FREE TEACHING RESOURCE / K–2 / 09

Porchlight Shapes

TEACHER GUIDE • lesson design & facilitation

Grade band: K–2 | 3–4 sessions, 35–45 minutes

Media: washable art media and cut-paper supplies

The artistic problem

Build a picture of a welcoming entrance using cut-paper shapes and overlapping planes.

Essential question: How can simple shapes show where a welcome begins?

Place-based cultural lens: Compare porches, apartment entries, school doorways, and shared courtyards across Louisiana.

Learning targets

- Investigate the question: How can simple shapes show where a welcome begins?
- Apply cut-paper geometry, overlap, large-to-small composition in a deliberate original composition.
- Use critique evidence to improve cut-paper geometry and name one next step.

Student-visible success criteria

- The final artwork solves this problem: Build a picture of a welcoming entrance using cut-paper shapes and overlapping planes.
- Artwork includes a clear focal doorway and three shape relationships.
- Process evidence shows two different options before selection.
- Visual decisions demonstrate cut-paper geometry and support the intended audience.
- Feedback results in at least one visible revision that the student can explain.

Standards & studio habits

Louisiana K–4 cluster: VA-CE-E1, VA-CE-E3, VA-CE-E5, VA-AP-E6

Studio Habits of Mind: Observe, Envision, Express, Reflect. These habits are developed interactively, not in a fixed rank or sequence.

Instructional alignment: Louisiana benchmark codes are official broad grade-cluster benchmarks; specific expectations are developed locally. The ten instructional stages come from the supplied Artistic Investigations framework.

Preparation & materials

- Drawing paper or sketchbook for idea studies
- washable art media and cut-paper supplies
- Samples and images from reliable sources, with attribution
- Tools appropriate to local safety rules and grade level
- Choice of visual, oral, or written reflection tools

10-stage teaching sequence

01 / Engage Present the artistic question: How can simple shapes show where a welcome begins? Give students two contrasting examples that do not dictate a finished product.

02 / Investigate Compare porches, apartment entries, school doorways, and shared courtyards across Louisiana. Gather visual evidence and note what is observed rather than assumed.

03 / Skill Studio Demonstrate cut-paper geometry, overlap, large-to-small composition. Make thinking visible by testing two alternate solutions and identifying what each communicates.

04 / Generate Develop two possibilities for the challenge: Build a picture of a welcoming entrance using cut-paper shapes and overlapping planes. Change the focal point, material, arrangement or viewer perspective between drafts.

05 / Plan Compare sketches to the success check (a clear focal doorway and three shape relationships); choose a direction and state why it better communicates the intention.

06 / Produce Produce an original visual response using cut-paper geometry, overlap, large-to-small composition; conference on one technical choice and one contextual question.

07 / Critique Partners identify where the artwork communicates the intended idea and locate evidence of cut-paper geometry in the work.

08 / Revise Revisit the specific checkpoint: A clear focal doorway and three shape relationships. Make one visible change after critique and preserve the initial view for comparison.

09 / Present Present with a title, medium, one key artistic decision and any needed credit or contextual limitation.

10 / Reflect Reflect: What evidence proves you improved cut-paper geometry? What will you try or investigate next?

Studio sessions & evidence checkpoints

Session	Teaching move	Capture evidence
Day 1	**Notice + explore** Compare porches, apartment entries, school doorways, and shared courtyards across Louisiana.	Record one noticing and a quick mark-making sample.
Day 2	**Skill studio + choices** Demonstrate cut-paper geometry, overlap, large-to-small composition. Make thinking visible by testing two alternate solutions and identifying what each communicates. Children develop two possibilities.	Photo or scan of two studies, with a selected idea.
Day 3	**Make + conference** Create the artwork; show one decision at a time.	Teacher notes use of cut-paper geometry.
Day 4	**Critique + revise + share** Peer observation, visible change and oral/visual reflection.	Save before/after samples and next goal.

Key technique to model

cut-paper geometry, overlap, large-to-small composition

Access without lowering the artistic goal

Include houses, apartments, shelters, and imagined safe places without asking anyone to describe their home. Offer physical samples, captioned images, accessible demonstrations, flexible planning modes, and alternate materials while retaining the common visual learning target.

Teacher coaching questions

- What is the visual problem you are solving?
- Which decision communicates your intended meaning most clearly?
- What does your reference prove, and what are you still imagining?
- What could a viewer misunderstand?
- What visible revision will strengthen your next version?

Cultural care

Do not label one kind of dwelling as more authentic or respectable than another.

Stretch & explore

Turn one picture into a folding doorway that reveals another perspective.

Design provenance: Original Studio Fieldnotes investigation developed for the 50-lesson library; informed by the teacher-supplied ten-stage Artistic Investigations architecture and reflective Studio Habits framework.