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# ABSTRACT ART

## Geometric Shapes Composition




Presentation, Results, Lesson Plan

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Rhode Island College  
Spring 2023

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## PRESENTATION SLIDES

Take note of these art vocabulary words during the slide show.

Art Vocabulary			
Abstract			
Abstract Art			
Geometric Shapes			
Overlapping Shapes			
Illusion			
Composition			
Pattern			
Color Palette			

**ABSTRACT**

**Abstract Art**

**Geometric Shapes**

**Overlapping Shapes**

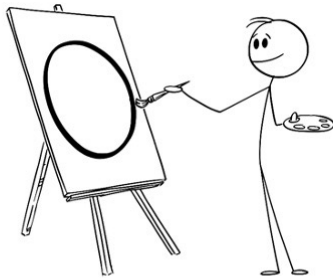
**COMPOSITION**

**Illusion**

**Pattern**

**Color Palette**

*Today you will be creating Abstract Art*



**ABSTRACT ART**

### **Abstract Art**

- Does not represent a real object, person, place or thing.
- This type of art has lines, shapes, and colors.
- It's about what the artist feels and thinks rather than what they see.

**ABSTRACT**

**geometric**

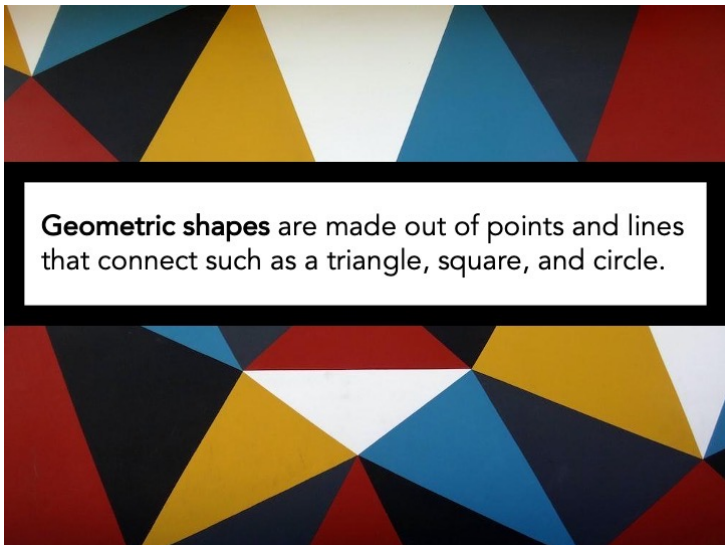
**ART**

**SHAPES**

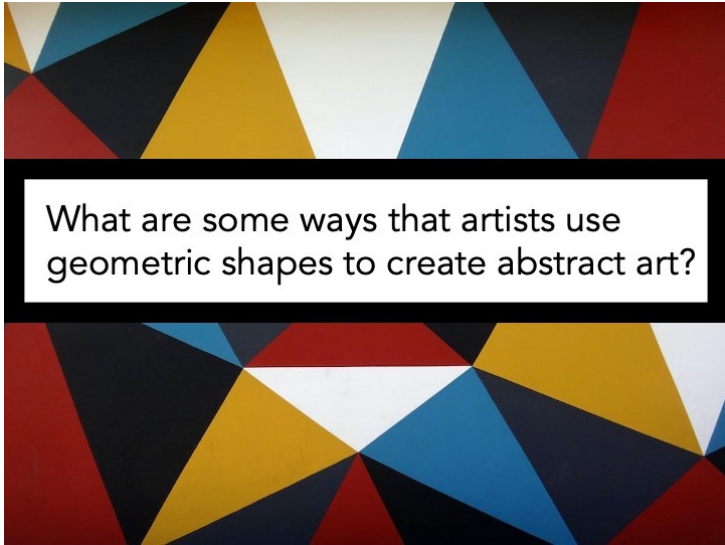




What are Geometric shapes?



**Geometric shapes** are made out of points and lines that connect such as a triangle, square, and circle.



What are some ways that artists use geometric shapes to create abstract art?

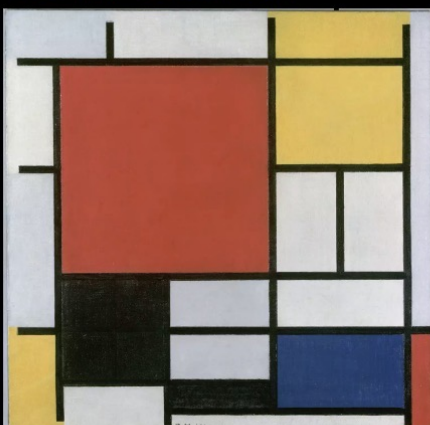
## Overlapping Shapes



Vasily Kandinsky, *Several Circles (Einige Kreise)*, 1926

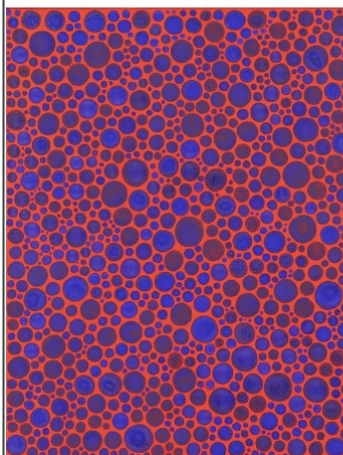


## COMPOSITION



Piet Mondrian, *Composition with Large Red Plane, Yellow, Black, Grey and Blue*, 1921

## Pattern



Yayoi Kusama, *Dots-Obsession*, 2005

## Size of Shapes

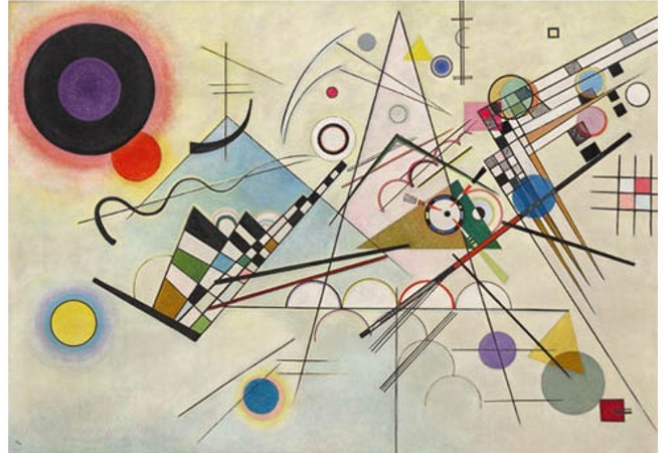


Kumi Sugai, *Signal C.* (1919-1996)



