



Kandinsky Angles

CONTENT Standard:

Math

CCSS.MATH.CONTENT.4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

ARTS Standard:

Dance

Dance: **Artistic Process:** Creating **Anchor Standard:** Organize and develop artistic ideas and work

Pacing

(1) 75 min block

21st Century Skills

- Critical Thinking
- Creative thinking
- Problem Solving
- Innovation

Materials List

- See, Think, Wonder Chart, internet connection
- computer & speakers
- video recorders or cell phones (optional),
- iMovie or other video editing software (optional), Synchronous Objects (<http://synchronousobjects.osu.edu/content.html#/fullVideoScore>)

Assessment: Angled Choreography

As a class, create a choreographed dance of acute, obtuse, and right angles. Write the choreography and identify the angles being used. Use the measurements taken to identify the angles. Perform the dance with the ambient music originally used in class. If possible, record the dance as a video and play back for students to identify their use of acute, obtuse, and right angles throughout the piece.

Lesson Sequence

Step 1: Allow students to watch 2-3 minutes of The Dance from the website <http://synchronousobjects.osu.edu/content.html#/fullVideoScore> Ask students to write down what they see, what they think and what they wonder about the video clip. Students may share out with the whole group from each column. Write these ideas down for the class.

Step 2: Ask students to view the video again, but this time to raise their hands each time they see an angle. Upon raising their hands, pause the video and ask students to identify the angle, line or line segment that they see. Students should write down these answers, along with a visual representation of what is being identified (i.e.: if an acute angle is identified, students should draw an acute angle and label it as such).

Step 3: Hand out copies of Kandinsky's Composition 8, 1923 and ask students to identify the acute, obtuse, and right angles. They should use a protractor to measure and be sure.

Step 4: Hang 2 large pieces of bulletin board paper (6' by 4' at least) somewhere in the room. Ask students to get back into their original pairs. The teacher will tell students that they will listen to a piece of ambient music, similar to what they saw in The Dance, and that one partner will move to the music using their body to create angles and arcs in front of one piece of paper. The other partner will trace the angles onto the paper. Students will form two lines of pairs. Each pair will have approximately 30 seconds to complete their dance angle traces. When their time is complete, they will go back to their seats. The music is found here: Play the ambient music "The Storm Within", found at this site: http://www.dreamstate.to/audio/the_storm_within.mp3

Step 5: Students will then measure their own angles using the protractor and label the ones that are acute, obtuse, and right.