4th Grade Expansion of the Square

Ohio Visual Art Standards.

3PE Compare and contrast art forms, techniques and functions and artistic styles from a variety of cultures and historical periods.
6PR Demonstrate technical skill through the integration of common processes and topics from other subject areas
5PR Combine the elements and principles of art and design to create visually effective compositions in original works of art
3RE Recognize and describe the relationship of artworks to their social and cultural contexts

Lesson Objectives

3PE Students will compare and contrast how notans have impacted Japanese artists of different historical periods
6PR Students will demonstrate technical skill through the integration of fine motor skills and mathematical symmetry and asymmetry practices
5PR Students will combine lines, geometric shapes, organic shapes, and balance to create visually effective compositions in original works of art
3RE Students will recognize and describe the relationship of notans to their social and cultural contexts

Vocabulary

Notan- refers to the Japanese idea of balanced light and dark areas in a composition.
Positive Space-refers to the main focus of a picture
Negative Space- refers to the background
Geometric Shape-A geometric shape is symmetrical (the same on both sides)
Organic Shape- asymmetrical (not the same on both sides).
Symmetry- both sides of an axis line are the same
Asymmetry-each side of an axis line are different yet equal
Balance- the distribution of weight.

Materials

Equipment- HDMI cord, laptop computer, SmartBoard
Supplies- white charcoal, scissors, glue
Instructional Support- Powerpoint, teacher sample

Differentiated Instructional Strategies

English Language: talk slowly
Visual: demonstration in front of class, teacher samples for reference, powerpoints
Verbal: question and answer format to learn processes, remind students of steps verbally, use clear and audible transitions
Kinesthetic:
Students with physical disabilities: hand over hand instruction
Project Extensions: have students focus on asymmetry and organic shapes

Procedures

Students will begin by sitting in front of the smart board and **respond** to the art of Japanese **notans.** Notan is a Japanese word which means “dark-light“. The principle of Notan as it relates to art is defined as the interaction between **positive** (light) and **negative** (dark) **space**. The theory behind Notan is: **positive** and **negative** areas should complement one another. They must coexist without one dominating the other. The Eastern culture from which Notan arose, seeks a more balanced view of the world. The classic yin/yang symbol is a reflection of this desire for balance. Notans have influenced artists of many different cultures and historical periods. Students will **compare** and **contrast** art forms, techniques and functions and artistic styles from a variety of cultures and historical periods **(3PE)**.The “Expansion of the Square” exercise is a Notan exercise designed to study the interaction of **positive** and **negative space**. In order for the exercise to be completed successfully, there must be a feeling of **balance** created in the design. I will show a demonstration as to how to achieve the Expansion of the Square project. I will create a design that shows both **symmetry** and **asymmetry**. I want students to have a heart somewhere in their project, but the rest of the design is up to them. Students will **choose** a 9” color paper for their project. They will **trace** their square in the center of their white paper so that they have a reference point where they’re going to glue it down later. They will lightly **draw** their designs from the edges into the center of the square.Students will **combine** lines, **geometric shapes, organic shapes**, and **balance** to create visually effective compositions in original works of art **(5PR)**. They must cut from all 4 sides. Do not cut off the corners and don’t go past the center of the paper with any designs. Make sure your design shows both **symmetry and asymmetry.** Students will **demonstrate** technical skill through the integration of fine motor skills and mathematical **symmetry** and **asymmetry** practices **(6PR)**. Begin cutting shapes from the sides of the square. Flip shapes & glue down in the mirror image from where it was cut. The basic idea is to cut out the piece, flip it out so that it mirrors the cut out space. They will glue down each piece immediately so they don’t lose it. After they are finished cutting and gluing their shapes, they will glue down the main base in their square they traced. After they are finished, students will clean up their tables by stacking their artwork on the back table and putting all glue bottles back in their buckets. There shouldn’t be any scraps from this assignment, but if there somehow is, students will throw away any scraps. Students will answer questions to line up at the door. “What does **notan** mean?”, “What is a well-known example of a **notan**?”, “What is the difference between **positive and negative space**?”, “What is the difference between **symmetry and asymmetry**?”, “What is the difference between a **geometric and an organic** shape?”, “How have **notans** been used in other cultures?” Students will **recognize** and **describe** the relationship of **notans** to their social and cultural contexts **(3PE)**.

http://www.haigaonline.com/issue12-2/workshop/notan.html

	Does not Apply (0)	Limited (15)	Proficient (20)	Advanced (25)	Student Score	Teacher Score
3PE Compare and contrast art forms, techniques and functions and artistic styles from a variety of cultures and historical periods.	Student did not compare and contrast art forms, techniques and functions and artistic styles from a variety of cultures and historical periods.	Student somewhat compared and contrasted art forms, techniques and functions and artistic styles from a variety of cultures and historical periods	Student mostly compared and contrasted art forms, techniques and functions and artistic styles from a variety of cultures and historical periods	Student compared and contrasted art forms, techniques and functions and artistic styles from a variety of cultures and historical periods		
6PR Demonstrate technical skill through the integration of common processes and topics from other subject areas	Student did not demonstrate technical skill through the integration of common processes and topics from other subject areas	Student somewhat demonstrated technical skill through the integration of common processes and topics from other subject areas	Student mostly demonstrated technical skill through the integration of common processes and topics from other subject areas	Student demonstrated technical skill through the integration of common processes and topics from other subject areas		
5PR Combine the elements and principles of art and design to create visually effective compositions in original works of art	Student did not combine the elements and principles of art and design to create visually effective compositions in original works of art	Student somewhat combined the elements and principles of art and design to create visually effective compositions in original works of art	Student mostly combined the elements and principles of art and design to create visually effective compositions in original works of art	Student combined the elements and principles of art and design to create visually effective compositions in original works of art		
3RE Recognize and describe the relationship of artworks to their social and cultural contexts	Student did not recognize and describe the relationship of artworks to their social and cultural contexts	Student somewhat recognized and described the relationship of artworks to their social and cultural contexts	Student mostly recognized and described the relationship of artworks to their social and cultural contexts	Student recognized and described the relationship of artworks to their social and cultural contexts		

A=90-100, B=80-89, C=70-79, D=60-69, F=0-59

Student Comments _____
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Teacher Comments_____
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