Kumi Sugai

## Variety of Geometric Shapes



Vasily Kandinsky, *Composition 8*, 1923

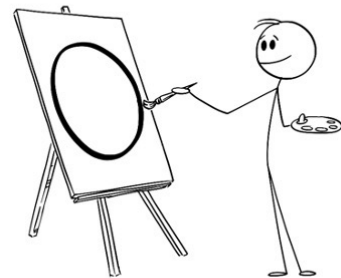
## Color Palette



Sarah Morris, *Globo (Rio)*, 2013, Household Gloss Paint on Canvas

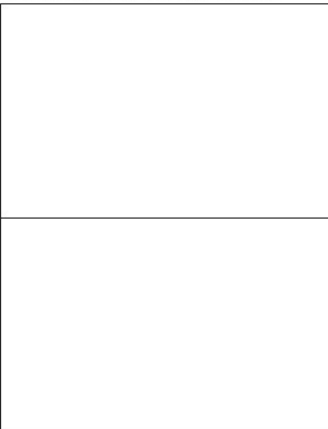


*Today you will be creating Abstract Art*



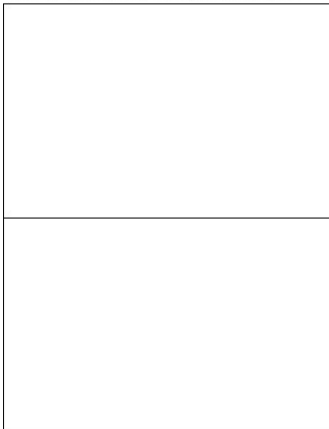
### Brainstorm Design Ideas

Create a design using the same geometric shape.



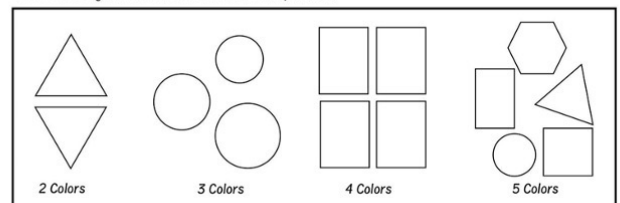
Create a design using various geometric shapes.

Create a repeated design using geometric shapes.

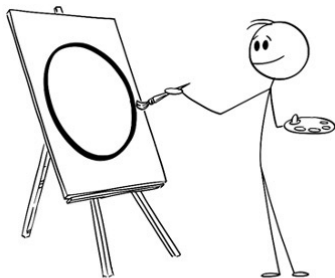


Create a design using different sizes of geometric shapes. Include big shapes and small shapes.

Choose colors you like to create different color palettes.



# Art Vocabulary Team Challenge



## Art Vocabulary Team Challenge

Match each word to the definition on the right.



Abstract Art

Geometric Shapes

Overlapping Shapes

Illusion

Composition

Pattern

Color Palette

1 Tricks us into seeing something differently than how it actually exists.

2 A design that repeats

3 The way in which different parts of an artwork are combined or arranged.

4 This type of art does not represent real things. It uses colors, lines, and shapes to make images that express feelings.

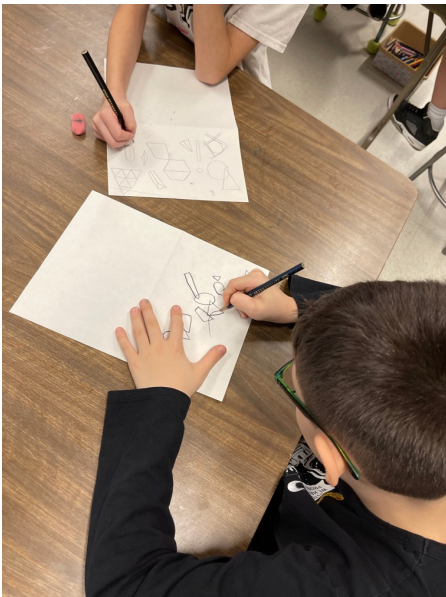
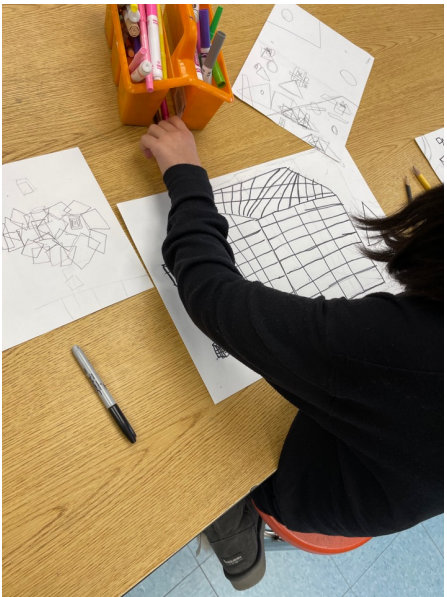
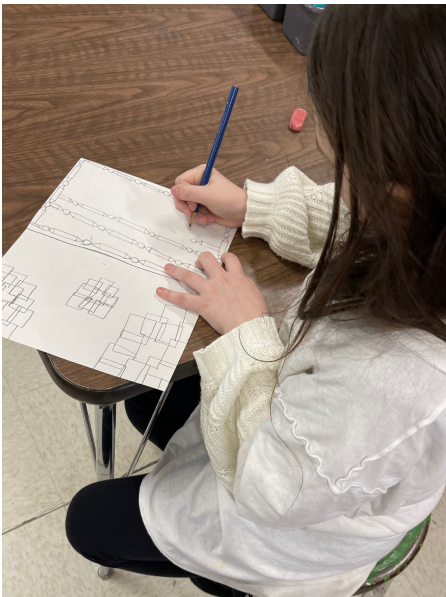
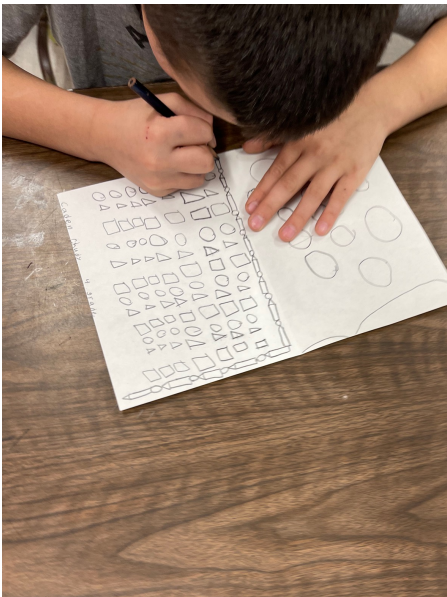
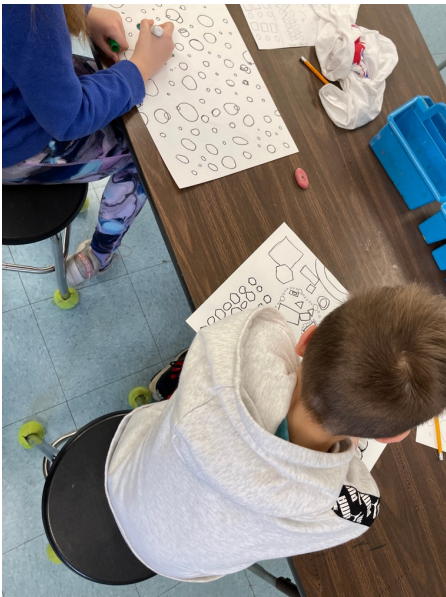
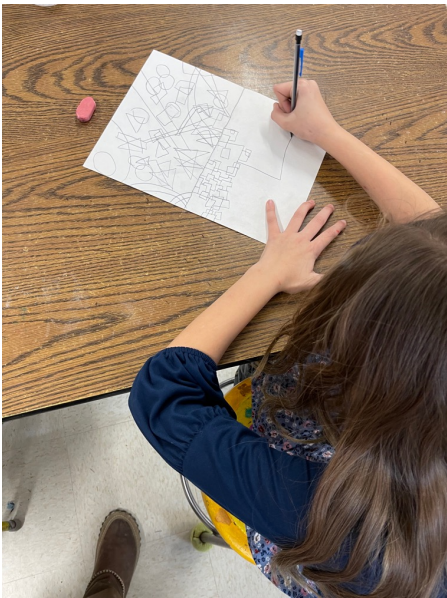
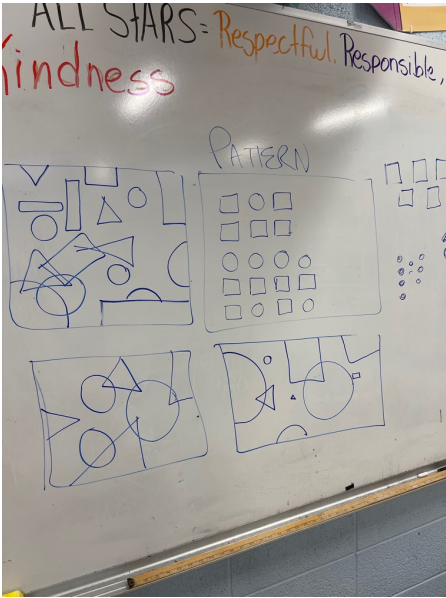
5 A set of colors used together in a design or artwork.

6 The placement of shapes over one another in order to create the illusion of depth.

7 These shapes are made out of points and lines that connect such as a triangle, square, and circle.

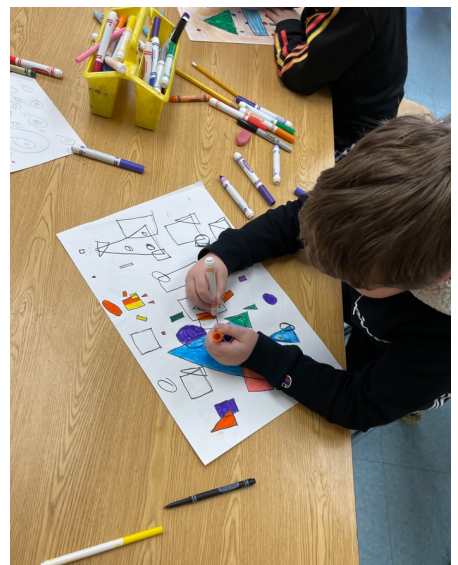
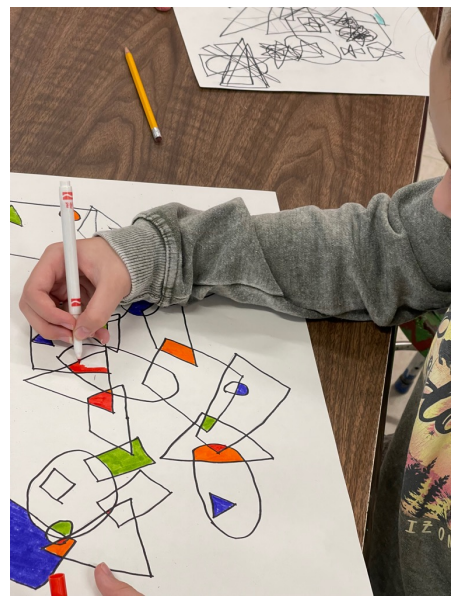
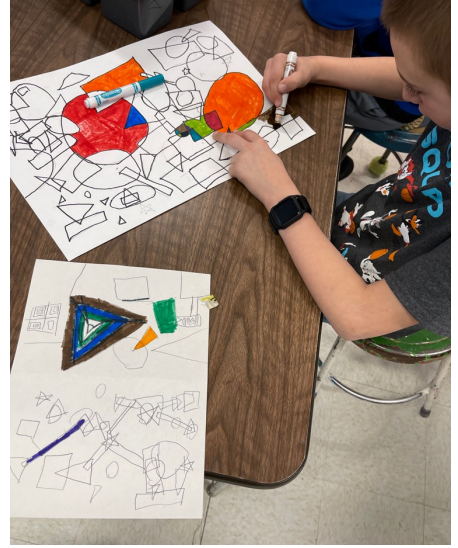
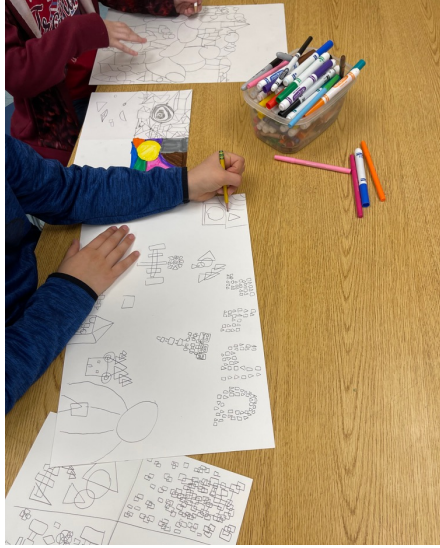


Pre-Assessment-Brainstorming and sketching Ideas based on worksheet prompts.



