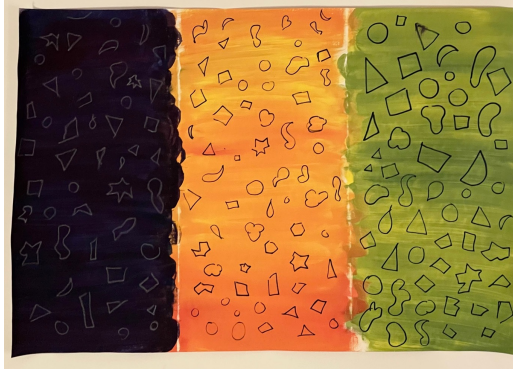
Example to show a good size of shapes.



Poster size of Matisse collage.



Henri Matisse, *The Codomas (Les Codomas)*, 1947



Example of shapes that are too small.

Note: I will also be modeling how to draw the shapes on the painted paper.

DAY 1:**Preparation Before Teaching:**

- Have tables set up and materials needed for for painting
- Have Lego video ready to play.
- Laminated Lego figures.
- Example of finished painted paper.
- Paint brushes in bucket to pass out.
- Lego coloring sheets.

Introductory Activity and any Pre-Assessment:

After viewing the Lego video, students will be asked what did the Lego friends tell us about colors. Then students will engage in an interactive class discussion about primary colors using laminated Lego friends as a visual teaching tool.

Art Lesson Activity and Formative Assessment:

1. After the painting demonstration, students will be instructed to hold up their brushes to show that they are able to hold it correctly, and then do a sweeping action as if painting.
2. Formative assessment will consist of student's responses to prompted questions about combining certain primary colors. I will also be walking around the room checking in with students as they apply paint on their paper.

Closure and Summative Assessment:

At the closure of class, students will be given a Lego figure coloring sheet and be instructed to use primary and/or secondary colors.

Clean-up Procedures:

Students will be instructed to put paint brushes in their bucket, bring their painted paper to the rack and throw away paper towels. Then students will wash their hands before returning to their table to work on a coloring sheet. Students will be prompted by table to line up when done.

DAY 2:**Preparation Before Teaching:**

- Have foam shapes accessible to display.
- Box of scissors to pass out.
- Have coloring sheets available for students who may finish early.

Introductory Activity and any Pre-Assessment:

There will be a brief review of the last class using the large laminated Lego figures. Next, I will show a poster size picture of Matisse's *The Codomas (Les Codomas)* to give students an idea/preview of what they will be using their shapes for. Next, as a class we will have an interactive discussion/activity about shapes. This includes using large foam geometric shapes and drawing

organic shapes on the whiteboard. As students engage through this interactive activity, they will learn that we can see shapes all around us.

I will ask the following Pre-Assessment Questions:

Can you name this shape? (several basic shapes will be used for visual aid)

What does octagon sound like?

How many legs does an octopus have?

Where have you seen this shape?

Art Lesson Activity and Formative Assessment:

1. Students will draw various shapes of their choice on their painted paper.
2. Formative assessment will consist of walking around the room and monitoring the students as they work.

Closure and Summative Assessment:

At the closure of class I will ask students the following questions:

What kind of shapes did you draw today?

What geometric shapes did you draw today?

Which colors are primary colors?

Which colors are secondary colors?

Clean-up Procedures:

Students will be instructed to put their shapes in their labeled bag, clean up their area, and put scraps at the end of the table before lining up. I will collect the scissors, and bags with shapes will be stored in a box labeled with the class code.

Accommodations for Students with Special Needs:

Individual student needs will be monitored throughout the lesson through observations of student performance (as ongoing formative assessments) to determine where teacher assistance or instructional modifications of the lesson are needed and will be provided. By also incorporating student-choice and focusing on the students' strengths and multiple intelligences, various learning styles will be used to accommodate all students. This can be accomplished by using various instructional and assessment strategies, such as giving choice options, allowing students to have more time, giving either highly detailed or simplified instructions, and having tasks broken up into manageable parts.

Unit Connection:

This two-day project is part of a grade K color and shapes unit. The shapes students cut out will be used for the collage in the next lesson.

