

# **FOLLOWING DIRECTIONS WITH KANDINSKY**

Presented by: Amanda Koonlaba

## **Speaking and Listening Look-Fors**

- Student listens as the teacher speaks.
- Student listens as other students speak.
- Student thinks before responding.
- Student follows oral directions.

## **Visual Art Look-Fors**

- Student discusses the work of Kandinsky.
- Student listens to others discuss the work of Kandinsky.
- Student uses art vocabulary such as color, line, and shape,
- Student manipulates art materials such as glue, pencils, and scissors.

Following Directions with Kandinsky

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Informal Assessment

Speaking and Listening Look-Fors		
	Check if observed	Notes
Student listens as the teacher speaks.		
Student listens as other students speak.		
Student thinks before responding.		
Student follows oral directions.		
Visual Art Look-Fors		
	Check if observed	Notes
Student discusses the work of Kandinsky.		
Student listens to others discuss the work of Kandinsky.		
Student uses art vocabulary such as color, line, and shape,		
Student manipulates art materials such as glue, pencils, and scissors.		

The background is a dark, textured surface with various abstract shapes and colors. There are large, irregular shapes in green, blue, and red. Smaller circles and dots in yellow, red, and blue are scattered throughout. A central white rectangular area with a dashed border contains the text.

# Following Directions with Kandinsky

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# Following Directions with Kandinsky

Common Core: Language, Speaking and Listening

L.02.04, L.03.03a, L.04.04.a, L.05.04.a- Context

SL.02.01.b, SL.03.01.d, SL.04.01.d, SL.05.01.d- Participating in conversations

National Core Art Standards:

Anchor Standard 2: Organize and develop artistic ideas and work.

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**I Can Statements--- Learning Targets :**

I can listen, think, and do.

I can use a pencil, markers, scissors, and glue properly.

I can discuss artwork.

**Highly Effective Questions:**

Why do we think after we listen?

How do I use a pencil, markers, scissors, and glue properly?

How can I discuss artwork?

**Essential Vocabulary:**

theme

positional words (above, below, etc.)

**Set/Hook:**

TSW view [Wassily Kandinsky's work with shapes.](#)

TSW will discuss the details of the artwork with partners. TSW identify possible themes.

**Whole Group:**

Guided Practice (Modeling)

TTW read the steps (at least three times each).

TSW listen, think, do.

**Independent Practice:**

TSW trace their shapes with a black permanent marker.

TSW color their shapes with crayons. TSW be sure not to color the background. TSW use black liquid watercolor paint to create a wash for the background.

**Small Group:**

TTW pull small groups of students as needed to repeat the directions.

**Closure:**

TTW give an oral direction using positional words. TSW follow. (Example: Put your left hand above your head.)



I can listen,  
think, and do.

Common Core: L.02.04.a L.03.04.a L.04.04.a L.05.04.a



I can listen,  
think, and do.

Common Core: L.02.04.a L.03.04.a L.04.04.a L.05.04.a



I can discuss  
artwork.