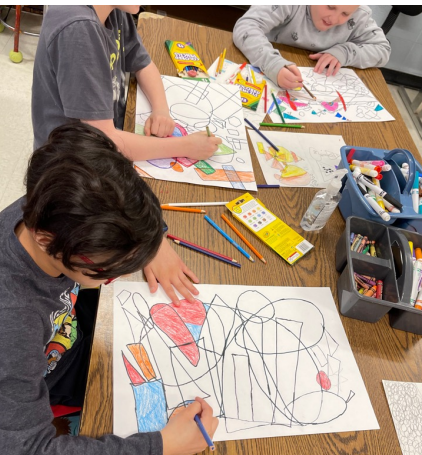


## Developing Ideas

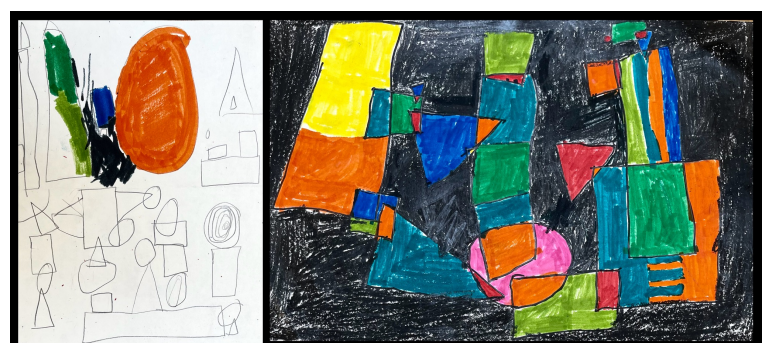
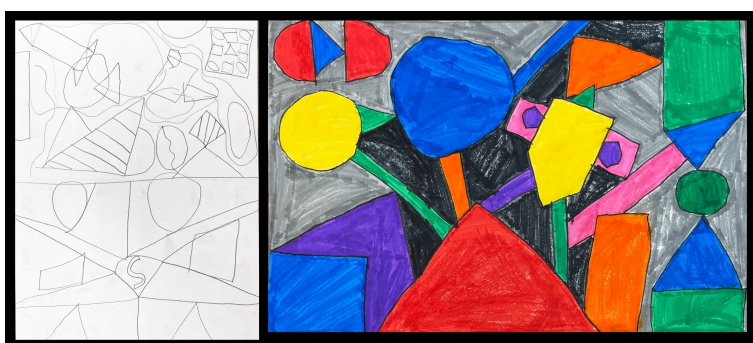
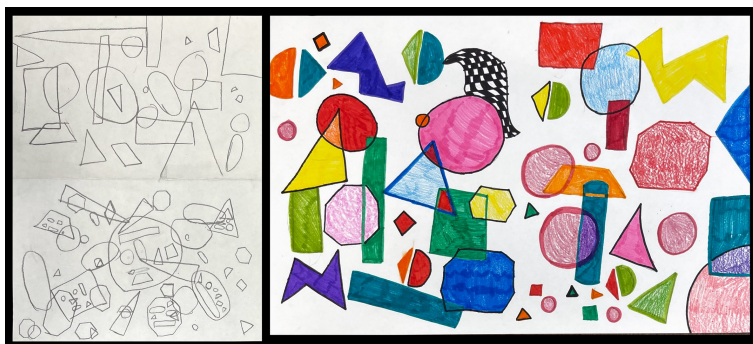
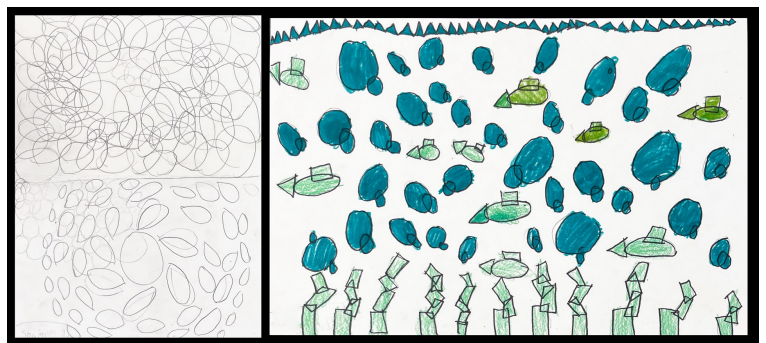
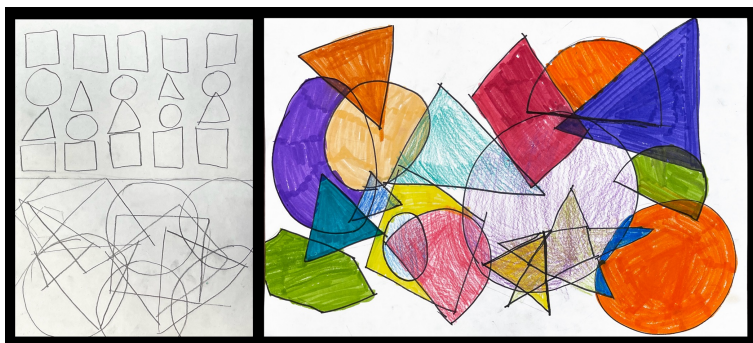
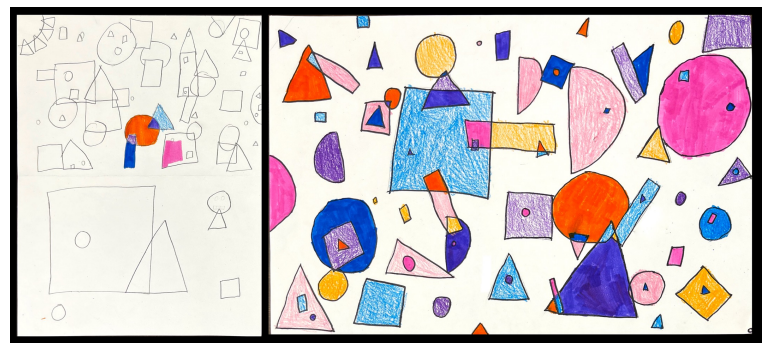
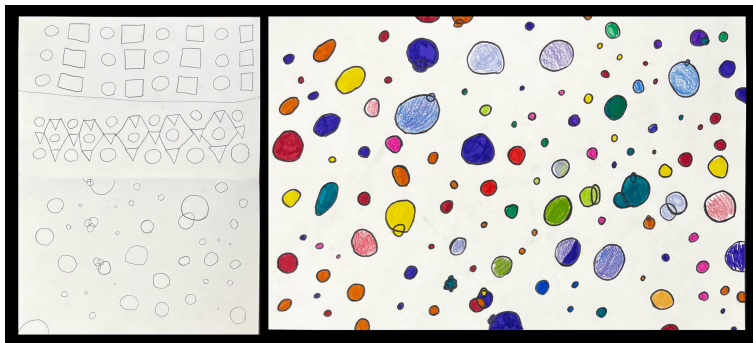




In process work and critique.