Classroom Management: Before students arrive, the tables will be covered with newspaper. Pre-folded paper for painting, a water bucket, crayon bin, and paper towels will also be set on each table. As students arrive to class, I will instruct them not to touch materials on their table. After students are settled in their seats, I will remind them of the class expectations, such as no talking while the teacher is speaking, be good listeners and raise hands, no shouting out. I will start the lesson by getting students engaged and excited by informing them what the lesson for the day will be about. “Today boys and girls will be all about color! Some of my favorite colors. Let’s watch this video with some friends who will tell us more about these colors.” After the video I will ask students to share about what our Lego friends were singing about. Then I will inform students that they will be painting and do a demonstration. I will go over how to hold, load, and clean the brush correctly. After the demonstration, students will be instructed to write their name and class code on the back of their paper. Next students will be instructed to hold their brush up to show that they are able to hold it correctly, and then do a sweeping action as if painting. Students will be instructed that only one color will be used at a time, and reminded to clean the brush in between colors. Large laminated Lego figures in both primary and secondary colors will be used to engage the whole class as they give responses when prompted on which color the class will be mixing. Students will paint and mix the colors directly onto their paper, one section at a time. I will then walk around the room checking to see the progress and if anyone needs help or one on one direction. I will ask for a thumbs up if everyone has successfully mixed their color and is ready to move on to the next one. This will also help to make sure everyone is following along. Once students have finished their painting, they will be instructed to bring their paper to the drying rack, throw paper towels away, and then wash their hands. A Lego character coloring sheet will be given to students who finish early. On Day 2, Students will be given clear instructions and many visual tools will be used to make sure students understand what is expected of them. Each student will be given paper bags to label and store their shapes in. During clean up on both days, I will have students start the clean-up process once they complete their project. By staggering students in this way will prevent long lines at the rack and sink.

Technology Use/Connections:

YouTube

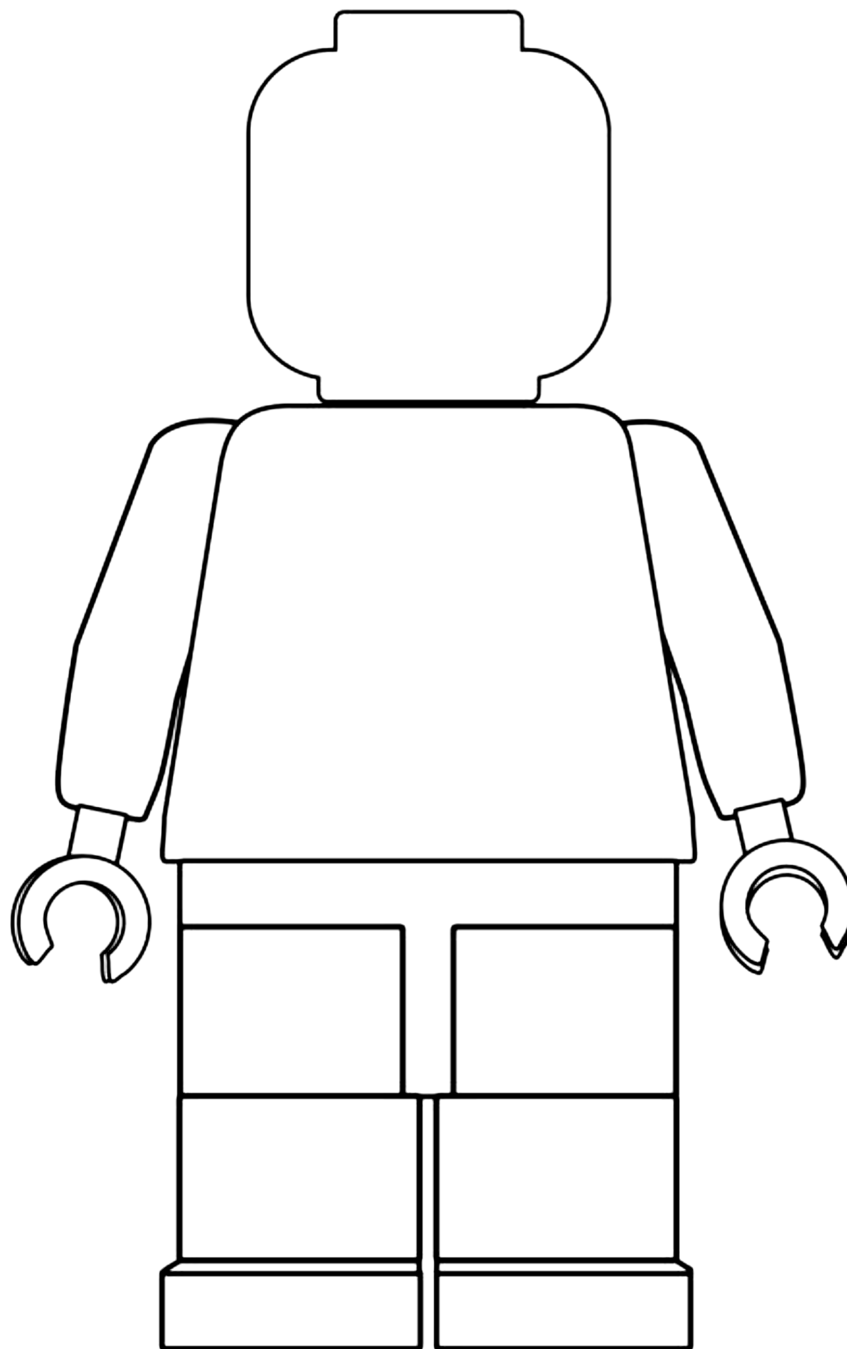
Google Classroom

Family Connections:

After students have completed their projects, their artwork will be saved and may be displayed at the school art show in May.

Name _____

Create your own Lego Character



Student Name _____ Class Period _____ Date Completed _____

Lesson 1-Color Mixing/Shapes

How well did the student do on each part of this project?	Exceeds Standards 4	Meets Standards 3	Working Towards 2	Needs Improvement 1	Incomplete 1
Painting	Student painted on the entire sections of paper and mixed all secondary colors correctly.	Student painted on the majority of the sections of paper and mixed two or more secondary colors correctly.	Student painted on minimal area of each section on the paper and mixed two secondary colors correctly.	Student painted on minimal area of each section of the paper and mixed one secondary color correctly.	Student was unable to mix colors or paint on paper.
Shapes	Student was able to draw a variety of geometric and organic shapes.	Student was able to draw basic shapes.	Student was able to draw a minimal number of basic shapes.	Student drew less than five shapes.	Student was unable to draw any shapes.
Cutting	Student was able to cut out a variety of geometric and organic shapes.	Student was able to cut out a variety of basic shapes correctly.	Student was able to cut out some shapes correctly.	Student was unable to cut out shapes correctly.	Student was unable to cut any shapes.

Final Score: _____ / 12

Resources for Art Content:Link to Lego Friends Video: https://youtu.be/mCu011vBw_k<https://www.splashlearn.com/math-vocabulary/geometric-shapes><https://www.henrimatisse.org/>

COLLAGE ART LESSON PLAN

By: Marisol Martinez Kritikos

Art Lesson Title: Mixed Media Collage

Overarching Lesson Goals:

1. By watching a picture book video about Henri Matisse, and participating in a class discussion about his techniques, students will understand that *visual imagery influences understanding of and responses to the world.*

(NVAS Responding: Anchor Standard 7.2, Enduring Understanding).

2. Through the practice of safely and mindful use of glue, students will understand that *artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.*

(NVAS Creating: Anchor Standard 2.2, Enduring Understanding).

3. By using painted cut out shapes and various materials to create art, students will understand that *artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.*

(NVAS Creating: Anchor Standard 2.1, Enduring Understanding).

