



Sarah Gerding

TD 515: Integrating the Arts in the Elementary Classroom

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The authentic Integrated Arts Assessment Project I chose to use was creating buildings out of geometric shapes. My big idea is “geometric shapes can be found in combination to create larger forms” so I thought this would be a good way to introduce the concept to students since they would essentially be creating a simplified version of Paul Klee’s “Castle and Sun.” I decided to use a 12” x 18” piece of black construction paper for the background, which would be similar to the darker colored background in the original piece of art. For the geometric shapes, I also used construction paper and utilized many different colors that would stand out nicely against the dark black background. The students would be responsible for cutting out their own geometric shapes and gluing them onto the black paper using glue sticks.

I designed this assessment for a lower elementary grade level, specifically kindergarten. I think that this project would be developmentally appropriate for that grade level because they will be familiar with geometric shapes and most likely learning about them during their core classes. It is also appropriate because it gives the students a chance to practice their gross motor skills (in terms of cutting and gluing shapes onto the paper) but it is not too difficult and does not involve using any materials that would not be safe for that grade level.

This assessment will show that my students understand the big idea “geometric shapes can be found in combination to create larger forms” because that is exactly what they will be doing! Instead of just seeing a square or a rectangle, they will start to visualize how those different shapes can be combined together to make large shapes. They will also realize that certain shapes can add details to the larger forms, such as squares representing windows, rectangles representing doors and triangles representing roof tops.

In terms of presenting the instructions for this project and the big idea to the students, I would start with the very basic idea of shapes as it relates to the math core content area. I would

discuss different kinds of shapes with the class and have them practice drawing and naming various forms. Next, I would have them brainstorm what certain shapes make them think of and see if they could work together as a class to come up with different ideas (example: a circle might make them think of a steering wheel, a pizza, a doorknob, etc.). Finally, I would show them a picture of a house or a building and ask them to identify as many shapes as they could find. This would then transition into the art and instructional portion of the project.

For this phase, I would like to show the students “Castle and Sun” and discuss how it is similar to the exercise they just finished. I would ask them to point out different shapes they found in the painting and we could discuss what types of buildings or structures they could find as they looked at it. I would also briefly ask them about the colors of the painting and we would discuss the colors they saw and whether certain portions of the painting were lighter, darker, etc. After this discussion, I would instruct the students to cut out their own geometric shapes using the construction paper and glue them onto their black sheet of paper with the goal of creating different buildings.



















This Integrated Arts Assessment Project is authentic because it incorporates the arts with a core content area without jeopardizing the instruction of either area. The idea of geometric shapes is found in the math core content area and in order to add shapes to their project the students will need to know the different kinds of shapes and their basic features in order to assemble them into the appropriate larger forms. The discussion of Paul Klee’s “Castle and Sun” and the different aspects of the painting would make up the art history portion of the lesson and the final act of the students constructing their own version provides them with an opportunity to practice combining shapes and expressing their individual creativity.

Sample Work Product to show students:



Geometric Shape Building Assessment Rubric

Directions: After completing your project, please read through the following items and check the appropriate box in the rubric below.

I made my buildings out of geometric shapes.		
I added details to my buildings using shapes (such as windows or doors).		
I made my geometric shapes with brightly colored construction paper.		
I cut out my geometric shapes neatly and they accurately represented the correct shapes.		
I glued down the edges of the geometric shapes completely.		
I filled in most of my page with the buildings.		
I actively participated in the process of class discussion and project completion.		
I used the entire time allotted in order to turn in a complete and finished product.		
I included my name and date on the back of the paper.		
I turned in my assignment on time.	