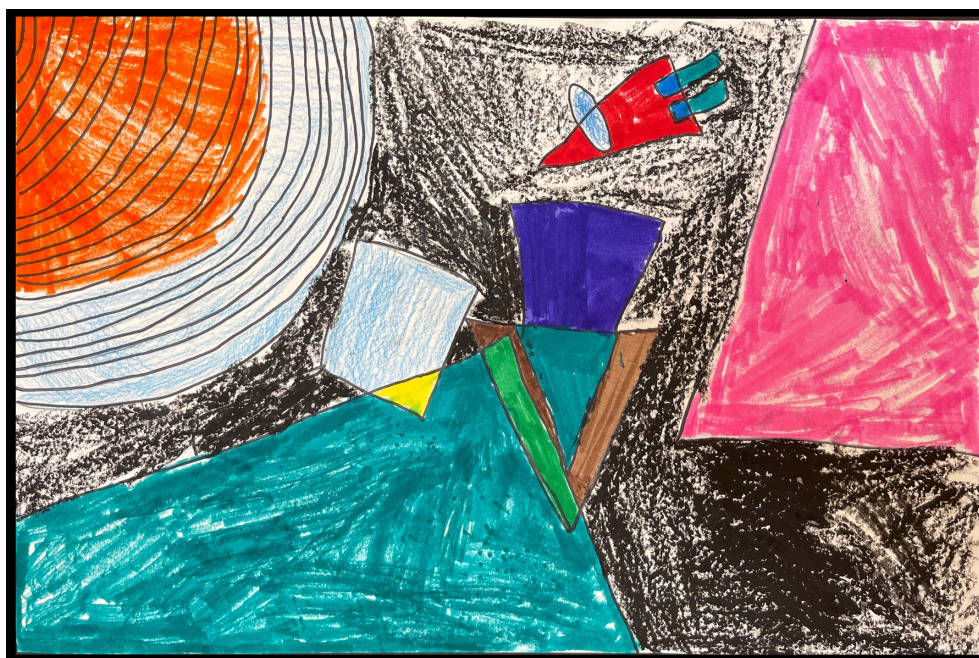






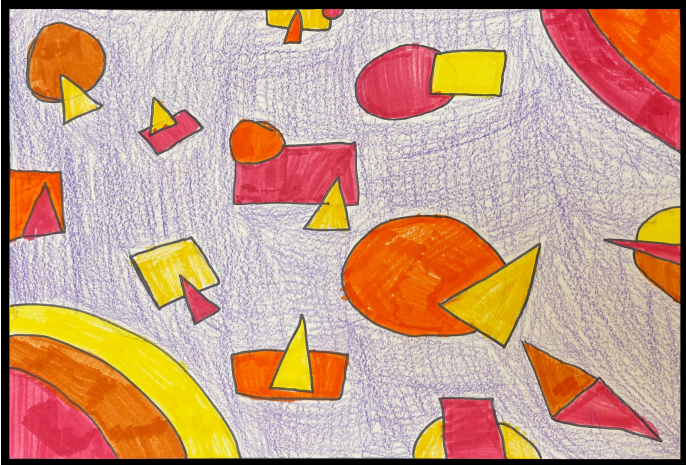
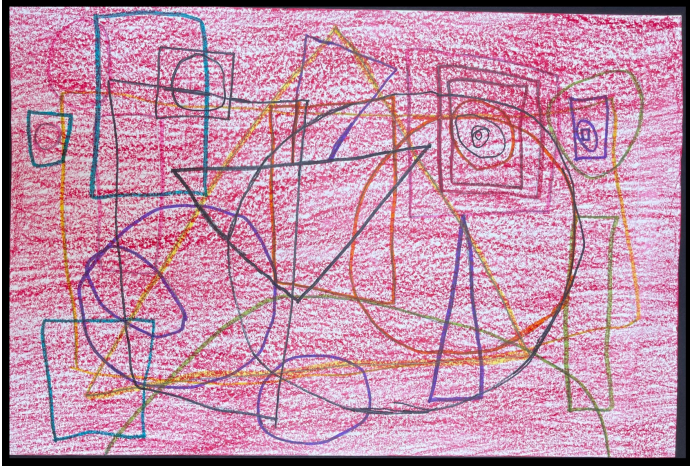
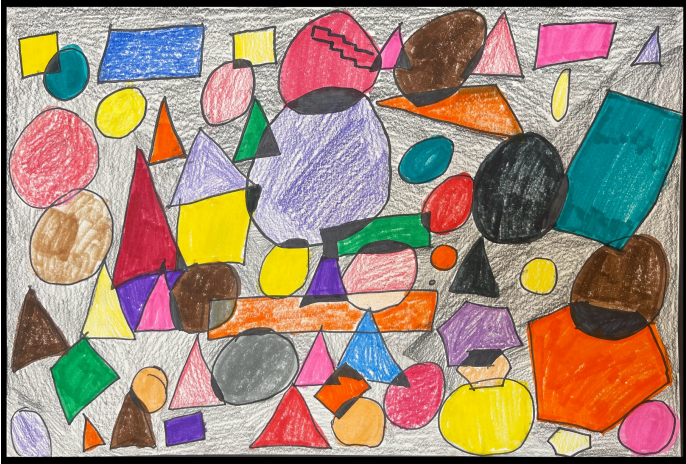
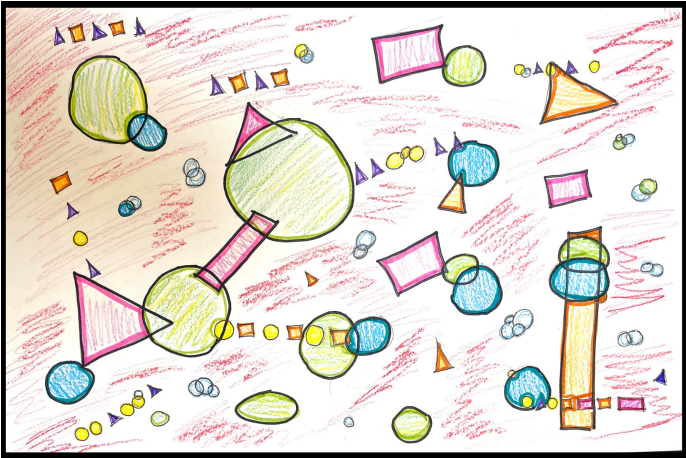


Work of students who exceeded expectations.



