

What Colors and Shapes Your World?

Grades

● K–2

Teacher-In-Residence

● Melanie Hayllar

Subjects

● French, Art

Carnegie
Museum of Art

Goals

- Describe components of an artwork by shape
- Describe components of an artwork by color
- Identify the number of shapes and colors
- Create an original artwork (coloring or collaging)
- Make associations between feelings, places, and colors

Objectives

- Students will be able to identify key shapes in French.
- Students will be able to identify colors in French
- Students will be able to count from 0–20 in French
- Students will be able to identify feelings in English (or French)
- Students will be able to cut and color objects appropriately to their age group.

Standards

The (ACTFL) National Standards for Learning Languages have been revised based on what language educators have learned from years of implementing the Standards. These include language to reflect the current education landscape, including Common Core State Standards, College and Career Readiness, 21st Century Skills. These Standards are equally applicable to learners at all levels; native speakers and heritage speakers, including ESL students, ASL, and Classical Languages. (www.actfl.org)

- **1.1 Interpersonal Communication:**

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

- **1.2 Presentational Communication:**

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

- **3.1 Making connections:** Learners build, reinforce, and expand their knowledge of other disciplines while

using the language to develop critical thinking and to solve problems creatively.

- **4.1 Cultural Comparisons:**

Learners use the language to investigate, explain, and reflection the concept of culture through the comparisons of the cultures studied and their own.

National Art Standards

- **VA:Cr2.1.K-2a:** Through experimentation, build skills in various media and approaches to artmaking.

- **VA:Cr2.3.K-2a:** Create art that represents natural and constructed environments.

- **VA:Cr3.1.K-2a:** Use art vocabulary to describe choices while creating art

- **VA:Re8.1.K-2a:** Interpret art by identifying subject matter and describing relevant details.

- **VA:Re.7.2.K-2a:** Compare images that represent the same subject.

Materials

Shapes:

- Shape cards that correspond to the shapes in the painting.
- Vocabulary sheet

Colors:

- A colorful classroom
- Color cards
- Colored pencils/crayons
- Numbered shape sheets
- Color vocabulary sheet

Numbers:

- PowerPoint: groups for numbering
- Number slips
- Simple math
- Vocabulary sheet

Vocabulary

Shapes:

- Un triangle (triangle)
- Un diamant (diamond)
- Un cercle (circle)
- Un carré (square)
- Un rectangle
- Une bande (a row/stripe)

Colors:

- Rouge (red)
- Orange
- Jaune (yellow)
- Vert (green)
- Bleu (blue)
- Violet (purple)
- Rose (pink)
- Gris (gray)
- Blanc (white)
- Noir (black)
- Brun/marron (brown)

Qualifiers:

- Vif (bright)
- Foncé (dark)
- Clair (light)

Numbers:

- 0–10 or 20

Artworks

Primary Artwork:



Ernst Ludwig Kirchner, *The Lighthouse of Fehmarn*, 1912, Patrons Art Fund, 55.56

Supplemental Artworks:



Paul Gauguin, *Landscape with Three Figures*, 1901, Acquired through the generosity of Mrs. Alan M. Scaife, 63.9



Eugène Brands, *Composition with Boats and Figures*, 1951, Gift of Benjamin D. Bernstein, 77.58.2

Lesson

Colors:

Day 1

1. Go through colors in English to ensure all learners can identify them. Buddy up students who do not know or have difficulties accessing (e.g. color blindness).

2. Pick one color and hold it up. Ask the class to repeat the word. Ask the class what color this is. Repeat the word for them.

3. Go around the room to 3–5 students asking them what color this is.

4. Post the color card to a board, or have a student hold it, while you select another.

5. Repeat steps 2–3.

6. Hold up the first color and ask the class what color it is. Repeat if necessary and alternate identifying the two.

7. Ask the class, is this red or blue? (insert the two colors).

8. Round robin asking 50/50.

9. Introduce another color and repeat steps 2–8.

10. Repeat until the first five colors are introduced. If students can identify without a 50/50 choice, great! If they still need it, that's great! If they get stuck, offer a true/false statement.

11. Movement Activity: “Find something” Have students walk around the room and find something that is the color you call out. No more than 2–3 students can choose an item.

12. Coloring Activity: Pass out a coloring sheet with four shapes, each shape numbered 1–4. It's ok if you haven't done numbers yet. The shapes should be numbered differently on each page. Tell students to color Shape #3 green, #2 red, etc. Everyone's shapes will be differently colored, and you will use these in a different activity.

Day 2

Repeat with the rest of the colors you did not do on day 1. Have students create a color vocabulary sheet. You supply the word and pronunciation, they put the correct color next to each one.

Lesson

Days 3–4

Practice with all colors. Incorporate games like “I Spy”, “Candyland,” or “Color Bingo.” Bring in (and have students bring in) items from nature/ the outside world, then identify the color. Put colored pencils on the table and have students race to pick a color.

Day 5

Introduce the Primary Artwork. Ask students, what colors do you see in this painting? Let them identify in French. Introduce qualifiers like “bright” and “dark.” If time and discussion permits, introduce the Supplemental Artworks.

