



GRAND RAPIDS ART MUSEUM

PUTTING THE PIECES TOGETHER PURPOSEFUL PLAY + ARTFUL LEARNING

AGES 3-4 YEARS OLD

OVERVIEW:

This lesson plan highlights Stuart Davis's *Configuration*, 1946. The project encourages students to explore shape and color before coming to GRAM. In the classroom, instructors and students will use new techniques and skills to re-create Davis' *Configuration*, 1946 into his or her own piece of art.

OBJECTIVES:

The Learner Will (Bloom's Taxonomy Verbs):

- Identify colors, shapes, and patterns in works of art
- Experiment with materials to create different textures
- Create a minimalist painting using shape, color, and overlapping

GRAM COLLECTION CONNECTIONS:

Stuart Davis went to Paris in 1928 to study the works of European Modernist painters particularly the Cubist artists and Henry Matisse. After returning to New York, he was inspired to paint a series of abstract cityscapes. The combination of abstracted shapes and forms with words became a common theme throughout Davis's career as an artist.

Instructors may use the image below in their classroom to share a dialogue with their students, exploring and expanding upon themes of Davis's work.



Stuart Davis (American, 1894-1964) *Configuration*, 1946. Oil on canvas, 12 x 8 in. Grand Rapids Art Museum, Museum Purchase, 1979.1.5 Art © Estate of Stuart Davis/Licensed by [VAGA](#), New York, NY.

MATERIALS:

- Pencils
- Washi Tape
- Paint
- Rulers
- Canvas board/canvas paper
- Paint brushes
- Wikki Stix (or similar material)

ADDITIONAL RESOURCES:

Wikki Stix resource -

<http://www.dickblick.com/products/wikki-stix/>

Washi tape resource - <http://lycheecraft.com/products/lychee-craft-10-rolls-rainbow-candy-color-washi-tape-diy-sticker>

Washi tape resource -

<http://www.heykessy.com/washi-tape/single-color.php>

INSTRUCTION:

Object Based Discussion:

Instructor will display or project Stuart Davis' painting *Configuration* for the class to see. Instructor will then ask a series of questions to lead learners towards identifying squares, color, and overlapping shapes. (Cognitive, social, language)

Leading questions may include:

1. What shapes do you see in this painting? How do you know they are squares/rectangles?
2. How many sides does a square have? Does a (triangle, star, oval, octagon, etc.) have the same or different number of sides?
3. What colors do you see?
4. What other patterns do you see?
5. Do any of the shapes, colors, or lines create an object that you recognize? Expand conversation based on children's responses.

Play & Discovery Activity:

In small groups, children and instructors will expand on the pattern making by allowing students to play with wikki sticks/pipe cleaners (or similar material you have available). Instructor should encourage children to look at familiar patterns and recreate what they see. This activity will demonstrate how students can recognize and comprehend pattern while creating from real life. A compare and contrast activity of different patterns may be beneficial to older preschool aged students. (Fine and gross motor, cognitive, social, language)

Hands-on Creative Activity:

DAY 1:

Referring back to Stuart Davis's painting *Configuration*, 1946 for inspiration, instructors will share with students that they will be creating their own painting that incorporates three elements in Davis's painting.

As a review, and to gauge student understanding, instructors could ask what those three elements are (color, shape, and pattern).

Students will begin by creating a background for the painting. Using pencils and rulers (if available) students will draw lines that intersect, creating large shapes throughout the composition. The next step is to fill in each shape (square, triangle, rectangle, etc.) with a different color. For this portion of the background, instructors should demonstrate mixing techniques to create new colors.

Mixing Demonstration:

1. Ask students to identify primary colors; red, yellow, and blue. What will happen when I mix red and blue? Yellow and red? Blue and yellow?
2. Demonstrate mixing the colors. Be sure to show students how to slowly add darker colors to lighter colors to get the right mixture.
3. Ask students to identify the secondary colors on a color wheel (in progress assessment for understanding and comprehension).

The next step in the background application is to apply color to the shapes created by the intersecting lines. Instructors should allow students to select up to three colors that he/she would like to incorporate into their painting. Encourage older students to mix their own colors using primary colors and appropriate instruments. (Cognitive, social, language, emotional, fine and gross motor)

DAY 2:

After paintings from day one have dried, instructors will demonstrate how students will need to tear the washi tape. Explain to students that washi tape is more delicate than regular tape and tears very easily, so they will need to work slowly. Ask a student or two to tear regular masking tape and washi tape in front of the group. Ask them to explain the difference to their fellow classmates. Encourage a brief hands-on exploration of this concept as a group. (Cognitive, fine and gross motor, social)

Next show students the variety of colors and patterns found on the washi tape. This will give the instructors an opportunity to review and analyze student understanding of color and pattern.

