

# Piet Mondrian – Math for Kindergarteners

Arts Integration lesson combining visual arts standards with math standards on the kindergarten level

## **MATHEMATICS STANDARDS**

### *Measurement and Data*

Describe and compare measurable attributes

K.MD.1: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

K.MD.2: Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

### *Geometry*

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

K.G.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

K.G.2: Correctly name shapes regardless of their orientations or overall size.

K.G.3: Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

Analyze, compare, create, and compose shapes

K.G.4: Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

K.G.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

K.G.6: Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”

## **VISUAL ARTS STANDARDS**

1. Use a variety of basic materials and art media to produce works of art.
  - a. Begin to work cooperatively in producing works of art.
  - b. Use art materials, equipment, and facilities in a safe and responsible manner.
  - c. Select appropriate tools and materials to produce a particular work of art.

- d. Demonstrate manipulative skills by performing a variety of tasks (e.g., cutting, gluing, arranging, constructing, sorting, tracing, rubbing, folding, bending, modeling, coloring, painting, drawing, scribbling).
  - e. Experiment with different media (e.g., paint, clay, ink, crayons, finger-paint, chalk, markers, pencil).
2. Apply color, line, shape, texture, and pattern in works of art to communicate ideas.
    - a. Name and find examples of primary colors (red, yellow, blue) in works of art and in the environment.
    - b. Name and utilize basic shapes (circle, square, rectangle, triangle) in works of art and in the environment.
    - c. Name and utilize different kinds of lines in works of art and in the environment.
    - d. Create original works of art using different colors, shapes, and lines.
  3. Recognize basic art vocabulary.
    - a. Utilize basic art vocabulary in describing student's own work and others.
    - b. Utilize basic art vocabulary in describing art materials and processes.
  4. Respond to different works of art through oral description.
    - a. Describe feelings and moods evoked while observing works of art (e.g., sadness, anger, loneliness, happiness, fright, friendliness, excitement, peacefulness).
  9. Recognize art objects.
    - a. Identify differences in art and everyday objects.
    - c. Know that different people have different ideas about what art is.
  10. Recognize that people value art.
    - a. Know that works of art evoke a variety of different feelings.
    - b. Know that people have different opinions about art.
  12. Recognize that the visual arts relate to other disciplines.
    - a. Identify one connection between the visual arts and another subject area in school.