

Celebratory Feelings of Art and Math: Picnic in a Park

Grades

● K–3

Teacher-In-Residence

● Sandra Amato

Subjects

● Mathematics, Visual Arts,
Social Emotional Learning

Carnegie
Museum of Art

Goals

- Students will make mathematical, artistic, and social emotional learning connections with the painting *Picnic*.
- Students will create corresponding artwork (a drawing or painting) of their own using similar mathematical shapes, patterns, and lines.
- Students will examine *Picnic* to discuss specific vocabulary and art related terminology.
- Students will expand their knowledge to other themes such as family, friends, leisure events or activities, and places to visit in the community.
- Students will present and share their art drawing or painting with their peers while explaining its relationship to mathematics and SEL.
- Students' social, emotional, and mental well-being will be enhanced through personal feelings, interpretations, and engagement.

Objectives

- Students will be able to analyze the painting *Picnic* across disciplines and subjects while making specific observations.
- Students will be able to use basic shapes, patterns, and lines to create a work of art.
- Students will be able to make personal life connections and communicate ideas or opinions captured by images of art.
- Students will be able to interpret and reflect on art while presenting their thoughts or feelings.

Standards

Common Core/PA Standards:

- **CC.2.3** Geometry (Identification/Describe/Recognize/Composition/Comparison/Patterns/Shapes/Attributes)

- **CC.2.3.8.A.2** Understand and apply congruence, similarity, and geometric transformations using various tools.

- **CC.2.3.8.A.3** Understand and apply the Pythagorean Theorem to solve problems.

- **CC.2.3.K.A.1** Identify and describe two- and three-dimensional shapes.

- **CC.2.3.K.A.2** Analyze, compare, create, and compose two- and three-dimensional shapes.

- **CC.2.3.1.A.1** Compose and distinguish between two- and three-dimensional shapes based on their attributes.

- **CC.2.3.1.A.2** Use the understanding of fractions to partition shapes into halves and quarters.

- **CC.2.3.2.A.1** Analyze and draw two- and three-dimensional shapes having specified attributes.

- **CC.2.3.2.A.2** Use the understanding of fractions to partition shapes into halves, quarters, and thirds.

- **CC.2.3.3.A.1** Identify, compare, and classify shapes and their attributes.

- **CC.2.3.3.A.2** Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.

- **CC.9.3.K.A-3.E** Critical Response to Works of Art (Creative Thinking and Expression-Communicating through the Arts)

- **CC.16.1-16.2 K.A-3.D** Social and Emotional Development (Student Interpersonal Skills)

- **CC.16.1:** Self-Awareness and Self-Management

- **CC.16.2:** Establishing and Maintaining Relationships

National Core Arts Standards:

- **Anchor Standard 1** Generate and conceptualize artistic ideas and work.

Standards

- **Anchor Standard 2** Organize and develop artistic ideas and work.
- **Anchor Standard 3** Refine and complete artistic work.
- **Anchor Standard 6** Convey meaning through the presentation of artistic work.
- **Anchor Standard 7** Perceive and analyze artistic work.
- **Anchor Standard 8** Interpret intent and meaning in artistic work.
- **Anchor Standard 10** Synthesize and relate knowledge and personal experiences to make art.

Materials

- Notebook, journal, or lined paper
- Chart paper and permanent marker for teacher
- Pencils, crayons, markers, and/or colored pencils
- Pastels or paint/paintbrush/water/water cup for more advanced or older students
- White construction paper or premium quality sketch paper
- Visual of *Picnic* painting

Vocabulary

Math vocabulary:

- circle
- square
- triangle
- rectangle
- rhombus
- cone
- sphere
- cube
- cylinder
- dimensional
- straight
- curves
- edges
- sides
- corners
- above
- below
- beside
- between
- equal
- greater than
- less than
- height
- length
- width

Visual Arts and Social-Emotional Learning (SEL) vocabulary:

- line
- shape
- color
- texture
- pattern
- space
- form
- materials
- time
- perspective
- reflection
- observation
- self
- mindfulness
- analyze
- compare
- contrast
- interpretation

Artwork



Maurice Brazil Prendergast, *Picnic*, 1944–1915, Purchased with gifts of the people of Pittsburgh through the efforts of the Women's Committee, Museum of Art, Carnegie Institute, 72.51

Lesson

A. Introduction:

This lesson plan is designed for a minimum of two days or four forty-five-minute class periods including transitions and breaks. Primary aged students are going to engage in an inquiry-based discussion surrounding the painting *Picnic* by Maurice Brazil Prendergast. Math, Visual Arts, and Social Emotional vocabulary should be woven throughout the two-day lesson. To introduce the lesson, the teacher will ask students, “What do you know and love about art?” Next, the painting, *Picnic*, will be displayed to the class as one of those special pieces of art. The artist’s name will also be shared with some very brief background information on him. Students should be asked several open-ended questions such as, “What do you see going on in this picture/artwork?” and “What do you see that makes you say that?” Deeper open-ended questions should also be included such as, “What else can we see and find?” or “How does this painting make you feel?” or “What experiences do you have that connect you to this painting?” The painting observations and student responses should be charted by the teacher. Younger students may verbally share responses

while older students may wish to document responses in a notebook or journal before sharing them out with the whole group. The teacher should encourage all students to expand on their responses and use corresponding math and visual arts vocabulary. Active listening and clear communication should be incorporated throughout the lesson. In addition, paraphrasing may be used to validate and reinforce student comments. The teacher may choose to clarify and synthesize responses as well as infuse pertinent information to promote discovery, critical thinking, and connections when relevant.

