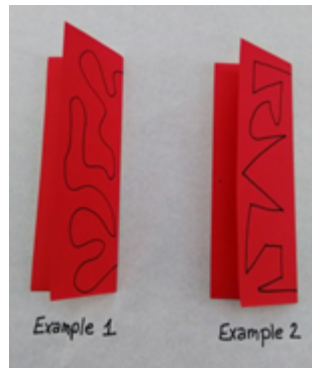
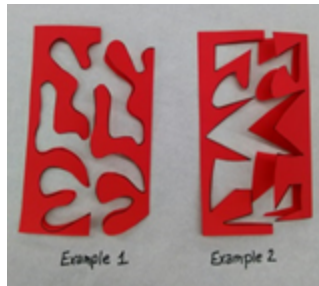


<p style="text-align: center;"><b>Visual Art - Grade 2</b></p> <p style="text-align: center;"><b>Lesson 4 – Design in Positive and Negative Space</b></p>
<p><b>CALIFORNIA ARTS STANDARDS</b></p> <p><b>CREATING-Anchor Standard 2:</b> Organize and develop artistic ideas and work.</p> <p><b>2.VA:Cr1.2</b> Make art or design with various materials and tools to explore personal interests, questions, and curiosity.</p>
<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>• Discover symmetry in works of art and the environment.</li> <li>• Identify negative and positive space in a work of art.</li> <li>• Explore creating visual balance in an original work of art.</li> </ul>
<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• <b>Symmetry:</b> balance created by making a work of art the same or almost the same on both sides of the vertical or horizontal midline.</li> <li>• <b>Balance:</b> the way in which the elements in visual arts are arranged to create a feeling of equilibrium in a work of art. There are three types of balance: symmetry, asymmetry and radial.</li> <li>• <b>Positive space:</b> shapes or spaces that are represented as solid objects</li> <li>• <b>Negative space:</b> shapes or spaces that are represented as unoccupied</li> </ul>
<p><b>INSTRUCTIONAL MATERIALS</b></p> <ul style="list-style-type: none"> <li>• 9" x 12" piece of colored construction paper, one per student</li> <li>• 9" x 6" piece of differently colored construction paper, one per student</li> <li>• Scissors, one per student</li> <li>• Large scissors, one for teacher</li> <li>• Glue bottle or stick, one per student</li> <li>• Pencil, one per student</li> </ul>
<p><b>WARM UP</b> (5 minutes)</p> <ul style="list-style-type: none"> <li>• Sing the "Arts Smart" song. Song demo track: <a href="https://drive.google.com/open?id=1P6j_ZPFggSX2pBsl7X5TVo_C4SJaPkof">https://drive.google.com/open?id=1P6j_ZPFggSX2pBsl7X5TVo_C4SJaPkof</a></li> <li>• Display the images at the end of this lesson the Promethean Board.</li> <li>• Allow students 1 minute to visually examine the two works by Henri Matisse titled <i>Snow Flowers</i> and <i>La Chute d'Leare</i>.</li> <li>• Discussion question: <ul style="list-style-type: none"> <li>◦ How do you think the artist created these works?</li> </ul> </li> <li>• After some discussion on the work of art, discuss , show the photo of Matisse in his wheelchair creating paper collages.</li> </ul>
<p><b>LESSON</b> (40 minutes)</p> <ul style="list-style-type: none"> <li>• Distribute a 9" x 6" colored construction paper, a pencil and a pair of scissors to each student.</li> <li>• Under the document camera, or in a place easily seen by all students demonstrate how and instruct students to: <ol style="list-style-type: none"> <li>1. Fold the construction paper in half with long sides together.</li> </ol> </li> </ul>

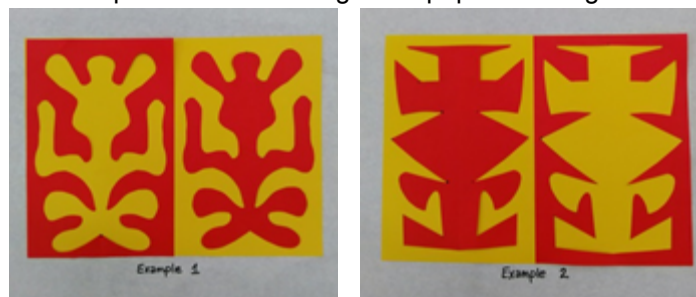
2. Draw a line that starts at the fold very near the top and let the line wander toward the bottom in an interesting manner, ending on the fold near the bottom. The more intricate the line, the more difficult it will be to cut out. Here are two examples:



3. Keep the paper folded tightly in your non-dominant “helping hand” and use scissors with the dominant “working hand” to cut along the line completely from end to end.
4. Let the cut out fall away.
5. Unfold both the stencil and the cutout.



- Discuss how the empty areas in the stencil are negative spaces and the stencil itself is a positive space.
- Distribute one 9” x 12” different colored construction paper to each student.
- Demonstrate how and instruct students to:
  6. Place the two cut pieces on the background paper showing mirror image.



7. When all students have placed their cut out and stencil in a mirror image manner, glue pieces into place using glue sticks or liquid glue.
8. Write the student name on the back of the work of art.
9. Instruct students in appropriate clean up procedures.

## **REFLECTION/CLOSING**

(5 minutes)

- Discuss different ways the designs created in the classroom might be displayed to make a powerful impact.



Snow Flowers




La Chute d'Icare



Henri Matisse at work making a paper collage.

# Arts Education Project

<b>Date:</b>	<b>Classroom Teacher:</b>	<b>Discipline</b> Visual Art
<b>VAPA Teacher:</b>	<b>Room #:</b>	<b>Lesson 4</b> Grade 2
<b>Lesson Objective(s):</b> <ul style="list-style-type: none"> <li>• Discover symmetry in works of art and the environment.</li> <li>• Identify negative and positive space in a work of art.</li> <li>• Explore creating visual balance in an original work of art.</li> </ul>		
<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>• <b>Symmetry:</b> balance created by making a work of art the same or almost the same on both sides of the vertical or horizontal midline.</li> <li>• <b>Balance:</b> the way in which the elements in visual arts are arranged to create a feeling of equilibrium in a work of art. There are three types of balance: symmetry, asymmetry and radial.</li> <li>• <b>Positive space:</b> shapes or spaces that are represented as solid objects</li> <li>• <b>Negative space:</b> shapes or spaces that are represented as unoccupied</li> </ul>		
<div style="text-align: right;">  <p><b>VAPA</b> TRANSFORMING LIVES THROUGH THE ARTS.</p> </div> <p>To see today's lesson: <a href="https://sites.google.com/sandi.net/artseducationproject">https://sites.google.com/sandi.net/artseducationproject</a></p>		