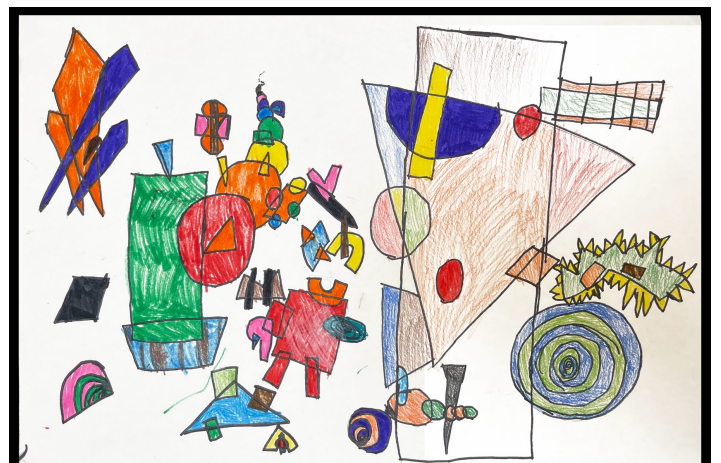
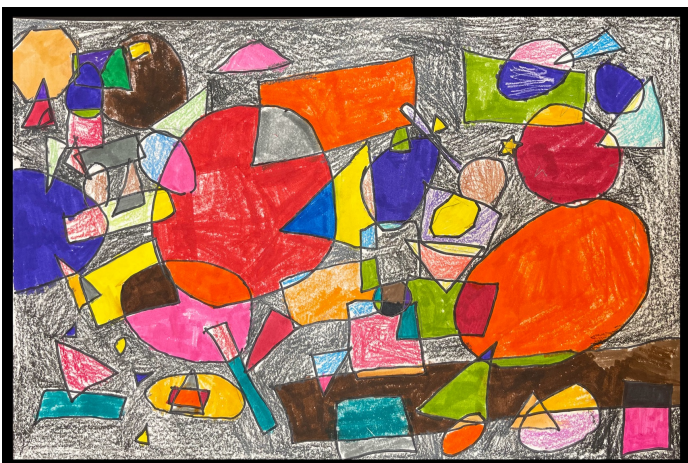
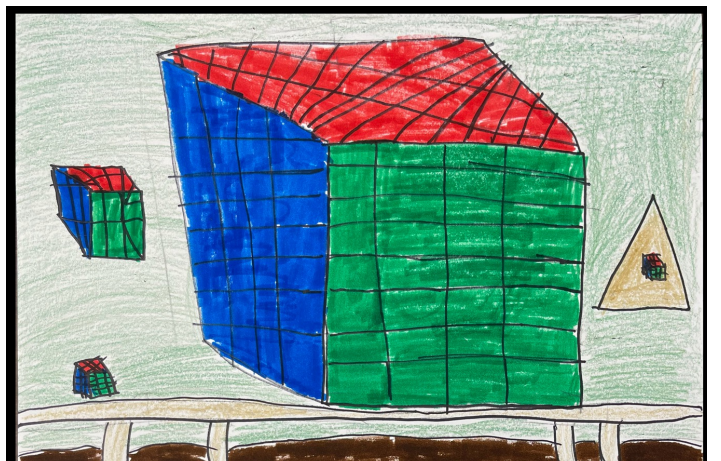
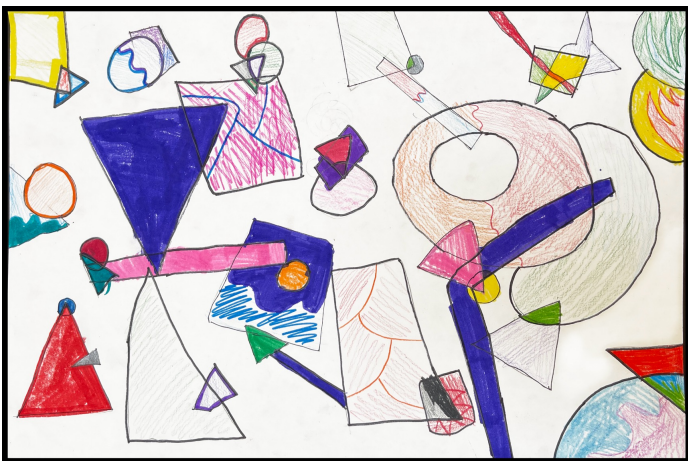
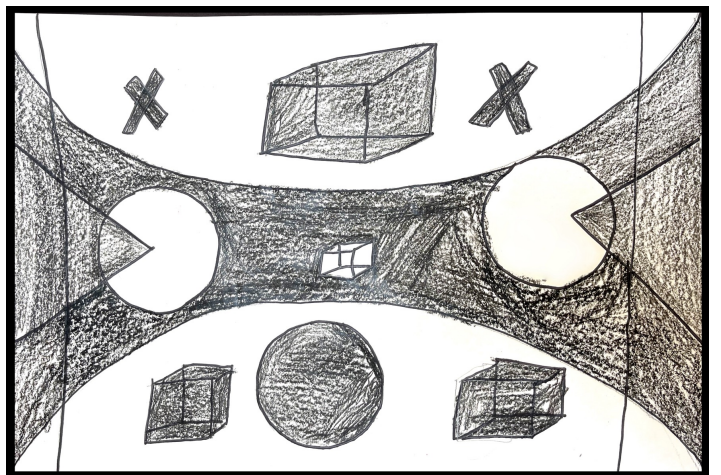
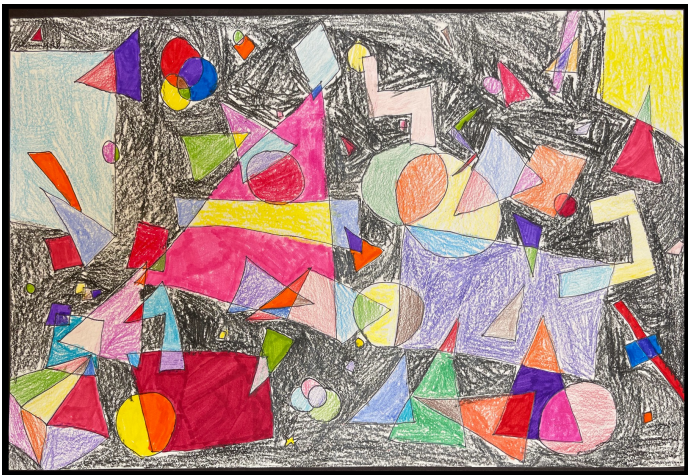


Work of students who met expectations.





Work of students who met expectations.





## **ABSTRACT ART LESSON PLAN**

**By: Marisol Martinez Kritikos**

**Art Lesson Title:** Geometric Shapes Composition

*(Students will create an abstract drawing using geometric shapes)*

### **Overarching Lesson Goals:**

1. *People evaluate art based on various criteria.*

*(NVAS Responding: Anchor Standard 9.1, Enduring Understanding).*

2. *Creativity and innovative thinking are essential life skills that can be developed.*

*(NVAS Creating: Anchor Standard 1.1, Enduring Understanding).*

3. *Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.*

*(NVAS Creating: Anchor Standard 3.1, Enduring Understanding).*

### **Lesson Overview:**

Students will create an abstract drawing by using geometric shapes. Day 1, the lesson will begin with a Google Slide presentation. Students will view abstract art created by various artists and engage in a class discussion. They will be instructed to take note of vocabulary words during the slide show to prep for an art vocabulary team challenge game. After the presentation, the class will be instructed to draw different designs on a practice sheet based on ideas and techniques discussed. Day 2, there will be a brief review and students will be asked to look at a student examples and participate in a class critique. During this time students will be asked to identify some of the techniques used to create these compositions. After the critique students will work on a 12x18" abstract drawing. Day 3 and 4, Students will continue to work on refining, adding color, and finishing their abstract art piece.