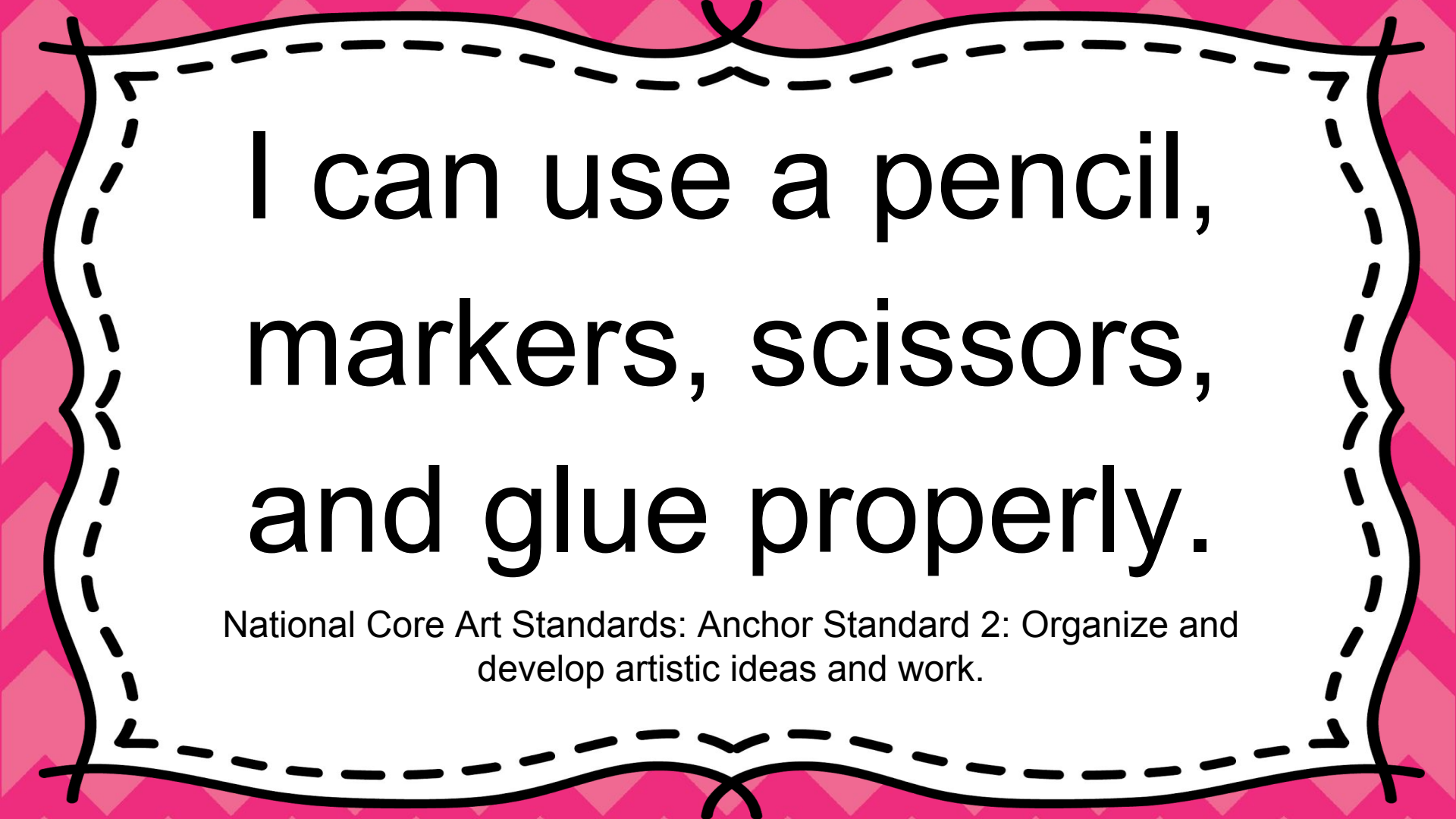
Common Core: SL.02.01.b SL.03.01.d SL.04.01.d SL.05.01.d





