

◀◀ Lesson 2 ▶▶

Together/Alone Art Sculpture & Bullying

Objective: Using *Together/Alone* to discuss the concept of bullying.

Recommended Grade Level: 4th Grade and 5th Grade

Time: Two 30 Minute Lessons

Materials: *Together/Alone* by Tali Grinshpan (from digital file), *Together/Alone* worksheet, pencils and colored pencils

Procedures – Session One: Project the image of *Together/Alone* on the board. Do a visual thinking strategy (see, think, wonder) and ask the students, “What do you see in the image? What do you think about it? What do you wonder about it?” Allow students to reflect on the image and share their insights for a few minutes. If they have not already made the connection ask them, “What would the story be if this were a bullying situation? What would the pieces represent? Who are the bullies in each image? How would the story change if the other color piece was the bully? How would that change the dynamic of the art?” Allow students to really reflect on the piece and share their comments with the class. This discussion may give you a lot of insight into the students’ perspectives of bullying.

Procedures – Session Two: Have students create their own version of *Together/Alone*. Using crayons, colored, pencils or markers, allow students to create their own story of bullying. Have them title their piece. Allow students to share their work with the class (created example below).

Discussion Questions:

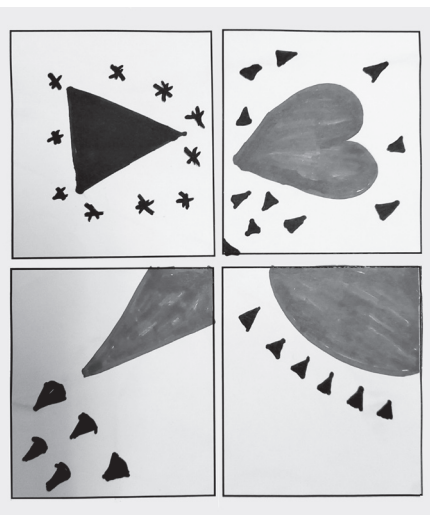
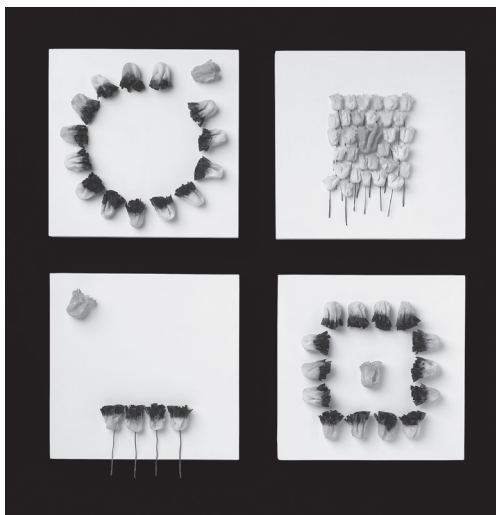
- » How did the artist use glass to show bullying in her piece?
- » Why do you think the artist used only two colors in the piece?
- » What can you do if you see someone getting bullied?
- » What is the difference between bullying and being “mean?”

Curriculum Standards

B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

VA5CU2.c Discusses how social events inspire art from a given time period

ELA5LSV1.a Listening, Speaking, and Viewing
Initiates new topics in addition to responding to adult-initiated topics



Together/Alone. 2016 (left).
Sculpture – Glass, Wood,
Metal. Private Collection,
Northern California

