

smART Kids: Spring 2021

Joan Miro: Symbols, Shapes, and Space



Grades: K-3rd
Duration: 45 min

Objective: Students will be encouraged to layer and fill a page with many different shapes and images to create an abstract composition.

National Learning Standards:

VA:Cn10.1.K-3, VA:Cn11.1.K-3, VA:Cr1.1.K-3, VA:Cr2.1.K-3, VA:Cr2.2.K-3,
VA:Cr3.1.K-3, VA:Re7.1.K-3, VA:Re7.2.K-3

Elements/ Principles of Art: Line and Shape

Art History: Joan Miro- A Spanish painter who lived from 1893-1983. Focused on surrealism to create abstracted, dream-like compositions.

Vocabulary: Surrealism: a 20th-century avant-garde movement in art and literature that sought to release the creative potential of the unconscious mind, for example by the irrational juxtaposition of images.

Abstract: art that does not attempt to represent external reality, but seeks to achieve its effect using shapes, forms, colors, and textures.

Composition: the arrangement of elements within a work of art

Art Kit Includes: pencil, eraser, black permanent markers, 12"x24" white paper;

Student's will use their own: crayons, however, teachers can reach out on a student's behalf if they are in need of this supply being provided in their art kits.

Procedure:

1. Each person gets a 12"x24" white paper, pencil, eraser, and a black permanent marker.
2. Teacher will play video. A private, YouTube link will be sent to the teachers.
3. The Art Center instructor will begin with an introduction to the lesson by telling students about the artist and their artistic style.
4. The teacher will then go over the materials and show a finished example of the project they are about to create. (5 minutes)
5. The students will spend a few minutes thinking about some symbols and shapes that may mean something to them that they want to include in their composition. They will begin by creating those symbols and shapes on their paper using their pencil.

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6. The instructor will show them examples of more shapes and symbols the students can use to fill their page. Students will be encouraged to play around with the size and composition of their drawings and to create a story that fills the entire page. (10 minutes)
7. Once images are drawn on with a pencil the students will then use a permanent marker to make their lines nice and bold.
8. The instructor will then discuss using crayons to add color to their picture, how students can use and blend colors to create depth and dimension to their composition. (15 minutes)
9. Clean up is as simple as putting their supplies away back in their bags.
10. Students will then be encouraged to share their finished artwork with the class. Are there any special shapes or symbols they would like to talk about? Did they prefer drawing or did they like adding the color more? Was it challenging for them to fill the space? Is there a story that goes along with their drawings? (10 minutes)



Joan Miro, *Soiree snob chez la princesse* "Posh party at the princess's house", 1944



Example of project created at The Art Center.

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National Learning Standards (Expanded):

VA: Cr1.1.K-3 Engage in exploration and imaginative play with materials. Engage collaboratively in exploration and imaginative play with materials. Brainstorm collaboratively multiple approaches to an art or design problem. Elaborate on an imaginative idea.

VA: Cr2.1.K-3 Through experimentation, build skills in various media and approaches to artmaking. Explore uses of materials and tools to create works of art or design. Experiment with various materials and tools to explore personal interests in a work of art or design. Create personally satisfying artwork using a variety of artistic processes and materials.

VA: Cr2.2.K-3 Identify safe and non-toxic art materials, tools, and equipment. Demonstrate safe and proper procedures for using materials, tools, and equipment while making art. Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces. Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

VA: Cr3.1.K-3 Explain the process of making art while creating. Use art vocabulary to describe choices while creating art. Discuss and reflect with peers about choices made in creating artwork. Elaborate visual information by adding details in an artwork to enhance emerging meaning.

VA: Re7.1.K-3 Identify uses of art within one's personal environment. Select and describe works of art that illustrate daily life experiences of one's self and others. Perceive and describe aesthetic characteristics of one's natural world and constructed environments. Speculate about processes an artist uses to create a work of art.

VA: Re7.2.K-3 Describe what an image represents. Compare images that represent the same subject. Categorize images based on expressive properties. Determine messages communicated by an image.

VA: Cn10.1.K-3 Create art that tells a story about a life experience. Identify times, places, and reasons by which students make art outside of school. Create works of art about events in home, school, or community life. Develop a work of art based on observations of surroundings.

VA: Cn11.1.K-3 Identify a purpose of an artwork. Understand that people from different places and times have made art for a variety of reasons. Compare and contrast cultural uses of artwork from different times and places. Recognize that responses to art change depending on knowledge of the time and place in which it was made.