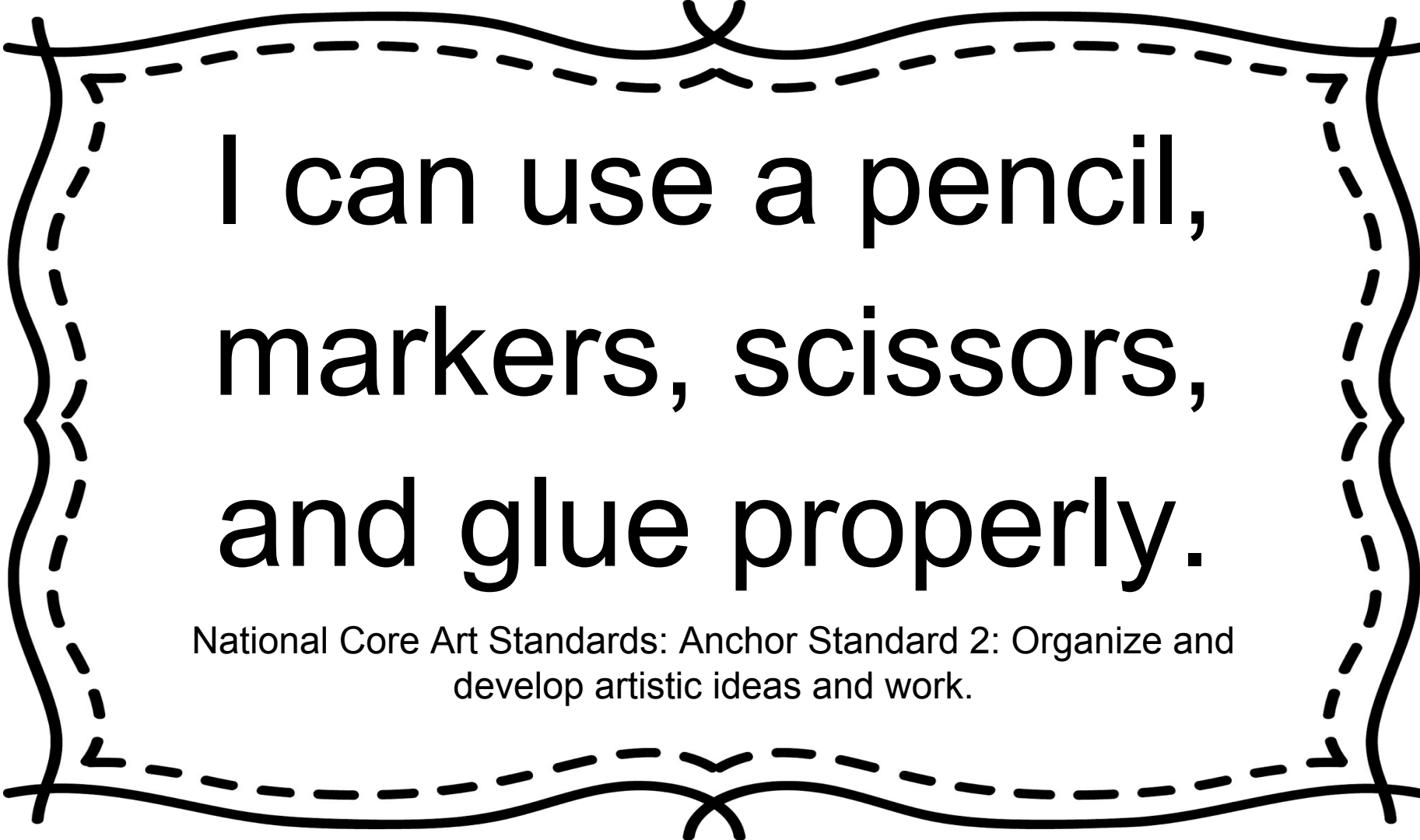
I can discuss  
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Common Core: SL.02.01.b SL.03.01.d SL.04.01.d SL.05.01.d



I can use a pencil,  
markers, scissors,  
and glue properly.

National Core Art Standards: Anchor Standard 2: Organize and  
develop artistic ideas and work.



