

## Museum Art



## Task

Find a piece of artwork you found interesting from [Tate Kids](#). Record the title of the artwork. Find lines of symmetry, shapes with parallel and perpendicular lines, and shapes with acute, obtuse, or right angles. Justify your findings using your geometry vocabulary.

## Standards and Learning Targets

**Standard 4.G.2** Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

**AND/OR**

**Standard 4.G.3** Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

## Lesson Outline

**Anticipate:** Before you begin this lesson, be sure to anticipate the misconceptions your students might have about lines of symmetry, parallel and perpendicular lines, and angles using the [Picture Book Problem Monitoring Chart](#).

**Launch:** Read aloud *I Spy Shapes in Art*. As you read, explore each piece of artwork and identify lines of symmetry or identify and classify two-dimensional shapes that demonstrate the presence or absence of parallel or perpendicular lines or presence of angles of a specified size within the artwork. As students identify lines of symmetry, lines, or angles, have them justify their reasoning.

After spying shapes in art, pose the following task:

Find a piece of artwork you found interesting from [Tate Kids](#). Record the title of the artwork. Find lines of symmetry, shapes with parallel and perpendicular lines, and shapes with acute, obtuse, or right angles. Justify your findings using your geometry vocabulary.

[I Spy Shapes Recording Sheet](#)

**Explore:** Give students time to explore artwork on Tate Kids (or another collection of artwork). As students work to identify lines of symmetry, parallel and perpendicular lines, and shapes with acute, obtuse, or right angles, ask questions about their reasoning and justifications. Then have students share their art and justifications with a partner.

**Summarize:** Select 3-4 pieces of artwork the students discovered. Identify and justify lines of symmetry, parallel and perpendicular lines, and angles. Create an anchor chart to connect these geometric concepts with their definitions.

**Extension Ideas:**

- Give everyone the same picture
- Use art from a time period or topic you are studying in Social Studies
- Find out what students are learning in art and use that type of art for this task
- Have students create art using lines of symmetry, parallel/perpendicular lines, and/or angles.

Thank you for using one of our Picture Book Tasks! We would love to know more about your students' strategies when solving the problem, ideas you had for improving the task, and other math problems you and your students noticed or wondered about after reading the book.

Please complete our [Picture Book Task Survey](#) so that we can learn more about your experience teaching, how students solve problems, and improve our Picture Book Task Bank.