B. Main Activity:

The concept of mindfulness should be shared with the class. Mindfulness describes a state of focus on and awareness of emotions, physical sensations in the body, and consciousness. When individuals are mindful, they have an enhanced ability with self-awareness to reflect on experiences and daily life. Students can be invited to close their eyes or take a deep breath to establish a relaxed learning atmosphere. The teacher should create a calm, focused state of

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attention for the lesson so students can focus on the painting *Picnic*, and be able to share what they see, think, and wonder in a calm and engaging environment. Possible responses with this intimate, resonating painting may include, “People are at leisure in nature. I see a picnic in the park. People are strolling, observing, and relaxing. This is a place of gathering.” As mentioned in the introduction, students will be given as much time as needed to examine and interpret the work of art. Connections should be made to all inter-disciplines and subjects. For example, the teacher may guide students by prompting the students to think about what types of mathematical shapes, artistic lines, texture, patterns, and colors are in the painting. There are various sizes and shapes in arrangement. If students do not notice, the teacher may point out that there are four seasons and four different phases of trees. The teacher should identify a variety of feelings/emotions. The teacher may pose questions such as, “What do you like to do with your family and friends for fun?” Key points of the teacher-led discussion should include that the painting captures contrasting, bold, and vibrant colors. There is a bustle of

activity within nature on a casual, warm, seasonal day in the park while people celebrate everyday fun-loving leisure activities. The teacher may want to mention that the park is not the only place to visit, but it must be popular because there are crowds of men and women there. The lively, chipper people are part of a group but are all individuals each engaged in their own activity or conversation. The teacher may point out that no single personality or action stands out, however, everyone in the painting is displaying some form of getting along and friendship. The teacher should try to have the students make connections to the feelings of harmony, serenity, and the beauty of pure enjoyment that the painting evokes. Once the teacher has sparked creative thinking, it is time for the students to create their own drawing or representation of a picnic in the park or other leisure activity they enjoy participating in. This part of the lesson will most likely occur at another time or on another day. Students will make connections between the work of art and their everyday lives including their families, friends, and life experiences. Students should incorporate various lines, shapes, patterns, and colors.

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The teacher should communicate specific expectations depending on grade level. For example, a kindergarten student could be instructed to include at least one of each basic shape, with four objects and six people. Vocabulary should explicitly be reviewed and used. The teacher should rotate around the room and ask students to describe their artwork before sharing out as a whole group.

C. Transitions:

Transitional comments will be threaded throughout to develop the “Big Idea” and actively engage all learners. As mentioned, this is a two-day lesson. Breaks should be given when necessary. When the discussion is occurring, to make sure it flows smoothly, connections should be encouraged between student comments. Explicitly restate comments made by students and encourage those responding to add further detail or contribute more to the topic being discussed. When transitioning back and forth between student and teacher comments, the unique differences and perspectives should be recognized and appreciated. Help students create and pose questions to initiate

or continue a conversation. Model acceptable conversational cues. For example, wait time and turn taking should be utilized. All students should have the opportunity to share.

D. Questions:

Possible questions may include the following:

- Why is it important to look closely at art?
- How did creating this work make you feel?
- Was this lesson/activity easy or difficult? Why?
- Should we try using another piece of artwork?
- What emotions did this piece of art evoke in you?
- What might artwork tell us about the world around us?
- How is art connected to our everyday lives?
- What do you see/think/wonder/know?
- Why might people use art to tell their story or tell a story?
- Did your mood/emotion change while you were drawing?
- What was most challenging about this experience?
- How might we learn about others through art?

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- How does making art connect people with their surroundings?
- What would you do differently if we were to do this activity again?

E. Assessment:

An informal assessment can be taken to see if individual students applied and understood cross-curricular vocabulary. An informal assessment can also be recorded with pencil/paper on a clipboard to document participation, effort, and/or ability to follow directions. Afterwards, their artwork will be displayed around the classroom or school hall. Older or more advanced students could participate in a gallery walk, leaving sticky notes on other classmates' works of art. Students could note how others' drawings made them feel and what connections they noticed. Both students and the teacher will reflect on the overall project.

Lesson

Lesson Extensions and/or Modifications:

- The lesson may conclude with an indoor or outdoor picnic depending on the weather and school safety regulations.
- Students with special needs may use different criteria.
- A school counselor could assist in co-teaching this lesson to promote the Social Emotional Learning piece while the art and math teachers could also assist to demonstrate opportunities for interdisciplinary and cross-curricular work.
- Using magazines and pieces of cloth or fabric, students can create a collage of different activities or images that seek feelings or different emotions.
- Asking and engaging in discussion about what art is, using everyday sights can connect students, staff, academic subjects, and perspectives together.
- Advanced or older students can create an informational card which would be displayed under their art explaining their piece of leisure activity artwork/drawing.
- Students could write a few sentences or even a short paragraph about their favorite activity that they like to get involved in with family and/or friends.
- Read books about feelings or examine more art. Talk about the outcomes. Engage students in discussions about how they feel when they experience certain situations or view certain objects/pieces of art.