I can use a pencil,  
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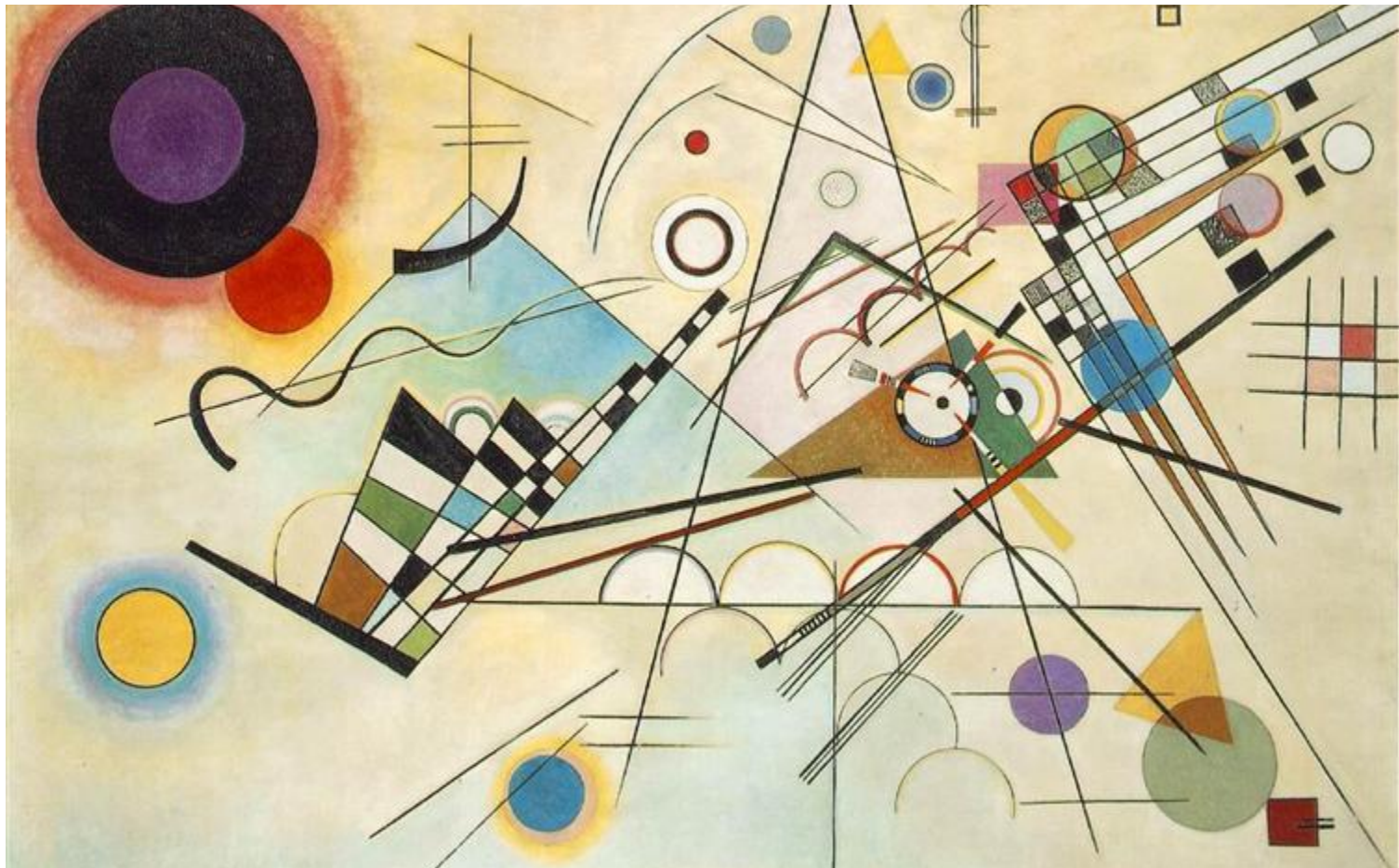
### **Analyzing a Kandinsky**

Students need to view Kandinsky's work before they begin the following directions activity or start their own art-making process. Analyzing this work is part of what makes this lesson arts-integrated and highly effective.

#### **Here's how to lead an analysis of Kandinsky's works:**

First, model for the students how your thought process would look as you analyze his work. For instance, you could show the students Kandinsky's [\*Composition VIII\*](#). Explain how it has some circles in the upper left corner that resemble an eclipse. Then, point out the circle near the center that has three triangles touching it. This resembles a clock. You could point out all of the different shapes and colors you see. Point out the difference between the lines and shapes. Tell the students that this work makes you think about time because of the part that looks like a clock and the part that looks like an eclipse.

