

EXPLORING TRIANGLES (K-5)

SSS

VA.A.1.1.1: The student uses two-dimensional...media, techniques, tools and techniques, tools and processes to depict works of art from...observation or imagination.

VA.A.1.1.2: The student uses art materials and tools to develop basic processes and motor skills, in a safe and responsible manner.

VA.A.1.1.3: The student distinguishes the differences within and among art materials, techniques, processes and organizational structures, such as elements and principles of design.

VA.A.1.1.4: The student uses good craftsmanship when producing works of art.

VA.B.1.1.1: The student knows how subject matter, symbols and ideas are used to communicate meaning in works of art.

VA.A.1.2.1: The student uses and organizes two-dimensional...media, techniques, tools and processes to produce works of art that are derived from...observation or imagination.

VA.A.1.2.2: The student uses control in handling tools and materials in a safe and responsible manner.

VA.A.1.2.3: The student knows the effects and functions of using various organizational elements and principles of design when creating works of art.

VA.A.1.2.4: The student uses good craftsmanship in a variety of two-dimensional...media.

VA.E.1.2.1: The student understands the influence of artists on the quality of everyday life.

Key

Concepts

Shape recognition (triangles) and function in the real world
Abstract rendering (random diagonals)
Analogous color recognition (warms and cools)

Auxiliary Skills

Spatial distinction (creating a border)
Color application (crayon skills)
Mechanical aids (using a straight edge)

Objective Students will recognize triangular shapes in the real world and discover how to integrate them into artistic works as symbols of strength and beauty.

Materials Needed 12 x 18 newsprint, ruler, black Crayola crayon, minimum 16-color assortment of Crayola crayons divided into trays of warm and cool colors (black, white and gray removed).

Introduction Today we're going to talk about how we can see triangular shapes everywhere around us, and how we can create triangles by drawing random diagonal lines that crisscross each other.

Discuss From their own memory and observations, have the students identify triangular shapes they've seen in the world around them. Sketch the objects on the board that they name.

Develop Every time diagonal paths cross each other, triangles are created.

Also, every time people's paths cross each other, such as children in a classroom who come from different neighborhoods or even different parts of the country, triangles could be created: 3-way friendships – which are the strongest kind of friendship because if one of the friends has something painful happen to them, the other two are there on the left and on the right to help them and be with them.

So, the triangle stands for strength, and we're going to learn how to draw triangles with strong lines and strong colors.

Now, what are the two uses of a ruler? (Measuring and making a straight line).

We're also going to learn how to use a ruler as a straight edge to create a strong border around our work area.

(When you're older, you're going to have to use presentation boards for reports, and the use of a ruler will help you cut paper and draw borders around your work, which will make your presentations look great!)

Apply One step at a time and one line at a time, demonstrate and have the students use their rulers to draw a border with black crayon that is one ruler's width away from the top and sides and two rulers' widths from the bottom (to create balance and allow room for their name). Demonstrate and have the students utilize a two-step application of crayon to create a strong, consistent color that avoids the typical appearance of messy, scribbly lines.

Review

What did we learn about triangles?

What did we learn about using a ruler?

What did we learn about coloring with a crayon?

What did we learn about following instructions to produce a good work of art?