

## Newspaper Shapes



Project developed by artist, Annie Lapin  
Artwork created by Sydney Maxwell, Age 6

### Objective

Students will identify letters within the newspaper. Based on the shapes formed by the connected letters, students will draw a realistic image of an animal or living thing. They will also explore emotions by signifying the subject's emotion through design elements and words.

**Age** Kindergarten and up

**Time** 55 minutes

**Focus** Literacy, Visual Arts (Line, Shape, Space), Social Emotional Learning (SEL), Self-awareness, Social Awareness

### Material

- Newspaper
- Crayons

### Core Standards

- Common Core: Language - Print many upper- and lowercase letters.
- Common Core: Reading - Follow words from left to right, top to bottom, and page by page.
- Visual Arts: Creative Expression - Use geometric shapes/forms (circle, triangle, square) in a work of art
- Social Emotional Competency: Self-awareness - Ability to recognize one's own feelings and describe and understand their own emotions. Social Awareness - Ability to take others' perspectives into account and to empathize with others.

(See below for a full list of standards.)

### Opening (5 mins)

Ask about students' experience with the newspaper.

- *What is a newspaper?*

- *Why do people read the newspaper?*

Distribute a full newspaper page with text on it to each student. Ask students to get 5 different colored crayons to start.

### **Instruction and Guided Practice (15 mins)**

**Step 1:** *As you look through the newspaper, circle every capital A with your crayon that you see. Try to circle at least 5 total.*

**Step 2:** *Next, study the page and connect the circled "A" letters to one another to create an image of a living thing, such as an animal, person, plant or tree. As students are drawing their image, ask them to think about the emotion of what they are drawing. For example, if they are drawing a dog, ask them to draw it in a way that expresses the emotion of the dog. Ask students to consider color, line, and shape to help express the emotion of the animal.*

**If students are having trouble understanding how to find an image in something abstract, show them the photos on the resource page. These examples are meant to help describe how to find an image in something abstract.**

**Step 3:** *Now, color in your image using crayons and add details to enhance and transform it. What did you draw? Was it an animal, person, plant or something else? Think about the emotion of what you drew. Is your [animal] happy or sad? Curious? Frustrated? Mad? Excited? Determine the emotion of your image and express that emotion through colors you choose and the lines and shapes that you draw. If you wish, you could write words or a sentence that describes the emotion you want to convey.*

### **Work Time (30 mins)**

Circulate the room to help students find shapes and color in their artwork.

### **Closing (5 mins)**

With a partner, ask students to describe what they drew and the emotion their drawing was expressing.

### **Extension:**

2nd-5th Grade: Ask students to study their image (animal, person, or other living thing) and think of what the image would say if it could talk. Next, ask students to add a thought bubble above their image and write what their image wants to say.

- *For example, if you drew a rabbit, write a thought bubble over the rabbit that expresses how the rabbit is feeling or what she/he might want. I.e: "I am a rabbit. I am hungry and would do anything for a carrot!"*

## **Philosophy**

Art is an essential tool for early childhood development. Studies have shown that art education helps to increase comprehension of STEM and literacy concepts as well as offering students an outlet to

process trauma, develop self-discipline and self-management, and interpersonal relationship skills. Active engagement in the arts can yield positive benefits in social and emotional growth. The art lessons developed by Crayon Collection are meant to support this growth.

## **Standards**

### **Common Core Standards**

#### **Language**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Print many upper- and lowercase letters.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - b. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

#### **Reading**

1. Demonstrate understanding of the organization and basic features of print.
  - a. Follow words from left to right, top to bottom, and page by page.
  - b. Recognize that spoken words are represented in written language by specific sequences of letters.
  - c. Understand that words are separated by spaces in print.
  - d. Recognize and name all upper- and lowercase letters of the alphabet.

#### **Speaking and Listening**

Presentation of Knowledge and Ideas

6. Speak audibly and express thoughts, feelings, and ideas clearly

### **Visual Arts Standards**

#### **Artistic Perception**

- Develop perceptual skills and visual arts vocabulary
  - 1.1 - Recognize and describe simple patterns found in the environment and works of art

#### **Creative Expression**

- Skills, Processes, Materials, and Tools
  - 2.1 - Use lines, shapes, forms, and color to make patterns
- Communication and Expression Through Original Works of Art
  - 2.6 - Use geometric shapes/forms (circle, triangle, square) in a work of art

#### **Aesthetic Valuing**

- Derive Meaning
  - 4.1 Discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture).
  - 4.2 Describe what is seen (including both literal and expressive content) in selected works of art.
- Make Informed Judgments
  - 4.3 Discuss how and why they made a specific work of art.
  - 4.4 Give reasons why they like a particular work of art they made, using appropriate art vocabulary.

### **Social Emotional Learning**

#### **Self-awareness**

- The ability to recognize one's own feelings, interests, and strengths, in addition to maintaining an accurate level of self-efficacy. Students who are self-aware are capable of describing and understanding their own emotions.

**Social Awareness**

- Ability to take others' perspectives into account and to empathize with others. Socially aware students are more likely to recognize and appreciate the similarities and differences of others.

**About the Artist**

Annie Lapin (b. 1978, Washington, D.C., lives in Los Angeles) received her BA from Yale University and MFA from UCLA. Solo exhibitions from the last few years include the Santa Barbara Contemporary Arts Forum, Pasadena Museum of California Art, and Grand Arts, Kansas City (2008). Her work has been featured in numerous group exhibitions including Los Angeles Contemporary Exhibitions, Neuberger Museum of Art, SUNY Purchase, and Nerman Museum of Contemporary Art, Overland Park, KS. Her works are included in numerous private and public collections including the High Museum of Art, Atlanta and Nerman Museum of Contemporary Art. She is represented by Honor Fraser, Los Angeles.

### Additional Resources

To help explain the concept of finding an image within an abstract shape, ask students, *have you ever looked at clouds and seen a shape in the clouds?* Show photos of cloud shapes.

Examples:



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COLLECT -> CONTRIBUTE -> CREATE

## Project example

