

# Mondrian Measurement Art

Get Sm<sup>THROUGH</sup>art<sup>the</sup>s

## Math & Visual Arts

Grade  
4

### Maryland Math CCSC – Grade 4

4 MP 5. Use appropriate tools strategically.

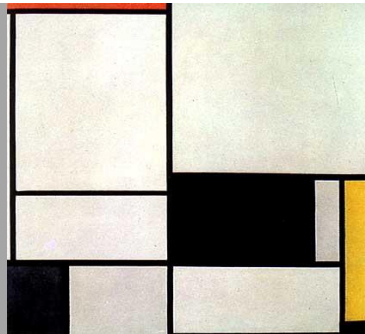
4 MP 6. Attend to precision.

4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm, kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...

### Visual Arts (MD) – Grade 4

3.1.b. Manipulate art media, materials, and tools safely

3.1.c. Create artworks that explore the uses of the elements of art and selected principles of design, such as pattern, repetition, contrast, balance, and variety, to express personal meaning



## Connected Objective:

Students will practice measurement, geometry, and fraction skills to create Mondrian style art designs.

## MATERIALS & RESOURCES

- Mondrian Measurement Art Worksheet
- Rubric for Mondrian Art Project
- Black Construction Paper and grid paper
- Ruler, pencil, scissors, markers or colored pencils
- Markers/Colored Pencils/White Chalk
- Images of Piet Mondrian's Art
- Visual Arts Posters: Colors, Element of Shape
- Poster: Design process

## KEY CONTENT VOCABULARY

- Fraction
- $\frac{1}{4}$ "
- Measurement

## KEY ARTS VOCABULARY

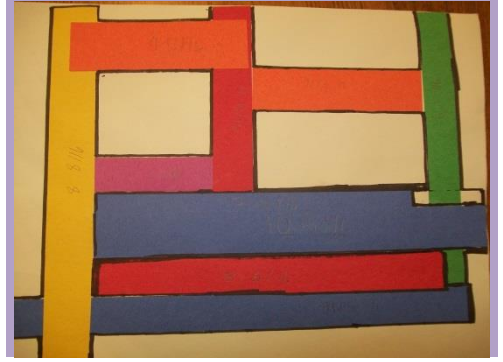
- \*Elements of Visual Arts
- \*Color Blocking
- \*Analyzing
- \*Creating
- \*Applying

# A S S E S S M E N T

## Rubric:

- Students create a Mondrian Style art piece and be able to measure black strips to the nearest  $\frac{1}{4}$ ".
- Students apply math, design, and art skills to create a visual art piece. Students will need to incorporate these skills and analyze how the different skills influenced the final project.

Reflection sheet: Students reflect how creating the artwork helped them understand/practice the math skill.



# L E S S O N S T E P S

## Anticipatory:

Students observe a few images of Piet Mondrian's Art. Teacher asks students if they have seen anything like this. Where? When?

- Provide additional examples and discuss the artist's work and his geometric style, the element of shape and his use of color.

## Procedure:

- Introduce the project: Students will cut a variety of shapes using strips of paper from assigned measurements and arrange their strips/shapes to create a Mondrian-inspired artwork.
- Teacher models how to measure and label a strip and remind students to measure all strips first and then layout. They should glue last.
- After students glue strips down, they color the spaces between strips with primary colors. Teacher discusses the different shapes students created.
- Students partner up to double check measurement.

## Closure:

Students share their projects explaining how they used math in their projects.

After all students have shared, discuss trial and error and the design process. Ask if anyone changed their design. Teacher connects to idea that good thinkers/scientists/engineers change their designs all the time.

# EXTENSIONS & OPTIONS SOURCES & RESOURCES

\*Some students may measure only 6 black strips where other students will measure 8 to 10 black strips.

\*This lesson can be extended using other measurements:  $\frac{1}{8}$ ",  $\frac{3}{4}$ ", etc.

# G E T S M A R T T H R O U G H T H E A R T S

AUTHOR(S): Lynn Bush and Kristi Corey, Riviera Beach Elementary, Pasadena MD

# S u p p o r t i n g D o c u m e n t s

## Reflection: Getting SMART through ART!

What did you learn about visual arts in this lesson?	What did you learn about measurement?	How did learning by making this style of art help you with mathematics?	What did you learn about yourself as an <i>artist</i> AND a <i>mathematician</i> ?