### **Student Choices:**

- Single or Multiple Shapes
- Type of Design
- Color Palette

**Grade Level/Class:** 4<sup>th</sup> Grade Students

Prior to this lesson students in this class were working on a Square 1 Art project. Some common themes in the drawings were food, landscapes and animals. Students began by doing a drawing of their idea on plain paper with a square shape guide to help students maintain the correct dimensions. Then they were instructed to redraw their design on a special Square 1 sheet of paper. Students started with a pencil drawing then used a sharpie to outline the drawing before adding color. Through this Square 1 project, students learned about design and creating specific designs for products that their family might purchase as part of a fundraiser. Abstract art is a new concept to these students; however, they are familiar with geometric shapes from their math

class. They have also recently worked on projects that involve symmetry, and positive and negative shapes. For this abstract art lesson students will be using a similar process to the Square 1 Art when creating their drawings from start to finish.

**Time Frame:** Four 45-minute class periods

Day 1: Slide Show (10 min)

Students will do abstract design initial ideas. (30 min)

Cleanup (3 min)

Day 2: Review (5 min)

Students start 12x18" Abstract Piece (35 min)

Cleanup (3 min)

Day 3: Review (5 min)

Refine and Complete 12x18" Abstract Piece (35 min)

Cleanup (3 min)

Day 4: Refine and Complete 12x18" Abstract Piece (30 min)

Art Vocabulary Team Challenge (10 min)

Cleanup (3 min)

### **21<sup>st</sup> Century Skills:**

Students will make connections as to how artists use different methods when creating art and the process of looking at and refining their art as well. They will learn critical thinking skills by brainstorming ideas and deciding on which geometric shapes to use and how they will develop their composition. They will gain creativity as they use different techniques learned to create their abstract art. Students will learn communication skills as they share their thoughts and hear their peers' comments during critique of student examples.

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

- **The *Advanced* Group** – Students who have more advanced art skills may add a variety of more complex shapes and use several techniques they learned. They may also want to add more details to their compositions.
- **The *Emerging* Group** – Students in this group can create their designs using a variety of shapes and complete tasks as planned in the lesson.
- **The *Modified* Group** – Students in this group may need to be guided along with more feedback and guidance. These students might need to work in a more simplified way and have additional time to complete this project.

**Art Lesson Objectives:**

As a result of instruction, students will:

**Nat'l Core Arts  
Standard #:****Objective 1: (connects to Re: Responding)***(NVAS # 9.1)*

*Apply criteria to evaluate artistic work.*

Students will view abstract art done by various artists and engage in a class discussion about ways artists use geometric shapes and techniques to create abstract art.

**Objective 2: (connects to Cr: Creating)***(NVAS # 1.1)*

*Generate and conceptualize artistic ideas and work.*

Students will brainstorm and draw design ideas and develop color palettes on a practice sheet.

**Objective 3: (connects to Cr: Creating)***(NVAS # 3.1)*

*Refine and complete artistic work.*

Students will create a 12x18" abstract art drawing by using geometric shapes.

**Evaluation: A project checklist will be used to document students' progress, and summative assessment will be based on rubric.**

1. The student participated in class discussion, critique and art vocabulary team challenge.
2. The student completed four design ideas and color palette options on their practice sheet.
3. The student completed a 12x18" abstract art design using geometric shapes.

**Essential Questions:**

1. *What is an image? Where and how do we encounter images in our world? (Responding: Anchor Standard 9.1) What is abstract art? What are some ways that artists use geometric shapes to create abstract art?*
2. *What conditions, attitudes, and behaviors support creativity and innovative thinking? How does collaboration expand the creative process? (Creating: Anchor Standard 1.1) How did brainstorming ideas on the practice sheet help you when creating your final design? How does hearing your classmates feedback help improve your art work.*
3. *What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? (Creating: Anchor Standard 3.1) What was the most challenging part of this art project? How did you overcome that challenge? What did you learn through the process of creating this type of art?*

**Your Personal Stake:** This lesson will help students to get a better sense of how artists use their creativity to express their ideas in different ways. I want students to learn that there are many ways to create art. At this level students are becoming more critical of themselves as they compare their drawing skills to their peers. By using basic shapes to create abstract art students

do not feel as intimidated to draw because they are not expected to render a realistic image. The concepts in this lesson also expands students understanding of principles of art and design.

### **Art Vocabulary and Definitions:**

Abstract– existing in thought or as an idea but not having a physical or concrete existence.

Abstract Art- Abstract art does not represent real things. It uses colors, lines, and shapes to make images that express feelings.

Pattern– a design that repeats. These designs can be made by repeating shape, line, or color.

Illusion–tricks us into perceiving something differently than how it actually exists.

Color Palette–a set of colors used together in a design or artwork.

Geometric Shapes- these shapes are made out of points and lines that connect such as a triangle, square, and circle.

Composition–is the way in which different parts of an artwork are combined or arranged.

Overlapping Shapes –the placement of objects over one another in order to create the illusion of depth.

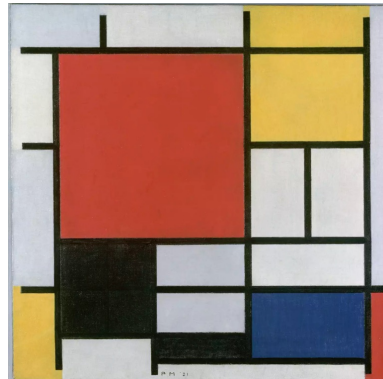
### **Supplies and Equipment needed:**

- Pencil
- Ruler
- Markers
- Crayons
- Coloring Pencils
- Sharpies
- 9x12” White Drawing Paper
- 12x18” White Drawing Paper

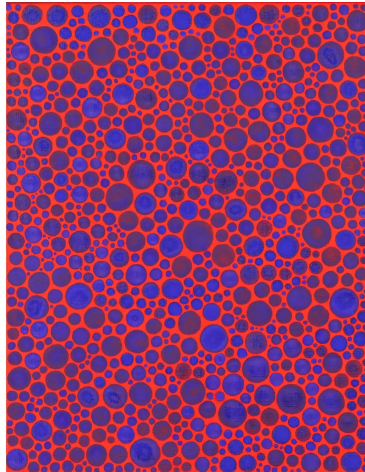
## Exemplary Artworks Focused Upon and Visuals



