
Shapely Penguins



Grade: Kindergarten

Medium: Collage

Learning Objective: Students will identify and create geometric shapes then create an image from nature using geometric shapes. Students will balance the imagery within the space.

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Elements of Art/Principles of Design

Shape: an element of visual arts; a two-dimensional (flat) area enclosed by a line.

Geometric Shapes: shapes and/or forms that are based on mathematical principles, such as a square/cube, circle/sphere, triangle/cone, or pyramid.

Vocabulary Words

Circle: a round figure with all sides the same distance from the center.

Collage: a way of making a work of art by gluing different objects, materials, and textures to a surface.

Triangle: a three-sided figure.

Oval: a shape that is curved and resembles an egg-shape.

Square: a four-sided figure with all sides the same length.

Rectangle: a four-sided figure with opposite sides the same length.

Materials & Supplies

- Glue or glue stick for each student
- Scissors for each student
- Black or blue sharpie or marker
- Construction papers as listed below

For the background:

1 per student of each of the following:

- white construction paper for the iceberg (approx. 6" x 3.5")
- piece of light blue construction paper for the sky (9" x 12")
- dark blue construction paper for the water (approx. 6" x 8.5")

- white rectangle for belly (approx. 2" x 2.5")
- A black rectangle for the flippers (approx. 3" x 1.5")
- 2 small orange squares for the feet (approx. 1" x 1")
- 1 medium black square for head (approx. 3" x 3")
- 2 small white squares for the eyes
- Small piece of orange for the beak

For the penguin:

1 per student of each of the following:

- large black triangle for body (approx. 4" across the base and 5.5" tall)

Optional: materials for scarf or earmuffs

Context or Artist Influence

Charlie Harper: (August 4, 1922-June 10, 2007) An American artist best known for his highly stylized wildlife prints and paintings. He called his style "minimal realism." His artwork was bold and colorful and often used simple geometric shapes. **Fun fact:** His wife Edie was also an artist and they met at the Art Academy of Cincinnati. Lois Ehlert could also be used.

Advanced Preparation

- Pre-cut paper and organize pieces for distribution to students as described above (Materials & Supplies)

Tips & Tricks

- Cutting tips to help students:
 - Hold your elbow close to your body.
 - Keep your bottom fingers still and move your thumb up and down.
 - Say "up and down" as you move your thumb.
 - Move the paper rather than your scissors (for circles).
 - Black eyes could also be made with a hole punched through the large white circles.
- Patterned or painted paper could be used for the background.
- Put each student's cut paper shapes in a plastic bag to make distribution easier.
- Pre-cut eyes (depending on dexterity of class) or have some pre-cut for students who struggle with cutting those small shapes.

Discussion Points

- What is a square? A circle? An oval? A triangle? A rectangle?
- How can shapes combine to make a larger object?

Instructions for Lesson

1. Display one of Charlie Harper's artwork featuring birds. Some examples are: *Cardinal*, *A Family of Chickadees*, and *Rose-Breasted Grosbeaks*.
2. Ask students, "What shapes do you see in this bird? Where? What other shapes do you see?"
3. Repeat with another of Charlie Harper's artwork featuring birds (if time permits).
4. Announce, "Today we will be making our own birds using shapes."
5. Hand out light blue, dark blue and white construction paper or black construction paper, white and blue paper for water/iceberg, glue, scissors, and plastic bags with the shapes.

Demonstrate the following steps before students begin:

6. Tear or cut dark blue paper (for water) and line up the corners with the background paper. Glue the "water" onto the bottom of the light blue paper.



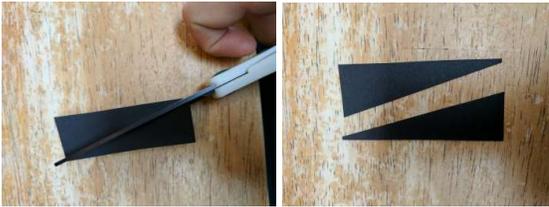
7. Tear or cut white paper into an oval for the iceberg, glue it onto the middle or towards the bottom of the dark blue paper.



8. Give the students their shapes.
9. Make the body: take large triangle and point the tall side towards the top of the page. Glue it on the middle of the iceberg making sure there is at least two finger widths between the bottom of the triangle and the edge of the iceberg in order to leave room for the feet. Also make sure that a fist can fit at the top of the triangle without going off the page (this will ensure that the head will fit).
10. Cut the head: take the medium size square and cut off the corners to make a circle. Keep cutting off corners until they have a circle. Glue onto the top of the triangle body.



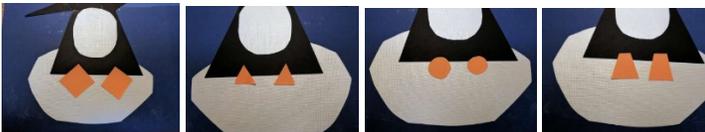
11. Make the flippers: demonstrate cutting the black rectangle from corner to corner to make two triangles. Glue them to the body. Show the students that they can go any direction: up, down or straight out.



12. Make the white belly: the students will decide if they want a rectangle, circle or oval belly and cut the white rectangle to that shape. It is then glued to the body.
13. Pick up the small white squares. Transform them into circles by cutting off the corners (these will be eyes). Cut the small orange rectangle into a triangle. Decide if the penguin will be looking sideways or straight ahead and glue on the eyes and beak.



14. Make the feet: cut the orange squares into triangles, trapezoids, semi circles, circles or leave as squares for the feet. Glue to the bottom of the body.



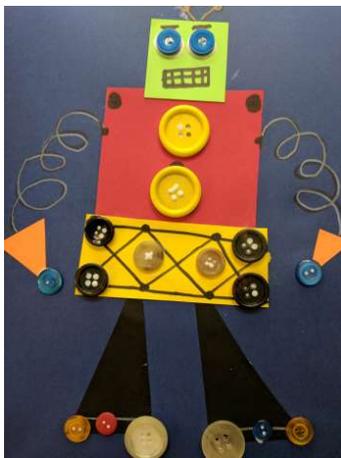
15. Determine if the penguin will be looking up, down or straight ahead. Use a black or blue marker to make the pupils in the eyes.
16. Optional: add accessories such as earmuffs or a scarf.

Examples:



Alternate Variation

Shape Robot: Read the *The Robot Book* by Heather Brown or *Little Robots* by Mike Brownlow. Review shapes as you read the book. Have students create their own robots by cutting shapes out of paper. Use cups or lids to trace and cut circles. Embellish with beads, buttons and googly eyes (using white glue).



Reflection Point (Assessment of Learning Objectives)

Students created an image from nature using geometric shapes.
Students balanced the imagery within the space.
Students can identify circles, squares and triangles and cut paper into these shapes.

References and Attributions:

"About Charley." *Charley Harper Art Studio*. N.p., n.d. Web. 28 Apr. 2017.
<https://charleyharperartstudio.com/shop/AboutCharley>.
Harper, Charley, and Todd Oldham. *Charley Harper: an illustrated life*. Los Angeles, CA: AMMO, American Modern, 2011. Print.

Notes for Educators:

21st Century Thinking Skills

Observing, making connections, visualizing, sequencing and decision making.

WA State Learning Standards

(VA:Cr1.2.K) a. Engage collaboratively in creative art-making in response to an artistic problem.

(VA:Cr2.2.K) a. Identify safe and non-toxic art materials, tools, and equipment.

(VA:Cr2.3.K) a. Create art that represents natural and constructed environments.

(VA:Re7.2.K) a. Describe what an image represents.

Arts Integration Opportunities

Science, Geography, Writing prompt.