Lesson Overview:

Students will create a collage using tactile materials such as tissue paper, foam shapes and their painted cut out shapes from their previous lesson. The lesson will begin with a brief review of what the students did during the last class. Then I will show students a picture of Matisse's *The Codomas (Les Codomas)* which they also viewed last class. I will remind them that they will be creating art similar to Matisse's. Next students will watch a video of *Henri's Scissors* picture book by Jeaneatte Winter, and then engage in a brief class discussion about Matisse and how he created his art. Students will be given their shapes on a paper plate and instructed to place their shapes on their paper. Once all of the students have their shapes where they want, I will do a demonstration on how to glue the shapes carefully. On Day 2, students will use, tissue paper and foam shapes to further develop their collage. I will begin the lesson with a brief review and explain to the class that they will continue to work on their collage. Next I will do a demonstration on how to manipulate the tissue paper and how to glue down the materials.

Student Choices:

- Which shapes and materials they want to use and placement of materials.

Grade Level/Class: Kindergarten Students.

This lesson is developmentally appropriate for kindergarten students. Using painted cutout and foam shapes and gluing them down will help students build their craftsmanship skills. This type

of activity will keep learners at this stage fully engaged as they explore using different tactile materials while creating their collage.

Time Frame: Two 45-minute class periods

Day 1: Matisse picture book video and class discussion (8 min.)

Gluing demo (2 min.)

Students place and glue shapes (35 min.)

Clean Up (7 min.)

Day 2: Review and materials demo (8 min.)

Manipulate and glue materials (30 min.)

Clean Up (7 min.)

21st Century Skills:

This lesson is teaching students how to use various materials for their art making including painted shapes they made in previous lesson. Students gluing shapes on to paper will help further develop fine motor skills. Students will develop creativity and problem-solving skills as they explore different ways to manipulate materials to achieve a desired outcome. Students will learn critical thinking skills by making decisions about which materials they use, and the placement of the different materials they use for their collage.

Groups of Students: Students' artistic abilities in this class will depend on prior art education experience. For this reason, there will be a range of skills among peers.

Groups of Students:

- **Advanced Group** – Students in this group will be mindful and strategic with placement of shapes. They will know how to use a glue stick and apply enough glue to their shapes, making the craftsmanship of their work neat. This group will handle materials carefully and use various techniques when manipulating additional media.
- **Emerging Group** – Students in this group have no trouble using a glue stick and will be careful when gluing their shapes. They will be able to manipulate materials as demonstrated but may need some reminders and specific direction with tasks.
- **Modified Group** – Students in this group may struggle with gluing their shapes and manipulating additional materials. They may need additional demonstrations and consistent check ins and guidance as they work.

Art Lesson Objectives:

As a result of instruction, students will:

Objective 1: (connects to Re: Responding)

Anchor Standard 7: Perceive and analyze artistic work.

Students will view a story book video about Henri Matisse and then arrange shapes they created to on to their paper.

Objective 2: (connects to **Cr: Creating**)

Anchor Standard 2: Organize and develop artistic ideas and work.

Students will use a glue stick to glue their shapes and other materials on to their paper.

Objective 3: (connects to **Cr: Creating**)

Anchor Standard 2: Organize and develop artistic ideas and work.

Students will create a collage with their painted shapes and additional materials.

Evaluation documented on project checklist/rubric:

1. The student was able intentionally arrange their painted shapes on to their paper.
2. The student demonstrated using a glue stick properly when gluing their shapes and additional materials on to their paper.
3. The student was able to complete a collage.

Essential Questions:

1. *What is an image? How do images influence our views of the world? (Responding: Anchor Standard 7.2) How did Matisse create his art after becoming ill? What is a collage?*

2. *How do artists and designers care for and maintain materials, tools, and equipment? (Creating: Anchor Standard 2.2) How do we use glue mindfully so that we don't waste it or make a mess?*

3. *How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? (Creating: Anchor Standard 2.1) How did you decide where to place your shapes? What do you like most about your collage? Why is that the favorite part of your collage?*

Your Personal Stake: One of my favorite ways to create art since I was a young girl, is by using different tactile materials. I want the students to have the opportunity to explore ways of creating art with a mix of media. Through this lesson students will learn different art techniques that will help them express their creativity. They will gain an understanding that there are many ways artists create art. Students will also learn that everyone can be creative regardless of any disabilities they may have.

Art Vocabulary and Definitions:

Collage- A piece of art made by sticking different materials on to paper or other surface.

