

Adaptive Lesson Plan: Exploring Positive & Negative Space with Stencils

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Objective Statement

This lesson is planned for First Grade students as an Art Intervention activity for Exceptional Children (EC). The student(s) will remember the concept of space by identifying positive and negative space, show understanding by comparing the spaces, apply their understanding by using materials to create positive and negative spaces, and analyze and evaluate their work with guidance.

Overview of Student Learning Experience

- ❑ Describe how students will actively engage in the learning experience, including critical thinking.
- ❑ Written overview clearly describes how students will actively engage in the learning experience. Response should be two or more paragraphs with specific examples and details.

This **space analysis** will attract the student's attention in exploring the difference between and use of **positive** (active) and **negative** (passive) spaces. By reviewing **colors**, **shapes**, and **space** the student(s) will have a better understanding of how these elements work in harmony to make a composition. Students will begin to understand how to form their own artworks and analyze the use of positive and negative spaces further.

List of Materials Needed:

1. Acrylic Paints (Primary colors, Black, White)
2. Stencils (plants, bugs, letters)
3. Sponge Brushes (flat, round, angled)
4. Surface (large paper, wooden box)
5. Protective Wear (apron, latex gloves, smock)

**Paper, stencils, and box will be taped to the table to provide more accessibility*

Timeline Proposed: Three 30-Minute Class Periods

- **Day 1** (30 minutes total): Assessing knowledge of color with discussion and mixing acrylic paint samples together on large paper. Assessing knowledge of positive and negative space by discussing the placement of the color samples that were painted. Consider the distance between objects that were painted on the paper and ask the student what they consider the positive and negative spaces to be. Assist as needed.
- **Day 2** (30 minutes total): Present the stencils to the student(s) and let them analyze the shapes. Have a short discussion of positive and negative space and how it can be used within art-making. Allow the student(s) to explore the stencils

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and practice using them on large paper, applying acrylic paint with sponge brushes through the stencil shapes. Assist as needed.

- **Day 3** (30 minutes total): Ask the student(s) to reflect on the previous discussions and experience. Present the wooden box(s) and all stencil patterns. The student(s) will use the stencils, acrylic paint, and sponge brushes to decorate their box. Have short discussions about the symbolism of “inside and outside” in comparing positive and negative spaces. Assist as needed.
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Incorporating NC Standards

Teaching and Learning Standards:

- ❑ Provide the specific standards to which your video hook applies, listing them from the state or national standards website. Then, **write a brief statement that describes how you meet the standards** in your lesson and questions activity, employing **quotes from the standards** and clear examples of how the media and technology are actively used in teaching and learning.
 - [Common Core State Standards](#) (National)
 - [North Carolina Essential Standards](#) (State)

North Carolina Essential Standards

K-8 Visual Art Standard:

(<http://www.ncpublicschools.org/docs/curriculum/artsted/scos/new-standards/arts/visual/k-8.pdf>)

First Grade Visual Arts

Note on Numbering/Strands:

V - Visual Literacy, CX – Contextual Relevancy, CR – Critical Response

1.V.1 Use the language of visual arts to communicate effectively.

- ❑ 1.V.1.1 Identify tools, media and processes.
- ❑ 1.V.1.2 Create original art that expresses ideas, themes, and events.
- ❑ 1.V.1.4 Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, and space.
- ❑ 1.V.1.5 Understand characteristics of the Principles of Design, including repetition, emphasis, contrast, and balance.

1.V.2 Apply creative and critical thinking skills to artistic expression.

- ❑ 1.V.2.1 Recognize that artistic problems have multiple solutions.

1.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.

- ❑ 1.V.3.1 Use a variety of tools safely and appropriately to create art.
- ❑ 1.V.3.2 Execute control of a variety of media.

1.CX.2 Understand the interdisciplinary connections and life applications of the visual arts.

- ❑ 1.CX.2.2 Identify connections between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts.
- ❑ 1.CX.2.3 Differentiate between sharing ideas and copying.

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1.CR.1 Use critical analysis to generate responses to a variety of prompts.

