1. Lesson Title:

Shapes in Our World: Abstract Art Inspired by Architecture

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2. Objectives:

Academic Objective(s):

- Students will identify and name basic two-dimensional shapes including circles, ovals, squares, rectangles, triangles, pentagons, hexagons, octagons, and trapezoids.

- Students will explore the presence of geometric shapes in the built environment, particularly in local architecture.

Artistic Objective(s):

- Students will create an abstract drawing using geometric shapes and demonstrate understanding of line, color, and composition.

- Students will explore color relationships such as analogous and complementary colors.

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3. Standards:

Academic Standards:

- TEKS Mathematics: 111.2(b)(8)(A) Identify two-dimensional shapes including circles, triangles, rectangles, and squares as special quadrilaterals.

- TEKS Social Studies: 113.11(b)(9) Identify and describe the physical characteristics of places including human-made structures.

Arts Standards:

- National Core Arts Standards (Visual Arts):

    - VA:Cr2.1.Ka: Through experimentation, build skills in various media and approaches to art-making.

- VA:Cr1.1.1a: Engage collaboratively in exploration and imaginative play with materials.
- VA:Re7.2.2a: Describe what an image represents.

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4. Vocabulary Table:

Arts Vocabulary	Content Vocabulary (Math)
Abstract	Circle
Line	Oval
Shape	Square
Analogous	Rectangle
Complementary	Triangle
	Pentagon
	Hexagon
	Octagon
	Trapezoid

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5. Materials/Resources Needed:

General Materials:

- Colored pencils or markers
- Tape

- Pencils
- Erasers

Specialized Arts Materials:

- Tracing paper
- Photographs or printed images of local architecture
- Reproductions of abstract art by contemporary artist Julie Mehretu

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6. Lesson Introduction (5–10 minutes):

Begin with a visual tour of local San Antonio or school-area architecture. Show examples of shapes within buildings—windows, doors, rooftops, tiles. Then introduce the work of **Julie Mehretu**, emphasizing how she uses line, shape, and overlapping to create abstract cityscapes. Ask:
“What shapes do you see in the world around you?”
“How do artists use shapes and colors to tell a story or express a feeling?”

Explain that students will use geometric shapes and color theory to create their own abstract compositions inspired by their surroundings.

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7. Guided Practice (15–20 minutes):

Step 1:
Introduce or review 2D shapes using a large poster or flashcards. Have students find these shapes in classroom architecture or building photos.

Step 2:
Introduce the idea of **abstract art** and explore Mehretu’s layered, energetic compositions. Discuss how artists use **line, shape, and color** instead of realistic images.

Step 3:
Demonstrate how to layer shapes using **tracing paper** to create overlapping forms. Model coloring with **analogous** or **complementary** color schemes to create visual harmony or contrast.

Step 4:
Encourage students to choose 3–5 shapes and begin sketching an abstract composition inspired by their favorite parts of a building or space.

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8. Independent Practice (15–20 minutes):

Students will:

- Select architectural shapes from reference images or real observations.
- Create a layered abstract drawing using those shapes on tracing paper.
- Apply line and color techniques with markers or colored pencils to enhance contrast and unity.
- Tape or mount their final piece to white or black paper for display.

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9. Closing (5–10 minutes):

Gather students to share their artwork. Use the following reflection prompts:

- “What shapes did you choose and why?”
- “How did your colors help express how the space made you feel?”
- “Does your drawing remind you of a real place, or something imagined?”

Display finished pieces in a class gallery and encourage peer-to-peer observation and praise.

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10. Assessment:

Academic Assessment:

- Informal shape identification check: Ask students to point out and name at least three different geometric shapes used in their composition.

Artistic Assessment:

- Observe how students apply line and color relationships in their work.
- Use a simple rubric to assess effort, creativity, and use of vocabulary (e.g., Did the student use at least three shapes? Did they try an overlapping technique?).

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11. Differentiation Strategies:

- Use shape stencils for students who need fine motor support.
- Provide pre-cut shapes for students to trace or collage if drawing independently is challenging.
- Offer one-on-one vocabulary reinforcement using visuals and sentence frames.
- Allow younger students to work collaboratively or with a buddy.

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12. Reflection (Post-Lesson):

- Did students make meaningful connections between geometry and visual art?
- Were students able to identify shapes and apply abstract thinking?
- How successful were the accommodations for diverse learners?
- What new ideas for student voice and creativity emerged during critique?

Notes:

Extensions:

- Have students walk around the school and document architectural shapes using a digital tablet or drawing journal.
- Invite families to a gallery walk showcasing the abstract art, with shape-hunt prompts.

- Add a music connection by playing city soundscapes and asking students to match sounds to visual lines or shapes.

- Extend into 3D art by using cardboard shapes to build abstract sculptures based on architectural forms.

Age Range:

Grades K–2
Risk Level: Low — requires guidance with tracing materials but minimal risk with tools.

Community Cultural Wealth Objectives:

This lesson connects to **CULTIVAR's guiding principles** through:

- **Familial and Aspirational Capital**: Encouraging students to see their environments as beautiful and worthy of artistic reflection.

- **Navigational Capital**: Helping students decode and reimagine the structures they move through every day using critical and creative tools.

- **Linguistic and Resistant Capital**: Honoring students' visual literacy and agency to represent their world in abstract ways that challenge traditional realism.