FREE TEACHING RESOURCE / K–2 / 13

Shadow Parade

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

Make original paper silhouettes that change when the light moves.

Essential question: What can a shadow reveal about shape and movement?

Place-based cultural lens: Notice how light changes objects during school gatherings and outdoor movement.

Learning targets

- Investigate the question: What can a shadow reveal about shape and movement?
- Apply silhouette, positive and negative space, rotation, scale in a deliberate original composition.
- Use critique evidence to improve silhouette and name one next step.

Student-visible success criteria

- The final artwork solves this problem: Make original paper silhouettes that change when the light moves.
- Artwork includes three readable silhouettes and one visible change in scale.
- Process evidence shows two different options before selection.
- Visual decisions demonstrate silhouette 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: What can a shadow reveal about shape and movement? Give students two contrasting examples that do not dictate a finished product.

02 / Investigate Notice how light changes objects during school gatherings and outdoor movement. Gather visual evidence and note what is observed rather than assumed.

03 / Skill Studio Demonstrate silhouette, positive and negative space, rotation, scale. Make thinking visible by testing two alternate solutions and identifying what each communicates.

04 / Generate Develop two possibilities for the challenge: Make original paper silhouettes that change when the light moves. Change the focal point, material, arrangement or viewer perspective between drafts.

05 / Plan Compare sketches to the success check (three readable silhouettes and one visible change in scale); choose a direction and state why it better communicates the intention.

06 / Produce Produce an original visual response using silhouette, positive and negative space, rotation, scale; conference on one technical choice and one contextual question.

07 / Critique Partners identify where the artwork communicates the intended idea and locate evidence of silhouette in the work.

08 / Revise Revisit the specific checkpoint: Three readable silhouettes and one visible change in scale. 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 silhouette? What will you try or investigate next?

Studio sessions & evidence checkpoints

Session	Teaching move	Capture evidence
Day 1	**Notice + explore** Notice how light changes objects during school gatherings and outdoor movement.	Record one noticing and a quick mark-making sample.
Day 2	**Skill studio + choices** Demonstrate silhouette, positive and negative space, rotation, scale. 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 silhouette.
Day 4	**Critique + revise + share** Peer observation, visible change and oral/visual reflection.	Save before/after samples and next goal.

Key technique to model

silhouette, positive and negative space, rotation, scale

Access without lowering the artistic goal

Students may invent abstract movers instead of depicting a specific community parade. 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

Study public celebration as context; do not imitate restricted dress or ceremonial regalia.

Stretch & explore

Arrange shadows into a sequence that implies a story.

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.