

## Clown/Circus Animal Shape Portraits



**Target Group:** Kindergarten

**Goal (Terminal Objective):** Students will learn the elements of art (Lines, Colors, and Shapes) and apply creative problem solving to complete an original clown or circus animal portrait based on the artwork of the author and artist Lois Elhert. Students will also learn to how to combine shapes to achieve new ones.

**Objective:** Students will demonstrate their visual understanding of the elements of art by creating a clown or circus animal portrait, which also exhibits their knowledge of basic lines, shapes, and colors upon completion of the artwork.

### **National Standards:**

Visual Arts Grades K-4 Content Standard 1: Understanding and applying media techniques, and processes

Visual Arts Grades K-4 Content Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Visual Arts Grades K-4 Content Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

**Purpose:** Students will look at examples of works of art by author/ artist Lois Elhert for inspiration (Literature Integration). Students will apply their knowledge and create an original clown drawing using repeated shapes, lines, and colors. Students will visually demonstrate knowledge of elements of art in their original choices of shapes, lines, and colors to complete the composition. Students will identify and use different types of shapes and lines (Math Integration).

**New Vocabulary:** trace, circus, clown, combine, circle, star, triangle, oval, rectangle, pattern, lines, portrait

**Materials:**

Pre-cut /laminated shapes (circle, oval, rectangle, star, and triangle,).



#22-0534 Tuck Box Crayons Standard Size



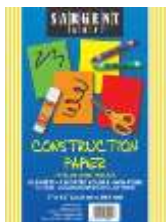
#22-0531 Tuck Box Crayons Standard Size



#22-1530 Classic Broad Tip Peggable Carton



#22-7244 Graphite Pencils



#23-40xx 50 ct. Construction Paper Pack

**Time:** approximately 1-2 class periods

**Instruction and Motivation (Set):**

- A. Teacher will read the story book “Circus” by Lois Elhert. Have students name the basic lines and shapes (straight, curved, zigzag, dotted, rectangle, circle, triangle, etc.) and find them in Elhert’s book/artwork. Students will be guided to discover the colors, lines, and shapes in Elhert’s artwork/book.
- B. Teacher will show examples of student-completed clown or circus animal portraits.
- C. The teacher will demonstrate how to trace pre-cut shapes in pencil and marker to create

a figure or animal. Teacher will discuss pattern and have children identify patterns on their clothing.

**Resources:** Artist Exemplar book Circus” by Lois Elhert or the book Color Zoo.



Student Examples Grade Kindergarten

**Instruction:**

1) Students may select a pink or yellow piece of construction paper. Begin by having students label the back of their paper with their name using a pencil.



2) Using a pencil, students will trace and arrange pre cut laminated shapes to create an animal or clown. Shapes may be combined or placed next to or on top of one another. Students will be encouraged to add a background and or pattern to their picture.



3) Students will then use a black sharpie marker or black marker to trace the pencil shapes.



4) Next, students will color in the outlined marker shapes with assorted crayons. They should color them in solidly.



**Activities:**

**(1) Guided Practice:**

- a. Students view and discuss examples of artwork representing circus themes that utilize basic shapes.
- b. Students discuss the art elements that include types of lines, shapes, and colors.
- c. Students demonstrate their technical ability to trace pencil lines and color evenly, and to fill the space to achieve an original clown or animal portrait.

(2) Independent Practice and Check for Understanding:

- a. Teacher will circulate and help students with design questions. Teacher may make suggestions to students to combine shapes or to add art elements.
- b. Teacher may offer individual help with tracing or coloring smoothly and evenly and effective use of shapes.

(3) Closure: Teacher leads students in a discussion of what art elements (shapes, colors, lines) each student used or colors mixed to create their clown or circus animal. Teacher will inquire why students chose those shapes and ask students to locate where there is a pattern.

**Evaluation:**

Level One -- The finished design very successfully demonstrates the student's understanding of the elements of art. The student has shown strong technical skills in their use of drawing and use of shapes or colors. The student has shown a high level of creativity in completing the motif with original detail. Craftsmanship is outstanding.

Level Two -- The finished design demonstrates the student's understanding of the elements of art. The student has shown good technical skills in his/her use of drawing and use of shapes or color. The student has shown creativity in completing the motif with original detail. Craftsmanship is good.

Level Three -- The finished design demonstrates effort on the student's part to show his/her understanding of the elements of art. The student has shown little technical skill in his/her use of drawing or use of shapes or color. The student has shown limited creativity in completing the motif with any detail. Craftsmanship is minimal.

Level Four -- The finished design lacks evidence of the student's understanding of elements of art. There is no technical skill shown in his/her use of shapes or use of color. The student's final project lacks creativity and craftsmanship.

**Extension:** This project can be greatly simplified for younger students, or vice versa for older, more advanced students. Oil pastels or watercolor crayons could be used for a different visual effect. In addition, students could be asked to use just one shape repeatedly in different sizes.

**Resources:**

<http://www.rif.org/art/illustrators/ehlert.msp> biography and information on author Lois Elhert

Circus book- by Lois Elhert, Color Zoo by Lois Elhert

BY RISELLE ABRAMS  
Art Consultant