

Patterns of Shape and Color Collage



Grade: Kindergarten

Medium: Paper

Learning Objective: Students will:

- use repetition of shapes and color to create a design
- observe the work of Alma Woodsey Thomas
- use art vocabulary
- use good craftsmanship

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Elements of Art

Color: the visible range of reflected light.

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

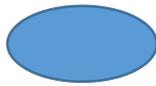
geometric: shapes and/or forms that are based on mathematical principles, such as a square/cube, circle/sphere, triangle/cone, or pyramid or **organic:** shapes and/or forms that are irregular, often curving or rounded, and more informal than geometric shapes.



rectangle



circle



oval



rhombus



square

Principles of Design

Pattern: the repetition of elements of art in an organized way.

Additional Vocabulary

Abstract: an art style that uses color, line, shape or form to create a composition which may or may not have any visual reference to the world.

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

Craftsmanship: A way of working that includes following directions, demonstrates neatness and the proper use of tools.

Mosaic: a picture or pattern produced by arranging together small colored pieces of hard material, such as stone, tile, or glass. This lesson uses paper.

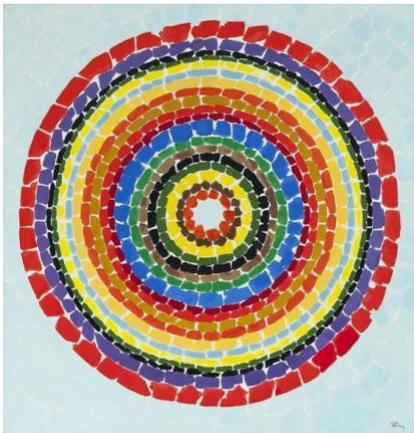
Repetition: the repeated use of particular elements of visual arts to create a pattern, movement, rhythm, or unity.

Materials & Supplies

- Colored construction paper – various bright colors cut into to 1” squares or 1” strips of varying lengths to be torn by students
- Background mounting paper 9”x12” or 8” square
- Class set glue sticks
- Class set scissors

Context (History and/or Artists)

Alma Woodsey Thomas (September 22, 1891 – February 24, 1978) was an African-American Expressionist painter and art educator best known for her colorful abstract paintings. She was creative as a child. Her serious artistic career began later in life. When growing up, she made small pieces of art such as puppets, sculptures, and plates, mainly out of clay from the riverbed behind her childhood home.



Lunar Rendezvous-Circle of Flowers, 1969 oil on canvas 50" x 48" The Eclipse, 1970, acrylic on canvas

Advanced Preparation

- Precut small pieces of colored construction paper into approximately 1” wide strips. The idea is that small hands can tear or cut these pieces into smaller tiles. However, pieces can be pre-cut into squares if time is limited or you’d like to leave the tearing portion out of the lesson.
- Cut background mounting paper if necessary.

Tips & Tricks

- Keep the patterns simple: ABAB, in color. If shape is varied, cut or tear the squares in half to make rectangles. Mix the torn pieces in with the pre-cut shapes to add visual interest and emphasize the Thomas influence of the art work.
- Rub the paper shapes onto the glue stick. Don’t apply glue to the paper.

Discussion Points

- Post and briefly go over the vocabulary. Use new words often during the lesson.
- Brainstorm geometric shapes with students. Draw 3-4 shapes on the board for reference. Ask students to make these shapes themselves with their own bodies (self-space) or fingers.
- Introduce Alma Woodsey Thomas. Ask students to identify the shapes and colors she uses—small and big—in her compositions. Look for patterns of shape and color too.
- Point out the pattern in Thomas’ art works. The (concentric) circles repeat from the inside to the outside. Her “tiles/mosaic pieces” repeat colors. Note how close together the shapes are.

Reflection Point (Assessment of Learning Objectives)

Students will:

- use repetition of shapes and color to create a design
- observe the work of Alma Woodsey Thomas
- use art vocabulary
- use good craftsmanship

Instructions for Lesson

1. Demonstrate how to use precut pieces in a simple pattern of colors on the paper background. Repeat with a different color combination. Brainstorm ideas about shapes, pattern, and color using Alma Woodsey Thomas’ artwork to inspire the discussion.
2. Now arrange that pattern into a shape in the center of the paper and glue it down. Use new patterns to tightly encircle the shape, gluing as you go. Remind students to keep shapes very close together, almost touching.
3. Distribute pre-cut mosaic pieces of paper in the trays. Show students how to tear to make organic shaped mosaic pieces on paper plates if they want variety.
4. Distribute background paper. You may also ask students to select from a choice of papers with photocopied shapes printed for filling in, if easier.
5. Ask students to decide on a shape or image and “build it” out of little pieces of paper.
6. Begin laying down pieces of cut paper, gluing as they go.
7. Prompt students to fill the entire shape with “tiles” of paper.
8. Encourage students to title their art. An adult can write the title in a corner.
9. Have students sign it in lower right-hand corner.

Examples::



Student examples using torn paper (above) or cut with scissors (below)



References and Attributions

Issaquah Valley Elementary. PTA Art Docent Program Art Lesson. Written 2006 by Leslie MacInnes, Janna White et al. More information about Alma Woodsey Thomas can be found at https://en.wikipedia.org/wiki/Alma_Thomas.

Notes for Educators

21st Century Thinking Skills

Thinking flexibly, persisting, creating, innovating, questioning, listening with empathy, taking responsible risks, goal setting, observing, making connections, visualizing, sequencing, predicting, comparing/contrasting, determining main idea, finding evidence, decision making, evaluating.

WA State Learning Standards

(VA:Cr1.1.K) a. Engage in exploration and imaginative play with materials.

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

(VA:Cr2.1.K) a. Through experimentation, build skills in various media and approaches to art-making.

(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:Cr3.1.K) a. Explain the process of making art while creating. This happens if the instructor verbally describes in real time the creative process as a sequence of decisions.

(VA:Re7.2.K) a. Describe what an image represents. This happens if students give titles to their art.

Arts Integration Opportunities

Math: patterning.