After experimenting and testing the tape, students may begin to apply patterns with the tape to their painting. Encourage students to use the tape as an outline for their shapes and to fill in with different repetitions of line throughout their composition. (Fine and gross motor, cognitive)

Once students have applied the tape to their project, they may add additional details using sharpie markers. TIP: set up a station for sharpie markers with newsprint covering the table. This will allow for easy clean up and prevent damage from permanent marker. (Fine and gross motor, cognitive)

Sharing Activity (optional):

Once students have completed their mixed media painting inspired by Stuart Davis's *Configuration*, 1946 ask them to have a celebration and hang their work as a classroom exhibition. (Social and emotional)

Tips for hanging artwork:

1. Ask students how low/high the artwork should be placed on the wall.
2. Ask students if the painting is straight or crooked, how could it be placed differently?
3. Ask which direction the painting is supposed to be displayed in (rotate the painting to show the options)
4. How does the painting look next to someone else's painting?

This fun activity will encourage communication between peers and will allow students to take pride in their artwork knowing it is on view for friends and family to see. (Social, language, fine and gross motor)

EVALUATION:

Skill Developed	Needs Improvement	Meets Expectations	Exceeds Expectations
Color Recognition	Cannot recall or recognize different colors.	Recalls and identifies shapes correctly.	Easily identifies colors, was able to create colors using mixing techniques.
Pattern Recognition	Cannot recall or recognize different colors.	Recalls and identifies colors correctly.	Easily identifies colors, was able to mix colors independently
Handling and placement of tape	Was not able to handle tape or make decisions regarding placement of the material.	Handled tearing of tape, was able to make decisions regarding placement.	Easily handled the tearing and placement of tape. Was able to create shapes on the composition independently.

Evaluation methods may require adjustment based on institutional/organizational requirements. Evaluation should also be modified for children meeting higher or lower levels of development.

SHARE YOUR EXPERIENCE!

Help us to continue to develop kindergarten readiness resources that you can use with children ages 0-5. Follow the link below to complete a short survey and provide your insights.

[Purposeful Play + Artful Learning Survey](#)

ACTIVITIES FOR DEVELOPMENT:

This portion of the lesson plan will provide instructors with a brief explanation of how the lesson plan will activate areas for development in 3-4 year olds.

COGNITIVE: Students will be referencing to previous lessons focusing on shapes and color names and descriptions. This portion of the program will allow students to recollect on information about color, line, and shape in order to create his or her own piece of work.

- Can be playful with peers and adults (2)
- Create new images or express ideas (2)
- Propose or explore possibilities to suggest what an object or idea might be otherwise (2)
- Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence (3)
- Complete a variety of tasks, activities, projects, and experiences (3)
- Explore, experiment, and ask questions freely (3)
- Demonstrate an interest and eagerness in seeking information
- Express a 'sense of wonder' (4)
- Choose to take opportunities to explore, investigate, or question in any domain (4)
- Reconceptualize or re-design (4)
- Begin to organize projects or play; make and carry out plans (4)
- Demonstrate a growing capacity to make meaning, using one's habits of mind to find a solution or figure something out (5)
- Demonstrate enjoyment in solving problems (5)
- Show an increasing ability to observe detail and attributes of objects, activities, and processes (5)
- Take pride in their own abilities and increase self-motivation (30)
- Recognize, describe, copy, extend, and create simple patterns with real objects and through pictures (35)
- Investigate patterns and describe relationships (35)
- Recognize patterns in various formats (35)
- Show awareness that things in their environment can be measured (38)
- Begin to use non-standard measures (e.g., length of hand) for length and area of objects (38)
- Begin to recognize and appreciate geometric shapes in their environment (39)
- Begin to build an understanding of directionality, order, and positions of objects through the use of words (39)
- Recognize, describe, copy, extend, and create simple patterns with real objects and through pictures (39)
- Investigate patterns and describe relationships (39)
- Recognize patterns in various formats (39)
- Gather information and learn new concepts through experimentation and discovery, making connections with what they already know (43)

LANGUAGE: Students will learn the names of shapes, colors, and other descriptive terms while participating in this program. They will be able to describe the type of art they see.

