



The City as Primary Source - Mondrian City Maps
July 2018

Students will have the opportunity to view and discuss the artwork of Piet Mondrian, as well as primary sources provided by the Library of Congress. These images will inspire the creation of an abstract design using lines, shapes, and the primary colors.

Overview

Student Objectives	<ul style="list-style-type: none">• Students will view and respond to images of city maps from the Library of Congress' primary source collection.• Students will view and respond to artist Piet Mondrian's <i>Broadway Boogie-Woogie</i>.• Students will create an abstract drawing inspired by both the city maps and the artistic style of Piet Mondrian.• Students will create an abstract artwork exploring lines, shapes, and primary colors.
Grade level	K-2
Curriculum area	Art
Materials	Handouts of the Library of Congress' images of city maps and Mondrian's artwork. Viewfinders 12X12 Paper Pencils Rulers Markers



Standards

Learning Standards by State

Explain in bullet points how each of the Objectives align with state learning standards

1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.

1.1.5.D.2 Compare and contrast works of art in various mediums that use the same art elements and principles of design.

1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

1.4.2.B.3 Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Procedures/Resources

Recommended time frame overview

*Example: 6 sessions: 1 30-min group
intro / 5 30-min computer-based
activity sessions / 1 30-min group
wrap-up*

**3 sessions: 30 minute intro and discussion, 30 minute review and
drawing time, 30 minute drawing completion and closure**



<i>List the procedure and resources for—bullet points with resource links for each sessions:</i>	
Session 1	<p>Introduction:</p> <p>Display <i>Broadway Boogie Woogie</i> on the board. View the artwork of artist Piet Mondrian.</p> <ul style="list-style-type: none">• What do you see?• What shapes, lines, and colors did Mondrian use in his artwork?• What could this be a picture of? <p>Pass out handouts of the city map images. View primary source images of city maps from the Library of Congress.</p> <ul style="list-style-type: none">• What are these images of?• Do you see any similarities to Mondrian’s artwork?• What shapes, lines, and colors do you see? <p>Mondrian’s <i>Broadway Boogie-Woogie</i> was inspired by the busy city streets of New York. With this in mind, again compare the images.</p> <ul style="list-style-type: none">• Do you see how the lines and shapes are similar to those found on a city map?• What do you think the smaller, more colorful shapes on the paintings are meant to represent?
Session 2	<p>Warm Up: Pass out handouts of the city maps and Mondrian’s paintings</p> <ul style="list-style-type: none">• Look again at the city maps and Mondrian painting. Who would like to share what they learned about these images? <p>Demonstrate how to use a viewfinder over the map to concentrate on one area. Once an area has been selected, model how to draw those lines and shapes on a 12X12 paper using a ruler and pencil.</p> <p>The students will then trace the final lines with black sharpie marker. Any remaining pencil marks may be erased.</p>
Session 3	<p>Warm Up: Display <i>Broadway Boogie-Woogie</i> and <i>Composition II in Red, Blue, and Yellow</i> on the board.</p> <ul style="list-style-type: none">• What do you notice about Mondrian’s color choices? Make a list together on the board.



	<ul style="list-style-type: none"> • What do we know about the colors red, blue, and yellow? They are the primary colors! • Mondrian preferred to keep his artwork simple, so he only worked with these colors. <p>Demonstrate how to select areas to color with markers based on balance.</p> <ul style="list-style-type: none"> • If I decide to color this square red, then maybe I'll color a shape on the opposite side red to balance it out. • I'll also be sure to save room so that I can color with yellow, and blue also. • Do I have to color all of the empty spaces? No, I could decide to leave some areas white, or even color some shapes black. <p>Continue applying color to the teacher example, asking the students for input on where to place the colors.</p> <p>The students will help pass out markers and then work individually to complete their own artwork.</p> <p>Conclusion:</p> <ul style="list-style-type: none"> • Invite students to display their artwork alongside their city maps. The student can circulate and view the artwork of their peers. The students may also try to spot the part of the map others chose to draw.
Evaluation	
<p><i>Note the rubric which will help you evaluate/grade your students</i></p>	<ul style="list-style-type: none"> • Students will be evaluated with a rubric based on participation, craftsmanship, and demonstration of content knowledge. These criteria will be evaluated via teacher observation.
Additional Resources	
<p><i>List any additional resources (example: websites related to lesson plan topic) that students can use for additional</i></p>	<p>Artwork of Piet Mondrian</p>



*information and/or after class
exploration*

[Composition with Red, Blue, and Yellow](#)

[Broadway Boogie-Woogie](#)

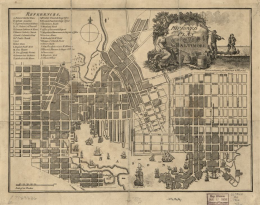

Accommodations

*Note any accessibility options that
might be applied to address student
needs*

- The students will be working in small groups with the to allow for peer discussion and support.
- All instructions will be modelled and written on the board, in addition to being explained verbally.
- The teacher will circulate to offer additional assistance.



Primary Sources from the Library of Congress

Image Thumbnail	Description	Citation	URL
	<p>Improved Plan of the City of Baltimore</p> <p>Scale ca. 1:11,314. Relief shown by hachures. Pictorial map. From James Robinson's Baltimore directory. 1804.</p>	<p>Warner & Hanna. Improved plan of the city of Baltimore. [Baltimore, 1804] Map. Retrieved from the Library of Congress, www.loc.gov/item/77691636/</p>	<p>http://www.loc.gov/resource/g3844b.ct004170/?r=-0.102,0.15,0.698,0.44,0</p>
	<p>Lower Manhattan Expressway</p> <p>1 drawing : ink and graphite on mylar ; 91.5 x 173 cm</p>	<p>Rudolph, Paul, Architect. Lower Manhattan Expressway, New York City. Plan. Photograph. Retrieved from the Library of Congress www.loc.gov/item/2010647146/</p>	<p>http://www.loc.gov/resource/ppmsca.26433/</p>



**Plans for proposed
building projects in
Washington, D.C.
Plan of the Mall
area**

**1 negative : nitrate
; 8 x 10 in.**

Horydczak,
Theodor,
Approximately,
photographer.
Plans for proposed
building projects in
Washington, D.C.
Plan of the Mall
area. ca. 1920-ca.
1950. Photograph.
Retrieved from the
Library of Congress

<http://www.loc.gov/resource/thc.5a49455/>