Shapes:

Day 1

1. Go through shapes in English to ensure all learners can identify them. Students who need help can rely on tablemates or be given manipulatives to remember.

2. Pick one shape and hold it up. Ask the class to repeat the word. Ask the class what shape this is. Repeat the word for them.

3. Go around the room to 3–5 students asking them what shape this is.

4. Post the shape to a board, or have a student hold it while you select another.

5. Repeat steps 2–3.

6. Hold up the first shape and ask the class what it is. Repeat if necessary, and alternate identifying the two.

7. Ask the class, is this a triangle or a square? (Insert the two shapes).

8. Round robin asking 50/50.

9. Introduce another shape and repeat steps 2–8.

10. Repeat until the first three shapes are introduced. If students are able to identify without a 50/50 choice, great! If they still need it, that’s great! If they get stuck, offer a true false statement.

11. Movement Activity: “Find something” Have students walk around the room and find /point to something that is the shape you call

Lesson

out. No more than 2–3 students can choose one item. “Make your body”- have students try to demonstrate the shapes with their bodies/hands/fingers. Let them get creative!

12. Manipulative Activity: Pass out sets of the three shapes. Have students quiz each other on what the shapes are called. Let them try to make new shapes!

Day 2

Repeat with the rest of the shapes you did not do day 1. Have students create a vocabulary sheet. You supply the word and pronunciation, and they match the shape to it.

Day 3–4

Practice with all shapes. Incorporate games like “I Spy”, identify shapes in the room and school building, and race to choose the correct shape from manipulatives.

Painting:

- **Primary Artwork:** Ask students what shapes they see in the painting, and where. If they get stuck, ask a leading question: What shape is the door? Roof? Garden?

- Review colors, numbers, etc.

- Ask similar questions of the Supplemental Artwork

Numbers:

Day 1: 0–5.

The French finger count using the thumb for one. This is a fun difference to talk about, and you can have this conversation before you begin or along the way. A thumb’s up is still a thumb’s up, but one is on the thumb!

1. Hold hand in a “0”, and have students do the same while they repeat “Zay-ro”

2. Ask the class what number this is. Repeat the word for them.

3. Go around the room to 3–5 students asking them what number this is.

4. Show 1 on your thumb and have students do the same. Repeat “un”

5. Go around and ask students to identify 0 and 1.

6. Continue, introducing numbers 2–5 and repeating steps 1–5.

Lesson

7. Say a number, and ask students to hold up the correct number of fingers (whole group, small group, individual).

8. Movement: Have students clap, stomp, or jump the number of times you call out.

9. PPT: Slide showing various numbers of dots or other objects. Ask students to identify how many are in each group. (*Extension/Review: Ask them to identify the color of each grouping, or shape.)

10. Have students draw a number from a box. Have them say the number as they exit.

Day 2:

Repeat with numbers 6–10. Have students complete a vocabulary sheet. You give the word and pronunciation, and they draw the correct number of dots beside it.

Day 3–4:

Practice with numbers 0–10. Incorporate movement: clapping, stomping, etc. Find a 1–10 song. Incorporate simple addition.

You can then continue with numbers 11–20. But maybe do something else

n between. Numbers get boring for everyone quickly.

Painting:

Go over the painting and ask students what they see. Ask follow-up questions: how many of each thing is shown?

Discussion questions:

Colors:

- What colors do you see in the painting?
- What colors do you not see in the painting?
- Which colors are bright? Dark?
- Based on the colors you see, how do you think the artist feels?
- If you were painting how you feel today, what colors would you need? Would they be *vif*, *clair*, or *foncé*? Would you like to share why?
- What color do you think of when you think of happy? Sad? Angry?

Shapes/Numbers:

- What shapes do you see in the painting? Where?

Lesson

- What shape is the door? What shape is the lighthouse?
- How many squares do you see? Etc.
- How many clouds? Houses?

Personal Experience:

- How do you feel about where you live? What is your favorite thing about it? What is your least favorite thing?
- If we looked behind where you live, what would we see? Trees? More houses? A hill?
- What is something you see in this painting you have never seen in Pittsburgh?
- Which painting reminds you the most of home, and why?

Assessment/Extension:

Ask students to close their eyes and think of the place they feel happiest. Really visualize it. Ask what shapes they see there, how many? What colors do they see? What colors do they feel? If they are able, have them write it down, or describe it to a classmate.

Supply students with a large sheet of poster paper (11" x 17") Ask them to remember the colors they felt when they think of their favorite place and have them color the background in those colors.

Supply students with handouts with shape outlines they can color and cut out in the shape of their favorite place. (*If students are not yet able to cut/color, supply them with the pre-colored sheets from the earlier activity, and have some cut out already for them to use.)

Have students glue/tape their colored cut out shapes onto the background. Help them create shapes by showing how they can use a circle to round out a rectangle, etc.

Ask students to share their projects, name their favorite place (English is okay), and identify the colors, shapes, numbers, etc. in their paintings. Encourage them to share why they chose the colors for the background. For students who are uncomfortable sharing out, arrange a gallery walk, or hold works up anonymously and ask students to answer questions about it. (Let them answer questions about their own work without anyone knowing!)