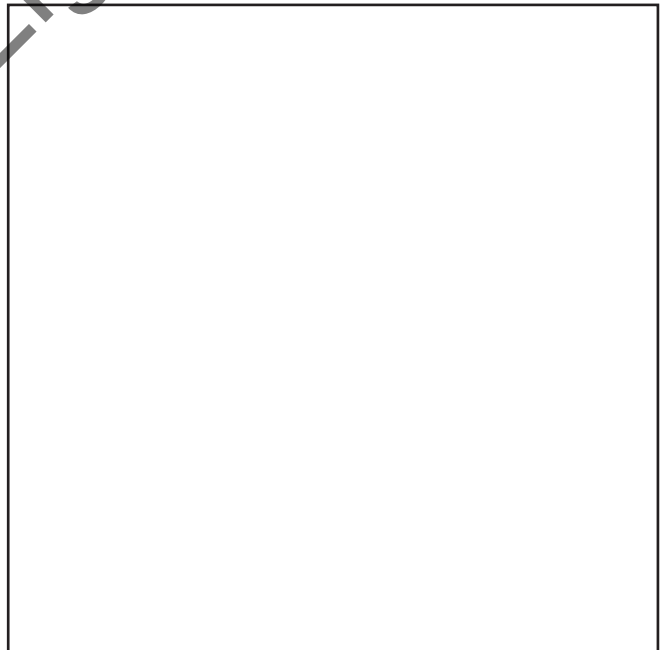
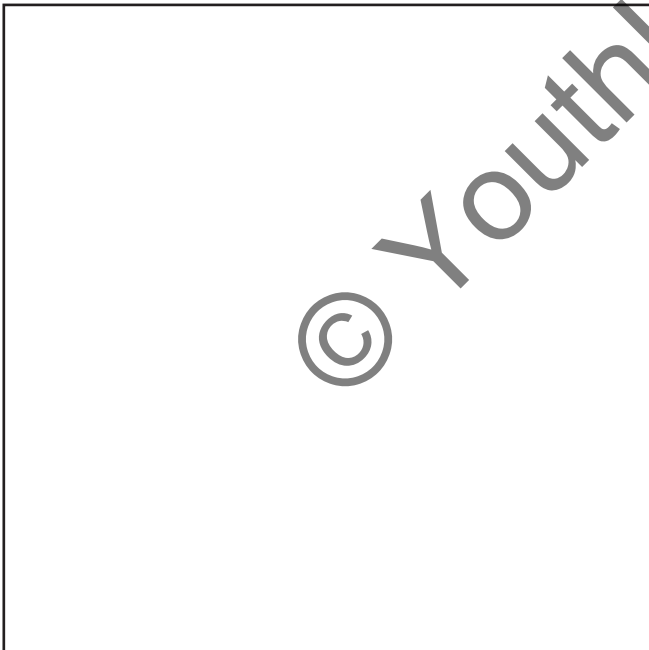
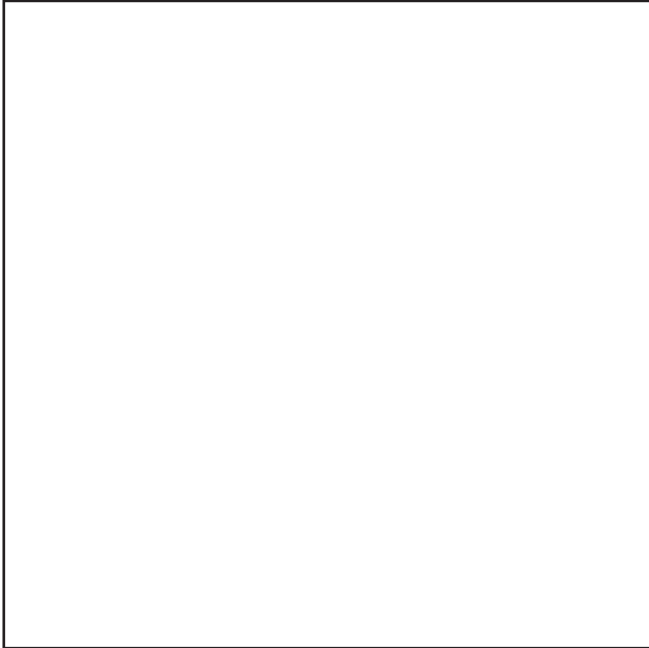
Copied with permission from
Grinshpan, Tali.

Photographer of work:
Keay Edwards

Student created example
(right).

Together/Alone Template

NAME OF PIECE _____



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Artist Signature _____

◀◀ Lesson 5 ▶▶

Communication & Cooperation Using Shapes

Objective: Students work together to create a Kandinsky inspired piece of art while considering the shapes involved.

Recommended Grade Level: 1st Grade and 2nd Grade

Time: Two 30 Minute Lessons

Materials: Four to six large pieces of paper (around 18” x 24”), pencils, crayons or markers, *Shape Sorter* worksheet (p. 17), PowerPoint or slide image of Kandinsky’s Painting – *Composition 8* (from digital file)

Procedures – Session One: Show students Kandinsky’s Painting – *Composition 8*. Ask students, “What do you see in the images?” Allow a few minutes for students to look and reflect as they take the piece in. After a few minutes, ask students, “What types of shapes and lines (straight, squiggly, etc.) do you see in the painting?” As students are responding, record their responses on the board.