- Enlarge their vocabularies both with words from conversation and instructional materials and activities (13)
- Use different strategies for understanding written materials (13)
- Recognize a few personally meaningful words including their own name, "mom," "dad," and other print in their environment (13)
- Use spoken language for a variety of purposes (15)

- Continue to develop vocabulary by using words learned from stories and other sources in conversations (16)
- Speak in increasingly more complex combinations of words and in sentences (16)
- Use nonverbal expressions and gestures to match and reinforce spoken expression (16)
- Gain information from listening (17)
- Show progress in listening to and following spoken directions (17)
- Children begin to develop strategies that assist them in viewing a variety of images and multimedia materials effectively and critically (18)
- Begin to compare information across sources and discriminate between fantasy and reality (18)
- Demonstrate an increasing ability to comprehend or understand the English language at an appropriate developmental level (20)
- Demonstrate increased understanding of simple words and phrases used in daily outlines or content studies (20)
- Increase understanding of multiple meanings of words (20)
- Express basic needs using common words or phrases in English (20)

SOCIAL: Students will work as a team or individually.

- Show an increasing ability to initiate and sustain age-appropriate play and interactions with peers and adults (6)
- Begin to develop and practice the use of problem-solving and conflict resolution skills (6)
- Show an increasing capacity to consider or take into account another's perspective (6)
- Contribute individual strengths, imagination, or interests to a group (6)
- Exhibits a growing regard for one's mind and capacity to learn; demonstrate the capacity of consideration for others; show a growing capacity to self-regulate and demonstrate self-efficacy (7)
- Demonstrate a reasonable self-perception of confidence, can make choices and explain discoveries (8)
- Begin to take action to fix their mistakes, solve problems with materials, and resolve conflicts with others; do not blame others inappropriately (9)
- Use materials purposefully, safely, and respectfully more of the time (9)
- Respect the property of others and that of the community (9)
- Gather information and learn new concepts through experimentation and discovery, making connections with what they already know (43)

EMOTIONAL: Students will use memories of the painting and their own ideas on cities to help create their own cityscape.

- Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence (3, 18)
- Identify a variety of feelings and moods (in themselves and others) (26)
- Can adapt to different environments (27)
- Increase their capacity to take another's perspectives (27)
- Participate successfully as a group member (28)
- Increasingly develops greater self-awareness; identifies his or her own interest and strengths (28)
- Take pride in their own abilities and increase self-motivation (30)
- Gather information and learn new concepts through experimentation and discovery, making connections with what they already know (43)

FINE MOTOR: Students will be able to focus on using fine motor skills while painting and creating piece of art.

- Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings (29)
- Develop and refine motor control and coordination, eye-hand coordination, finger/thumb and whole-hand strength coordination and endurance using a variety of age-appropriate tools (29)

GROSS MOTOR:

- Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in a variety of both structured and unstructured and a planned and spontaneous settings (29)
- Show their ability to use different body parts in rhythmic pattern (29)
- Show increasing abilities to coordinate movements (29)

INTEGRATED SUBJECT MATTER:

Math:

- Students will learn about different shapes - students will learn about the differences of points of perspective, recognize, describe, copy, extend, and create simple patterns with real objects and through pictures (35)
- identify patterns in their environment (35)
- investigate patterns and describe relationships (35)
- recognize patterns in various formats (e.g., things that can be seen, heard, felt) (35)
- match, build, compare, and label amounts of objects and events in their daily lives (35)
- develop an increasing interest and awareness of numbers and counting as a means for determining quality and solving problems (35)
- use cardinal (e.g., one, two) and ordinal (e.g., first, second) numbers in daily home and classroom life (36) - students will describe the different levels of layers of colors and tape in order to describe their piece of work. They will also be able to describe the order in which they will apply different colors of paint
- children explore and discover simple ways to measure (38)
- show awareness that things in their environment can be measured (38)
- begin to use non-standard measures (e.g., length of hand) for length and area of objects (38)
- begin to understand that tools (e.g., rulers, scales, counters) can be used to measure properties of objects and amounts (38)
- children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods (39)
- can make models, draw, name, and/or classify common shapes and verbally describe them in simple terms (39)
- begin to build an understanding of directionality, order, and position of objects through the use of words (e.g., up, down, over, under, top, bottom, inside, outside, in front of, behind). identify patterns in their environment (39)
- recognize, describe, copy, extend and create simple patterns with real objects and through pictures (39)
- investigate patterns and describe relationships (39)
- recognize patterns in various formats (e.g., things that can be seen, heard, felt) (39)

Science:

- children develop positive attitudes and gain knowledge about science through observation and
- demonstrate curiosity about and interest in their natural environment that leads them to confidently engage in activities related to science (40)
- ask questions related to their own interest and observations (40)
- expand their observational skills (40)

- children show a beginning awareness of scientific knowledge related to living and nonliving things (40)
- demonstrate a growing ability to collect, talk about, and record information about living and nonliving things (e.g., through discussions, drawings) (40)
- begin to categorize living and nonliving things in their environment based on characteristics they can observe (e.g., texture, color, size, shape, temperature, usefulness, weight) (40)