Primary Colors- Red, yellow, and blue are the primary colors. These colors can be combined to make secondary colors.

Secondary Colors- Orange, Green, and Purple are secondary colors. These colors are made by mixing two of the primary colors.

Shape- A shape is made by connecting lines.

Geometric Shapes- These shapes are created by using lines, angles, and points that connect with the exception of the circle which does not have sides. Examples of these shapes are a square, triangle, and a circle.

Supplies and Equipment needed:

- Glue Sticks
- 12x18" White Paper
- Foam Shapes
- Pre-Cut Color Tissue Paper

Exemplary Artworks Focused Upon and Visuals



Snap shot of video of *Henri's Scissors* picture book.



Poster size picture of Matisse's *The Codomas (Les Codomas)*



Example to show class of shapes glued down.

DAY 1:**Preparation Before Teaching:**

- Have *Matisse's Scissors* picture book video ready to play.
- Collage Examples
- Poster Size Matisse Art
- Matisse Painting Coloring Sheet

Introductory Activity and any Pre-Assessment:

After viewing *Matisse's Scissors* picture book video, students will engage in a class discussion about Matisse and his technique. As a class we will discuss what is a collage.

Art Lesson Activity and Formative Assessment:

1. Students will decide where to place their shapes on their paper and once finished will glue them down.
2. Formative assessment will consist of walking around the room checking in with students as they work on placing their shapes on the paper. Then checking in with each student as they glue down the shapes.

Closure

I will let students know they will be given a Matisse painting coloring sheet to color once they have put their collage on the rack and washed their hands.

Clean-up Procedures:

Students will be instructed to put their collage on the drying rack, throw away small scraps and then wash their hands before getting their coloring sheet.

DAY 2:**Preparation Before Teaching:**

- Colorful pre-cut tissue paper in containers.
- Foam shapes in containers.
- Students painted shapes.

Introductory Activity and any Pre-Assessment:

There will be a brief review of the last class. Next, I will show an example of a collage with additional materials added and demonstrate how to manipulate materials before gluing. Then I will show the class how to glue down these materials. Students will be given pre-cut tissue paper and be instructed to try different ways of manipulating the material before adding it to their collage. Students will also be given foam shapes and have the choice to add materials they like to their collage.

Art Lesson Activity and Formative Assessment:

1. Students will use additional materials and decide what to add to their collage.
2. Formative assessment will consist of walking around the room and monitoring the students as they work.

Closure

At the close of class while students are in line at the door, I will ask students to the following questions:

What did you create today?

What is a collage?

What do you like most about your collage?

Why is that the favorite part of your collage?

Clean-up Procedures:

Students will be instructed to put their collage on the rack, wash their hands and line up.

Accommodations for Students with Special Needs:

Individual student needs will be monitored throughout the lesson through observations of student performance (as ongoing formative assessments) to determine where teacher assistance or instructional modifications of the lesson are needed and will be provided. By also incorporating student-choice and focusing on the students' strengths and multiple intelligences, various learning styles will be used to accommodate all students. This can be accomplished by using various instructional and assessment strategies, such as giving choice options, allowing students to have more time, giving either highly detailed or simplified instructions, and having tasks broken up into manageable parts.

Unit Connection:

This two-day project is part of a grade K color and shapes unit. Students will incorporate painted shapes they created in previous lesson.

Classroom Management: After students are settled in their seats, I will remind them of the class expectations, such as no talking while the teacher is speaking, be good listeners and raise hands, no shouting out. Students will be instructed to write their name and class code on the back of their paper. Students will be given a plate with their shapes and be given glue after they have figured out the placement of their materials on the paper. Students will be instructed to put their artwork on rack and wash hands once they are done with project. Staggering students during cleanup time will prevent long lines at the rack and sink.

