

Spring Shape Up
2008 Arts Integrated Lesson Plan Contest

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Grade Level: Kindergarten

Non-Arts Subject Area: Mathematics

Arts Subject: Visual Arts

Brief Description of Lesson Plan: Students work in groups of four. Each group will be given a bag of sponge shapes. They will sort the shapes into student-defined categories. Each group will share with the class why they grouped their shapes the way they did. Then, each group will be given art supplies and each student will construct a large butterfly using the shape sponges to paint designs on the wings.

Resources Needed:

- Construction paper (various colors)
- Scissors
- Glue
- Paint (various colors)
- Shape sponges (each bag contains one red, one blue and one green of each of the following shapes: square, rectangle, triangle, circle, oval, diamond, heart and star)
- Google eyes
- Pipe cleaners

Standards:

Mathematics: Geometry and Spatial Sense

1A: Sort shapes and objects into groups based on student-defined categories

Visual Art: Analyzing and Responding

1: Respond to artworks by pointing out images and subject matter.

Non-Arts Objectives:

1. Students will sort sponge shapes into student-defined categories with a group of four students.
2. Students will discuss with the class the reasons they sorted their shapes as they did.

Arts Objectives:

1. Students will use given art supplies to create a large butterfly with features that convey an actual butterfly.
2. Students will discuss how they used sponge shapes to create their own design on the wings of the butterfly.

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Procedures:

1. Students will be divided into groups of four by drawing the numbers 1-4 out of a basket.
2. Each group will be given a bag of sponge shapes.
3. Students will be instructed to talk to their groups and place the shapes into categories, based on how they decide the shapes should be sorted. They will be given three to five minutes to complete the sort. Teacher will monitor groups to see when the groups have all completed their sorting.
4. Each group will discuss with the class the reasons they sorted their shapes as they did.
5. After discussion, the students will remain in their groups of four and share art supplies; however, each student will be completing their own art project.
6. Each table will receive construction paper in various colors, scissors, glue, pipe cleaners, and google eyes.
7. Teacher explains to students that they will each be creating their own butterfly. Show a picture to remind them that a butterfly has a body, a head, antennas, and multi-colored wings.
8. Students will be given approximately fifteen minutes to create their butterflies.
9. Each table will receive paints. Teacher explains they will be using the paints and sponge shapes to paint designs on their butterfly wings.
10. Students will discuss as a class how they used shapes to create unique designs on their butterflies.
11. Display the butterflies in the room to prepare for Spring!

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Assessment:

Name:

	Highly Evident	Frequently Evident	Somewhat Evident	Not Evident
I participated in class throughout this activity.				
I placed shaped into appropriate categories with my small group.				
I used all art materials to the best of my ability.				
I created a butterfly with features that convey on actual butterfly.				
I showed others the shapes I used on my butterfly's wings.				
I creatively expressed myself through my butterfly.				