Once you have written down all the shapes and lines, discuss what good communication looks like. Say to the student, “Good communication is listening to each other, being kind, taking turns, and working together.” Place students in groups of four to six and give each group one *Shape Sorter* worksheet (p. 17). Tell students that they will soon work together to create their own Kandinsky inspired art piece. Let students know that good artists take time to reflect on what they want to put into their work. Tell the students that they will use the *Shape Sorter* worksheet to decide how many of each shape they would like to use in their piece. A good guideline is to have at least 5 but not more than 20 of each shape — this avoids students trying to draw 100 circles and calling it a day. As students work, monitor and give feedback on their ability to communicate and work together (this is where the ASCA Mindset and Behaviors come into play). Five minutes before the 30-minute segment is over, collect the *Shape Sorters* and ask students to reflect on how they feel they did. Provide feedback and let them know that the next time you see them, they will be creating their piece.

Procedures – Session Two: Remind students about the previous lesson by showing them Kandinsky’s painting, *Composition 8*. Remind them that today they will be creating their own Kandinsky inspired piece in their groups. Allow students to get into the same groups as session one and return the *Shape Sorter* worksheet to each group, along with the 18” x 24” paper, pencils, crayons or markers. Before students begin working ask them, “What might be hard about working together (not sharing, not taking turns, not agreeing on what do create)?” Tell students, “It is important to be kind and listen to each other while you are working together.” Let the students use the *Shape Sorter* worksheet as a guideline to begin working. During this time, monitor each group and give feedback as they create their work. Some groups may have conflicts. This is the best “in the moment” opportunity for the counselor to help them problem solve any communication problems that occur.

Curriculum Standards

ASCA Standards: B-SS 1.

Use effective oral and written communication skills and listening skills

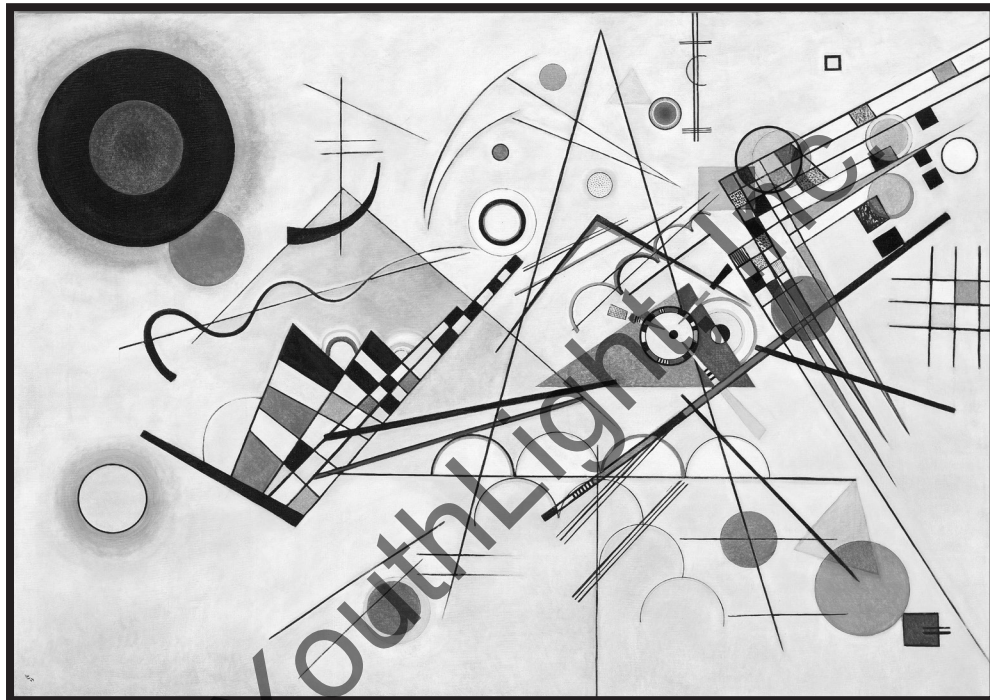
VA1PR.2 b. Identifies lines and shapes in order to draw an object

M.1. G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes

Stop the class five minutes before the end of the 30-minute session and have students reflect and show their work, identifying the shapes and discussing what went well and what did not go well working together. Ask students, “What was hard about working together? How did you solve the problem to make your art?”

Discussion Questions:

- » How did you communicate with each other?
- » What was the hardest decision that you had to make together?
- » What was your favorite part of creating together?
- » What could you do next time to become better at communicating with each other?



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Print Media. Solomon R. Guggenheim Museum, New York

Creating Kandinsky Shape Sorter

Shape	Number
Circle	
Oval	
Square	
Triangle	
Rectangle	
Straight Line	
Semi-Circle	
Curvy Line	