STUDIO FIELDNOTES / ARTS INTEGRATION / K–2

# Geometry of a Neighborhood

Research and sources · K–2 · 45–55 minutes × 2–4 sessions

## Context for this inquiry

Compare circles, rectangles and triangles in buildings and make a symbolic neighborhood map

## Teach with relevant originals

Use primary artworks, museum biographies, documentary sources or student-conducted observation. The collection cover is an original editorial graphic, not a reproduction of the artist’s work.

## Starting sources

National Core Arts Standards

https://www.nationalartsstandards.org/customize-handbook?discipline=Visual+Arts

National Core Arts Standards grade progression

https://www.nationalartsstandards.org/content/visual-arts-high-school-student-work

National Council of Teachers of Mathematics

https://www.nctm.org/

## Looking questions

What do you literally observe? Which design decisions are evident? What is uncertain or missing from this source? What does a second source change?

## Source critique

For an artist study, identify the artist, date and medium of each original work before discussing influence. For arts integration, record the data or primary text behind the artwork and test its accuracy.

## Copyright, authorship and consent

Contemporary artworks and portraits may require permission for online reproduction. Link to authorized museum or artist pages rather than downloading and reposting. Seek consent for photographs of identifiable people. Public domain status depends on the specific image and jurisdiction; verify before publishing.

## Connection back to the studio

Return to How do shapes help people recognize places? Use source evidence to justify a new artistic response: Invent a model block with a legend and four labeled geometric forms.