- 1.CR.1.1 Use appropriate art terminology to express personal opinions about art.
- 1.CR.1.2 Explain how and why personal works of art are made, focusing on media and process.

NC Standards Statement: The North Carolina Essential Standards are met by The NC Essential Standards are met in the following ways: The student will understand the characteristics of the space element of art throughout the entire lesson (1.V.1.4), as well as balance, contrast, repetition, and emphasis (1.V.1.5) through the artmaking process, and the student will be able to problem-solve during the art-making process (1.V.2.1). The student will identify tools, media, and processes (1.V.1.1) using a variety of tools and safety (1.V.3.1) when presented the acrylic paint, sponge brushes, and stencils. The student will create original art that expresses a theme using Spring-Time Stencils (1.V.1.2), executing control of a variety of media (1.V.3.2). The student will be able to connect this lesson to Math through identifying shape, space, repetition, and rhythm as well as language arts by use of the alphabet stencil (1.CX.2.2). When reviewing the final work the student will learn to differentiate between sharing ideas and copying (1.CX.2.3), use the terms we've reviewed such as space, rhythm, and color, to analyse the work (1.CR.1.1), and review the process of art-making (1.CR.1.2).

Question Sets

Question Sets with Model Student Answers (how teachers will guide/engage students)

- Includes three or more thoughtful, open-ended, higher order thinking question sets that guide students' learning experience.
- Each question set includes detailed model student answers.

Question Set 1: General Examples of Space, Shape, and Rhythm.

**These questions are good but they may be too advanced. Using concrete specific questions works best with the E. C. student. ex: Yes or no questions.*

- 1. If you were to lay down and look up at the sky on a sunny day, what would you see?**
 - a. I would see the sky, and maybe some clouds, birds, and bugs.
- 2. Can you think of an example of rhythm or repetition in the classroom?**
 - a. The bricks in the wall repeat in a regular pattern.
- 3. Using at least three objects in the room, arrange them any way you'd like. Can you see a pattern or rhythm? Did you make a shape out of them? Do you feel that the space between the objects is important? Why?**
 - a. Any three or more objects can be arranged into a shape or line, and can have pattern and rhythm through the use of space in-between them.

Question Set 2: Observing Color within the activity

- 1. What are some colors we can make using Primary Colors?**

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- a. Red and Yellow make Orange, Yellow and Blue make Green, Red and Blue make and Violet. We can mix the Secondary colors, too. We can make any color using the Primary colors, black, and white.
- 2. What colors remind you of Spring?** **Again using more concrete language. Ex: do you see green in spring? Yes or no?*
 - a. Green reminds me of the grass. Reds, yellows, and oranges remind me of bright flowers. Some flowers are purples and blues, too. Every color is used in Spring.
- 3. What are some ways we can apply color in art-making?**
 - a. We can use the sponge brushes, our hands, and other objects with paint on them and touch them to the paper. We can also use colored-paper and the paint will look different than it would on white paper.

Question Set 3: Analyzing Positive and Negative Space within the activity

- 1. If we had one area on our surface where we put most of our paint, would that be positive or negative space? Why?**
 - a. The space that is actively used is considered positive space. The calm or passive space remaining is considered negative space. The areas with concentrated paint would be our positive space.
- 2. Why is negative space important in our composition?**
 - a. Negative space can give our eyes a break. If there is too much going on in one area our eyes can get tired, and our brains can become overwhelmed, too. Negative space is often referred to as “breathing room”.
- 3. If one area is surrounded by negative space, what happens to the viewer? What could that space called?**
 - a. The viewer’s eyes would be drawn to that spot. It would be called emphasis, or a focal point.

References

Public Schools of North Carolina, State Board of Education, & Department of Public Instruction. (n.d.). *North Carolina Essential Standards Beginning Visual Arts*. “K-8 Visual Art Standard: I.V.1 Use the language of visual arts to communicate effectively.” Retrieved March 20, 2018, from <http://www.ncpublicschools.org/docs/curriculum/artsted/scos/new-standards/arts/visual/k-8.pdf>