
Shapes Come in Like a Lion



Grade: Kindergarten

Medium: Collage & Painting

Learning Objective: Students will improve motor skills while working with art tools to cut and arrange shapes into an image. Students will identify squares and rectangles correctly.

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Elements of Art

Color: an element of visual art; the visible range of reflected light. Color has three properties: hue, value, and intensity.

Shape: a two-dimensional (flat) area enclosed by a line.

Principles of Design

Symmetry: an image made up of similar parts facing each other or around an axis.

Additional Vocabulary

Circle: a round figure with all points on the curved line equal distance from the center point.

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

Octagon: an eight-sided figure, with all sides being equal in length.

Portrait : A work of art created to show a person, animal, or group of people, usually focusing on the face.

Rectangle: a four-sided figure with two pairs of sides being equal in length, two pairs of sides are parallel and all angles being 90

Square: a four-sided figure with all sides being equal in length, two pairs of sides are parallel and all angles being 90.

Triangle: a three-sided figure.

Materials & Supplies

- 12 x 18" sturdy white drawing paper
- 12 x 18" tan paper
- 9 x 12" black, white and pink paper
- Yellow, orange, red & brown tempera paint
- 1" foam brush or stiff paint brush per student
- Scissors

- White liquid glue – for gluing large paper shapes to damp painted background
- Glue stick – for small detail papers
- Hole punch to create eyes for adult helpers
- Paper bowls or trays for paint containers

Advanced Preparation

Check out the book, *In Like A Lion Out Like a Lamb*, by Marion Dane Bauer.

Create one of each of the following items from the materials and supplies list per student:

- Draw a 6 inch long by 5 inch wide rectangle on the tan paper (face)
- Cut tan paper into THREE 5 x 5 inch squares and ONE 6 x 5 rectangle (ears, cheeks)
- Cut pink paper into ONE 4 x 4 square (inner ears)
- Cut black paper into TWO 4 x 4 squares (nose, whiskers, mouth, eyes)
- Cut white paper into ONE 4 x 4 square (eyes)



Discussion Points

There is an old saying: “March comes in like a Lion and goes out like a Lamb!” The winds or March encourage an exploration of contrasts from fierce winds and rains to gentle breezes and mist. March is a time of transition from winter to spring.

Read the book, *In Like A Lion Out Like A Lamb*, by Marion Dane Bauer, illustrated by Emily Arnold McCully or read this poem below while you are waiting for their paint to dry (step 6).

“In Like A Lion, Out Like A Lamb” by Lorie Hill

March roars in like a lion.
So fierce,
The wind is so cold,
It seems to pierce.

The month rolls on
And Spring draws near,
And March goes out
Like a lamb so dear.

Ask the students what they think March will be like this year.

Reflection Point (Assessment of Learning Objectives/Performance Standards)

Can students hold and manipulate a paint brush, learning to start at the center and paint outwards, and practice painting techniques?

Can Students use fine motor skills to cut and glue paper pieces to the background painting to resemble the facial features of a lion?

Students will identify shapes: square, rectangle, circle, triangle & octagon

Instructions for Lesson

1. Using the foam paintbrush, demonstrate to students how to paint in bold strokes from the center of the page outwards with the yellow tempura paint. It is not necessary to cover the entire page – some white can show through.
2. Repeat this process with the orange paint over yellow paint.
3. Repeat this process with the brown paint.



4. Stress that we do not want to make “mud” by mixing all the colors together. We want to see streaks of color. Show them how to “double load” the paintbrushes to create a less uniform effect – more typical of a lion’s fur.
5. They do not need to clean the brush between colors, just wiping the brush on a paper towel will be OK.
6. Let the painting dry and read *In Like A Lion Out Like A Lamb*, by Marion Dane Bauer, illustrated by Emily Arnold McCully. Then move on to the next step.
7. Demonstrate cutting triangles, octagons and circles
8. For cheeks and ears have the students cut the corners off the tan squares
9. Have the students cut a corner (triangle) off the black paper for a nose.
10. Have them cut another corner off and cut it into a thin triangle for the mouth and glue down.
11. Cut the last tan square (with edges but off) in half for ears.
12. Do the same for the pink square for inside the tan ears.
13. Use the black paper to cut thin strips for whiskers.

14. Use the white paper to cut two circles for the eyes, and use the remaining black paper for the inner eyes.
15. Demonstrate making a lion face. Show them how to build the face from large shapes to small details. Show them how to use glue drops directly onto the large shapes, not the backgrounds. Encourage students to make creative choices; will their lion be gentle or strong? With their lion be angry or happy? Have them experiment with placement before gluing.
16. Once students have designed their lion, then give them glue. Glue the tan rectangle to the dried fur painting (this will be the upper part of the face where the eyes will be glued). Have them glue down the tan paper, then black paper and lastly details.



17. Finish the piece by adding small details—eyes, noses, claws, etc.
18. Have the students title and sign their artwork on back.

References and Attributions:

Hale, Joyce P. "March - Lion and Lamb." Poem of unknown publication; Hill, Lorie. "In Like A Lion, Out Like A Lamb." Poem of unknown publication; Bauer, Marion Dane. And McCully, Emily Arnold, Illustrator. *In Like A Lion Out Like A Lamb*. New York, New York. Holiday House Publishers, 2012. Print.

Notes for Educators

21st Century Thinking Skills

Observing, making connections, visualizing, sequencing, comparing/contrasting (squares & rectangles), determining main idea, cause and effect, decision making (if they create a mood for the lion).

WA State Learning Standards

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

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

(VA:Cr3.1.K) a. Explain the process of making art while creating.

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

(VA:Re8.1.K) a. Interpret art by identifying subject matter and describing relevant details.

Arts Integration Opportunities

Science: Track weather for the month of March and see if it did 'come in like a lion and go out like a lamb.'