

MONDRIAN *fractions*

M A T H & V I S U A L A R T

Objectives

CONTENT

4.NF.A.1 Extend understanding of fraction equivalence and ordering

FINE ARTS

VA:Re7-4a. Compare responses to a work of art before and after working in similar media.

Artistic Process: Responding

Anchor Standard: Perceive and analyze artistic work.

Materials:

- Examples of Piet Mondrian's work
- Grid Paper, pencils
- Red, Blue, Black and Yellow Markers

Extension:

Create a collaborative work that connects the squares of artwork by their common denominators: 2, 3, 4. Students can look for others who work is related to theirs and then tape together their squares for an equivalent fraction quilt.

Pre-Assessment:

Study the work of Piet Mondrian and how he uses shapes and color to create visual fractions of the whole work.

Engagement:

Explore the use of line and how line can help show same and different sizes. Then, show students how this can be accomplished. For example:

**Activity:**

1. Ask students how they could write these two fractions ($3/4$ and $9/12$).
2. Then ask if they take up the same amount of space. This would be called "equivalent" or equal fractions.
3. Review the selected Mondrian piece again and ask students to identify any areas of equivalent fractions found within the artwork.
4. Finally, have students create a piece in the style of Mondrian with at least 3 areas of equivalent fractions like the one above. Using a square piece of grid paper, have students use the colors red to mark larger fractions and blue to create their equivalents with smaller parts. Leave borders white, as dictated by the style of the artist.

Closing:

After students have created their own artwork, have them label each area with the correct fraction produced.

Assessment:

Have students peer review each gridded artwork to look for correct equivalent fractions, as well as visually using primary colors and patterns to show the fractions in relationship with each other.