Next, ask the students to view [\*Transverse Line\*](#). Tell them to view the work silently for at least thirty seconds. Then, let them explain to their groups/neighbors/partners what details they notice. They should also explain what they think the overall theme could be. Encourage them to use art vocabulary like: color, line, shape. A graphic organizer is provided for recording if needed.



*Composition VIII* by Wassily Kandinsky  
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*Transverse Line* by Wassily Kandinsky  
Public Domain

**Title of Kandinsky's Work:** \_\_\_\_\_

Detail 1

Detail 2

Detail 3

Detail 4

Detail 5

Detail 6

Detail 7

Detail 8

Possible Themes:

**Title of Kandinsky's Work:** \_\_\_\_\_

Detail 1

Detail 2

Detail 3

Detail 4

Detail 5

Detail 6

Detail 7

Detail 8

Possible Themes:



Steps to be read aloud:

1. Draw a large circle in the bottom left corner of the paper. The circle should be about the same size as your hand. This will be the largest shape that you draw on your paper.
2. Draw two smaller circles inside the circle you just drew.
3. Draw three medium-sized circles anywhere on the paper. These circles should be smaller than the very first circle you drew. They should not be near each other.
4. Draw two smaller circles inside each of your medium-sized circles.
5. Draw two squares that are about the same size anywhere on the paper. Make sure the squares are drawn near each other, but do not let them touch.
6. Draw a rectangle below one of the circles. The top of the rectangle should touch the bottom of the circle.
7. Now, draw a triangle above a different circle. Make sure the bottom of the triangle touches the top of the circle.
8. Draw stripes inside the squares.
9. Draw five stars anywhere on your paper.
10. Look back at Kandinsky's *Transverse Line*. Find four things about that work that inspire you. Use those to add four more things to your own work.

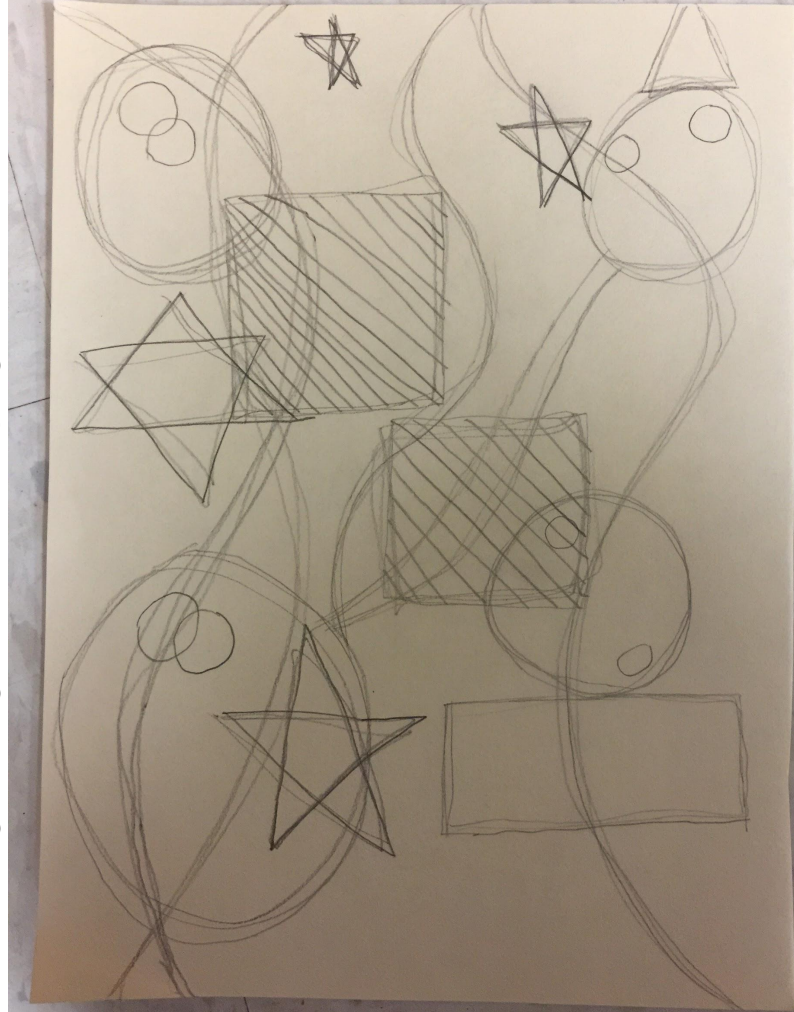
### **Notes:**

Decision-making is an important skill. Students need practice with this. Here are some ways that this lesson encourages this, plus some tips and tricks.

1. The oral instructions are designed to give enough direction that each student will have to listen, think, and do. Each student should have some basic components in their work (ex.: circle in the bottom left corner). However, the directions are also designed to allow them to think about what they heard and make a decision. For instance, they are told to draw stripes inside their squares. They are not told whether the stripe should be straight, zig zag, horizontal, diagonal, or vertical. This is their decision to make. They will try to ask a thousand questions. Do not tell them anything except what the directions say. They need to make their own decision based on their interpretation of the information they hear.
2. Don't allow the students to erase. Students become dependent on erasers and don't try to otherwise problem-solve when they make mistakes. In addition, they will erase the same line multiple times, which leaves ghost-lines that are visual distractions from the artwork. Erasing is a hard habit to break. So, be encouraging. This builds trust as well. It forces the students to both figure out how to work with their mistakes (make them a part of the artwork) and to trust themselves. If they know they cannot erase, they are more likely to think before they draw.

## Helpful Hints for Creating the Artwork

1. One way to get interesting lines is to have the students trace their pencil lines with a black permanent marker two or three times. The lines will be bolder and have an interesting repetitive quality about them.
2. Another way students can make their artwork more interesting is to color the shapes lightly and then add patterns inside the shapes with the same color crayon. They can press just a bit harder or use their crayon more like a pencil to get a darker color. The intensity changes and the pattern will show up. Circles, stripes, and polka dots make great patterns for this technique.
3. Creating a wash with black paint over crayon is a great way to make the colors pop. Thicker paper is best for this. Any kind of paint can be used if it is watered down. However, liquid watercolor paint works best. If liquid watercolor is used, sprinkle some salt on it while it is wet and let it dry. This causes the paint to move on the paper and gives it an implied texture.







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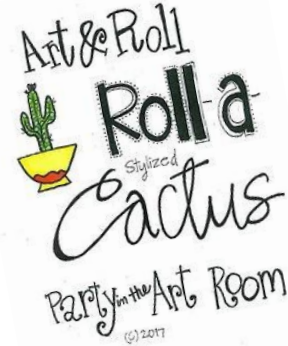
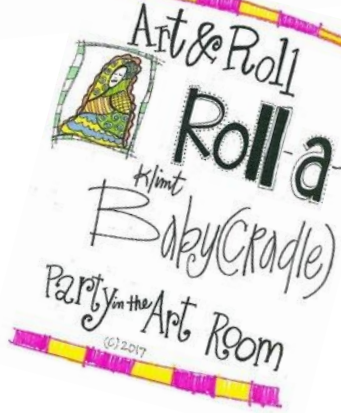
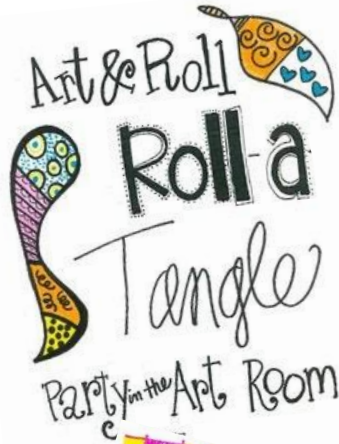
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from Amanda Koonlaba.



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*with Amanda Koonlaba*



*Thank you, thank you very much!*

[Click here for special pricing for attendees of my conference session on Following Directions with Kandinsky](#)



## **Arts Integration Lessons: Featuring the Work of Wassily Kandinsky**

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