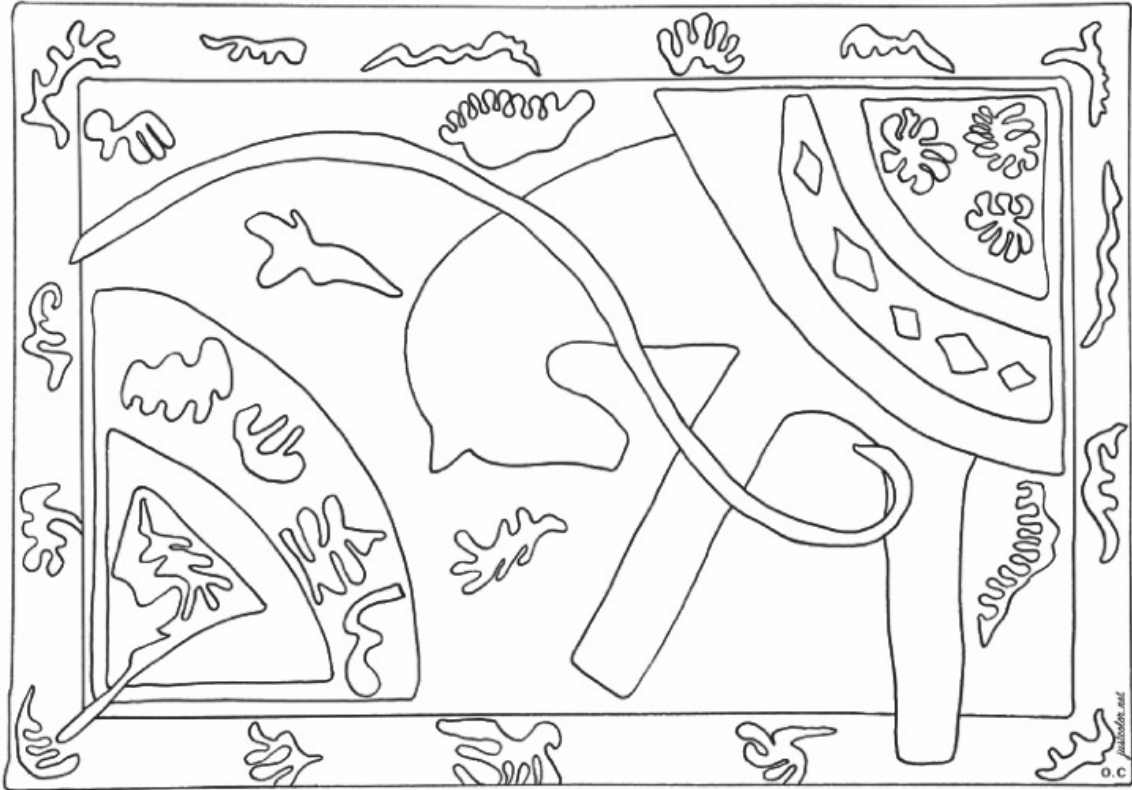
Technology Use/Connections:

Google Classroom

Family Connections: After students have completed their projects, their artwork will be saved and may be displayed at the school art show in May.

Coloring Sheet

Name _____



Henri Matisse - The Horse, The Rider and the Clown (1947)

Student Name _____ Class Period _____ Date Completed _____

Lesson 2-Mixed Media Collage

How well did the student do on each part of this project?	Exceeds Standards 4	Meets Standards 3	Working Towards 2	Needs Improvement 1	Incomplete 1
Gluing	Does not have extra glue and pieces are glued flat and neatly.	May use a little extra glue than needed and some pieces not glued completely flat.	There is some extra glue on paper and many pieces are not glued completely flat.	There is extra glue on paper and pieces are not glued flat.	Student was unable to glue painted shapes and additional materials.
Additional Materials	Student added a variety of colored tissue paper and foam shapes to their collage and in a creative way.	Student added some colored tissue paper and foam shapes to their collage.	Student added a small number of additional materials to their collage.	No additional materials were added to collage.	Student was unable to add additional materials.
Composition	Student used entire space of paper well and placement of shapes create a balanced composition.	Student used the majority of space on the paper well.	Student did not use space well on their paper.	Student left the majority of space on their paper empty.	Student was unable to complete their collage.

Final Score: _____ / 12

Resources for Art Content:*Henri's Scissors* by Jeaneatte Winter<https://youtu.be/-eRSTBK1USg><https://www.henrimatisse.org/>