Vasily Kandinsky, *Several Circles (Einige Kreise)*, 1926



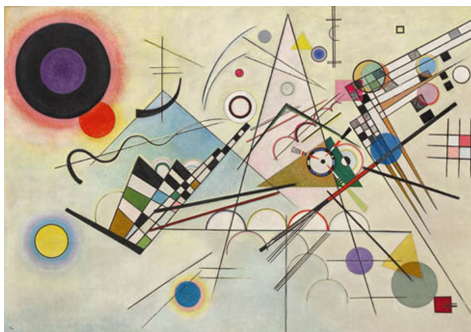
Piet Mondrian, *Composition with Large Red Plane, Yellow, Black, Grey and Blue*, 1921



Yayoi Kusama, *Dots-Obsession*, 2005



Kumi Sugai, *Signal C. (1919-1996)*



Vasily Kandinsky, *Composition 8*, 1923



Sarah Morris, *Globo (Rio)*, 2013

**Diversity of Art Content:** Exemplary artworks include the work of both male and female artists.

## **DAY 1:**

### **Preparation Before Teaching:**

Set up Google Presentation.

### **Introductory Activity and any Pre-Assessment:**

During the first class we will look at the Google slide show presentation. Students will be informed that at the end of the lesson they will participate in an art vocabulary team challenge, and to pay close attention during the slide show for the specific words. The questions prompted during slide show will help inform where students are at with understanding the ideas presented.

The following questions will be asked during the slide show:

*What does abstract mean?*

*What is abstract art?*

*What are geometric shapes?*

*What are some ways that artists use geometric shapes to create abstract art?*

### **Art Lesson Activity and Pre-Assessment and Formative Assessment:**

1. After the slide show students will be asked to fold their 9x12" drawing paper in half and follow prompts as to what type of design they will create in each section of their paper. (I will be modeling what is expected by drawing examples on the white board)
2. Formative assessment will consist of walking around the room checking in with students as they work on brainstorming design ideas on their practice sheet.

### **Clean-up Procedures:**

Students will put away markers and crayons in buckets on their table. Helpers will collect materials they distributed when instructed during clean up time. Students will also be instructed to place their practice sheet at end of the table to be collected by the helper who passed out the drawing paper.

## **DAY 2:**

### **Preparation Before Teaching:**

Set up Google Presentation.

Display examples of student work.

### **In Process Critique**

The class will start with a review of last class and art vocabulary introduced in the slide show. Next, the class will view student examples and asked the following questions:

*What are some techniques you notice in the students' work? Which one do you find the most interesting and why?*



Then students will be instructed to look at their practice sheet and think about the type of design they want to use for their final 12x18" abstract drawing. Students will have the choice to use designs from their practice sheet to expand on an idea, combine ideas, and/or or start a new design.

#### **Art Lesson Activity and Formative Assessment:**

1. Students will start working on their 12x18" abstract art piece in pencil.
2. Formative assessment will consist of walking around the room and monitoring the students as they work.

#### **Clean-up Procedures:**

Students will put away markers and crayons in buckets on their table. Helpers will collect materials they distributed when instructed during clean up time. Students will be instructed to place their practice sheet on top of their final artwork and placed at end of the table to be collected by the helper who passed out paper.

### **DAY 3:**

#### **Preparation Before Teaching:**

Set up Google Presentation. (Art Vocabulary Review)

Display examples of student work.

#### **Introductory Activity:**

The class will start with a brief review, including the art vocabulary for the team challenge game.

#### **Art Lesson Activity and Formative Assessment:**

1. Students will continue working on their 12x18" abstract art piece.
2. Formative assessment will consist of walking around the room and monitoring the students as they work.

#### **Clean-up Procedures:**

Students will put away markers and crayons in buckets on their table. Helpers will collect materials they distributed when instructed during clean up time. Students will be instructed to place their practice sheet on top of their final artwork and placed at end of the table to be collected by the helper who passed out paper.

### **DAY 4:**

#### **Introductory Activity:**

The class will start with a brief review, including the art vocabulary for the team challenge game.

#### **Art Lesson Activity and Formative Assessment:**

1. Students will finish working on their 12x18" abstract art piece.

2. Formative assessment will consist of walking around the room and monitoring the students as they work.

**Closure and Summative Assessment:**

Students will participate in an art vocabulary team challenge game.

**Clean-up Procedures:**

Students will put away markers and crayons in buckets on their table. Helpers will collect materials they distributed when instructed during clean up time. Students will be instructed to place their practice sheet on top of their final artwork and placed at end of the table to be collected by the helper who passed out paper.

**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 four-day project would appropriately fit into a larger 4<sup>th</sup> grade color/design unit.

**Classroom Management:** Students will be working independently on their abstract art and then with a partner when doing the art vocabulary team challenge. A bucket of crayons and markers will be placed on each table for students to share. Helpers will distribute pencils, erasers, and paper in the beginning of class and collect these materials when instructed during clean up time. Students will get a sharpie after I look over their final design and are ready to outline. At the end of class students will be instructed to place their practice sheet on top of their final artwork and placed at end of the table to be collected by the helper who passed out paper. Students will be prompted to line up once materials and tables are clean.

**Technology:**

A Google slide show presentation will be shown to students to introduce the lesson and develop their understanding of the content and expectations for this lesson. This slide show will be available for students in their 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.

<b>How well did the student do on each part of this project?</b>	<b>Exceeds Standards 4</b>	<b>Meets Standards 3</b>	<b>Working Towards 2</b>	<b>Needs Improvement 1</b>	<b>Incomplete I</b>
The student participated in classroom critique and art vocabulary team game activity.					
The student completed four design ideas and color palette options on their practice sheet.					
The student completed a 12x18" abstract art drawing using geometric shapes and finished in color.					

### Art Vocabulary Team Challenge

Match each word to the definition on the right.



Abstract Art

Tricks us into seeing something differently than how it actually exists.

Geometric Shapes

A design that repeats

Overlapping Shapes

The way in which different parts of an artwork are combined or arranged.

Illusion

This type of art does not represent real things. It uses colors, lines, and shapes to make images that express feelings.

Composition

A set of colors used together in a design or artwork.

Pattern

The placement of shapes over one another in order to create the illusion of depth.

Color Palette

These shapes are made out of points and lines that connect such as a triangle, square, and circle.

**Resources for Art Content:**

<https://www.artsy.net/artwork/piet-mondrian-composition-with-large-red-plane-yellow-black-grey-and-blue>

<https://www.guggenheim.org/artwork/1992>

<https://www.tate.org.uk/art/artists/kazimir-malevich-1561>

<https://www.tate.org.uk/art/artists/sonia-delaunay-993>

<https://www.moma.org/artists/1480#works>

<https://www.guggenheim.org/artwork/artist/kumi-sugai>

<https://sarahmorris.com/>