

KANDINSKY

ART
GRADES: K-6

BASED ON



Wassily Kandinsky (b.1866, d.1944), Russian
Kleine Welten V, 1922

Print

Credit Line: The Albert P. Strietmann Collection

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1965.491



Wassily Kandinsky (b.1866, d.1944), Russian
Kleine Welten IV, 1922

Color Lithograph

Credit Line: The Albert P. Strietmann Collection

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Wassily Kandinsky (b.1866, d.1944), Russian

Kleine Welten I, 1922

Print

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OBJECTIVES

- Students will create an abstract watercolor painting in the style of Wassily Kandinsky.
- Students will learn the term abstract.
- Students will explore various Kandinsky abstract prints from the museum's collection.
- Students will execute various lines and apply them to their art work.
- Students will learn the difference between geometric and organic shapes.

CONCEPT

Students will view and discuss Kandinsky's abstract prints. In this lesson students will create a collage in the style of Kandinsky using black glue and watercolors.

MATERIALS

Books: "Lines That Wiggle" by Candace Whitman, "The Noisy Paintbox" by Barb Rosenstock

Line worksheet with various lines

Crayons (to practice drawing lines on Day 1)

Pencils

Various geometric shapes to trace

Rulers

12" x 18" multi media paper

Watercolors

Paper towels

Watercups

Watercolor brushes

Black glue ($\frac{3}{4}$ glue and $\frac{1}{4}$ black tempera paint)

VOCABULARY

Abstract -in art it does not attempt to represent a particular image.

Geometric shapes - have perfect uniform measures and usually do not appear in nature

Organic shapes - also called free form shapes. These are shapes that appear in nature.

Blending- a technique of painting where the colors gradually flow together.

Positive space - the image itself in art.

Negative space - is the space around and between the subject of an image.

Line - is an element of art. It refers to a particular mark on a paper. Various lines can include thick, thin, wavy, curvy, bumpy, dashed, vertical, horizontal, varied etc.

PROCEDURE

Day 1:

1. Discuss various lines in and around the art room. For younger grades read the book "Lines that Wiggle" by Candace Whitman. You may also show a line video on YouTube. "The Line Song" by Scratch Garden is great for this age level.
2. Distribute a line worksheet or dictate on paper various lines for students to complete. Read the book about Kandinsky's life as a boy, "The Noisy Paintbox" by Barb Rosenstock.

Day 2:

1. Have students examine the Museum's collection of Kandinsky prints. The teacher will guide a discussion of the print using the following questions:
 - Describe what you see (any designs, what is it, the subject)
 - When do you think the piece was made?
 - What design elements did the artist use (lines, shapes, patterns).
 - How do you think it was made?
 - Where do you think it is from?
2. Clarify and discuss student's answers using the museum's description of the painting. Show on a map where Russian is. Review the term "abstract".
3. Demonstrate how to trace various geometric patterns on a 12" x 18" multimedia paper. Review the terms geometric and organic shapes in art. Discuss balance in art. Add various lines.
4. Demonstrate how to use black glue and trace over the shapes. It helps to tell students to guide the orange tip onto the paper as they trace. Allow to dry.

Day 3:

1. Review lines in art and Wassily Kandinsky.
2. Demonstrate how to add watercolors to the glue paintings. Stress the importance of painting both the positive and negative spaces of their paintings. Encourage blending of colors to create new colors.
3. Play classical music while children paint just as Kandinsky may have done. When Kandinsky listened to music he heard colors. Encourage students to paint the colors they hear.

ASSESSMENT

The following criteria will be used to assess the project:

- Student participated in the discussion of the museum's Kandinsky prints.
- Student used various geometric shapes to trace shapes onto their paper.
- Student added at least one line in their paintings from class discussion.
- Students' art is neat and shows good craftsmanship.

NATIONAL STANDARDS

These standards are given for Kindergarten and 1st grade but this lesson reaches into many standards for each grade level.

1PE Describe the meaning in the marks they make on paper.

2PE Name and point out subject matter and details observed in works of art.

4PE Distinguish between common visual art forms (e.g., painting, drawing, sculpture).

5PE Identify and name materials used in visual art. 6PE Recognize and point out basic elements of art in their own artworks and that of others.

7PE Explore their environments and experiences for artmaking ideas

1PR Explore and experiment with a range of art materials and tools to create and communicate personal meaning.

2PR Generate ideas and images for artwork based on observation, memory, imagination and experience.

3PR Discover, select and combine art and design elements to communicate subject matter in various visual forms.

5PR Engage in artmaking that explores and combines various forms of symbolic representation including words, symbols, images, music and movement.

1RE Describe their artworks and efforts and share their artmaking processes.

2RE Show confidence and pride in their artistic accomplishments.

5RE Describe what they see and feel in selected works of art.

8RE Consider and talk about why people make and enjoy works of art.

CURRICULUM CONNECTIONS

For math have students create a graph of all the geometric shapes and various lines they used in their art (including their classmates art).

Language arts: Have students write about their art. What feelings did they convey in their art?

RESOURCES

<http://www.cincinnatiartmuseum.org/art/explore-the-collection?id=14609545>