Lesson Plan Starter: Collaborative Circle Paintings  
by S. Dayton (submitted Jan 29, 2010)  
St. Martinville Junior High School - LA, United States  
for grade level » Middle (6-8)  
duration » 5 sessions (about 60 minutes per session)  
media type » Painting  
subject integration » Social Studies

TLW work as a community to make group decisions  
TLW work as an individual to accomplish the goals of the group  
TLW create a painting using only circles as the background  
TLW create individual designs around the basic circles

Sample Artwork:

![Sample Artwork Images]

Materials (what you need)

Acrylic Paint  
Water  
Paint brushes  
Cups for paint  
Paper towels  
Matt Board, Paper, or Large Sheet

Procedure (what you need)

Students worked in a rotation of three communities. All students worked in ALL communities equally.

Community 1 - Created a Mural for the School (Created on a Queen Size Sheet)  
Students chose to do this project using shades and tints of their school colors yellow and green  
(Graded on how well they worked in the community - painting participation, care of supplies, positive comments)

Community 2 - Students created Circle Paintings on matt board as gifts for people in the community that support the SMJH Art Program (All students added ideas to these)  
(Graded on how well they worked in the community - painting participation, care of supplies, positive comments)

Community 3 - Students created individual Circle Paintings. These will be take home at the end of the school year. The student makes ALL his/ her own decisions about this piece of art.  
(Graded on neatness, aesthetics, care of supplies, attitude towards work)

Assessment

As this project was taking place I walked around to insure that students were working together, and making choices about the work as a group. As the projects progressed I allowed independant decisions to be made. Students were not allowed to make negative commments about anyones creation. Basically any design was acceptable as long as it was appropriate and I could tell the student was putting forth their best efforts. I did ask students to leave out smiley faces, peace signs, yin and yang symbols only because everyone wanted to copy them instead of being original.

Discussion Questions

What is a community?  
How can art bring a community together?  
How can a circle represent a community?
How does our school represent a community? Our class?
What makes a community operate effectively?
How will decisions be made when people in your community disagree?
How can a mural enhance the lives of people in the community?

Resources
www.circlepainting.com

Follow-up Activities
Students can paint a mural in the town or city they live in.
Students can create a self portrait using their favorite shape.

Content Keywords
Circle Paintings, Collaborative Painting, Hiep Nguyen

Curriculum Standards
1-E (5 - 8) Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices
1-F (5 - 8) Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas
3-D (5 - 8) Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks
4-D (5 - 8) Students know and compare the characteristics of artworks in various eras and cultures
6-C (5 - 8) Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context
6-D (5 - 8) Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts