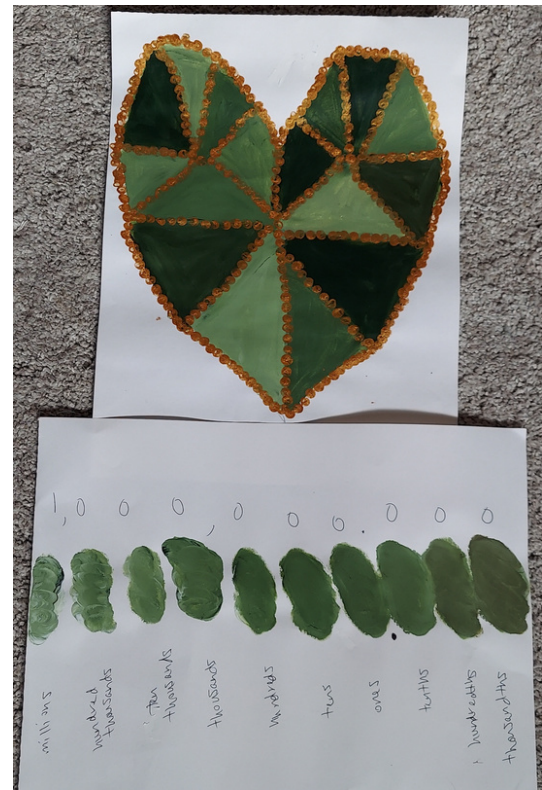


The Value of Place Value Inspired by Sarah Spurgeon

A HANDS-ON ART ACTIVITY
DESIGNED BY CINDY WRIGHT
OF ELGER BAY ELEMENTARY

Materials

- Paint palettes/paper plates for mixing colors
- Tempera paint (including white and black and at least one other color)
- Paint brushes
- Eye droppers
- Q-tips
- Ruler
- Fine tip sharpie
- Place value poster
- 4x18" white tag/thick paper strip
- 12x12" white construction paper
- Optional: Plastic wrap to save paint for the second session and pattern blocks/pieces if desired



Project sample

Image Credit: MoNA Intern

Description

Students will visually represent the concept of numerical place value using the art element of value. Students will then explore the painting *Lumber Yard in Snow*, by Sarah Spurgeon, and create their own painting.

Instructions: First Session

- 1) Review/discuss the concept of place value with students and define value as a vocabulary word that ties math with art terms.
- 2) Start by creating a value strip on white tag paper. Choose one base color (not white or black) which will represent the "ones" place.
- 3) Next you will mix colors! It may be easiest to use a large paint palette or paper plate or even small cups when mixing colors. Using an eye dropper, add one drop of white to base color to represent tens, 2 drops for hundreds, and so on up to millions.
- 4) Add a decimal point using a small dot of black on the paper. Then add one drop of black to base to represent tenths, 2 drops for hundredths, and 3 drops for thousandths. Save the paint by covering with plastic wrap if you can!

Instructions: Second Session

- 5) Once dry, label paint values on the tab with standard, expanded and word form place value terms (see example on next page for vocabulary).
- 6) Show students the large image of *Lumber Yard in Snow*, included at the end of this lesson. Ask them to identify different values in the painting and share some of the artist's biography.
- 7) Using the labeled value strip for reference, create a balanced/symmetrical painting on the construction paper, making sure no two spaces that touch share the same value. Pattern shapes may be used to plan painting.

Closure/Reflection Activity

- Answer the question: "what is your picture worth?" by adding up the value and write totals in standard, expanded and word notation. Have students try to guess each other's pictures' values.

Place Value

			1	2	5	4
millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones

Standard Form 1,254

Expanded Form 1,000 + 200 + 50 + 4

Base 10 Form

Word Form one thousand, two hundred fifty-four

Expanded Notation $(1 \times 1,000) + (2 \times 100) + (5 \times 10) + (4 \times 1) = 1,254$

Place value example
image source: Place Value in Math can be Fun! - Grow With Griffith
<https://www.pinterest.com/pin/34691859619357602/>

Learning and State Standards

Fulfills **Washington State Arts Learning Standards:**

- **VA:Cr1.1.5** (Combine ideas to generate an innovative idea for art-making)
- **VA:Cr2.1.5** (Experiment and develop skills in multiple art-making techniques and approaches through practice)

Meet the Artist: Sarah Spurgeon



Image source:

<http://www.elisarolle.com/queerplaces/pqrst/Sarah%20Spurgeon.html>



Lumber Yard in Snow

1934

oil on canvas

Image source: <https://americanart.si.edu/artist/sarah-spurgeon-4589>

Born in 1903, Sarah Spurgeon was a highly educated painter and professor. Having studied under Grant Wood, a fellow LGBTQ+ artist, she used a lot of his techniques in her own work. She moved to Washington to teach at Central Washington College of Education, where she met her life-long partner, Amanda Hebel.

Spurgeon continued teaching until her retirement in 1971, and in 1978 was honored by the university via the "Sarah Spurgeon Gallery" which contained art from her former students.



Lumber Yard in Snow

1934

oil on canvas

Image source:

<https://americanart.si.edu/artist/sarah-spurgeon-4589>

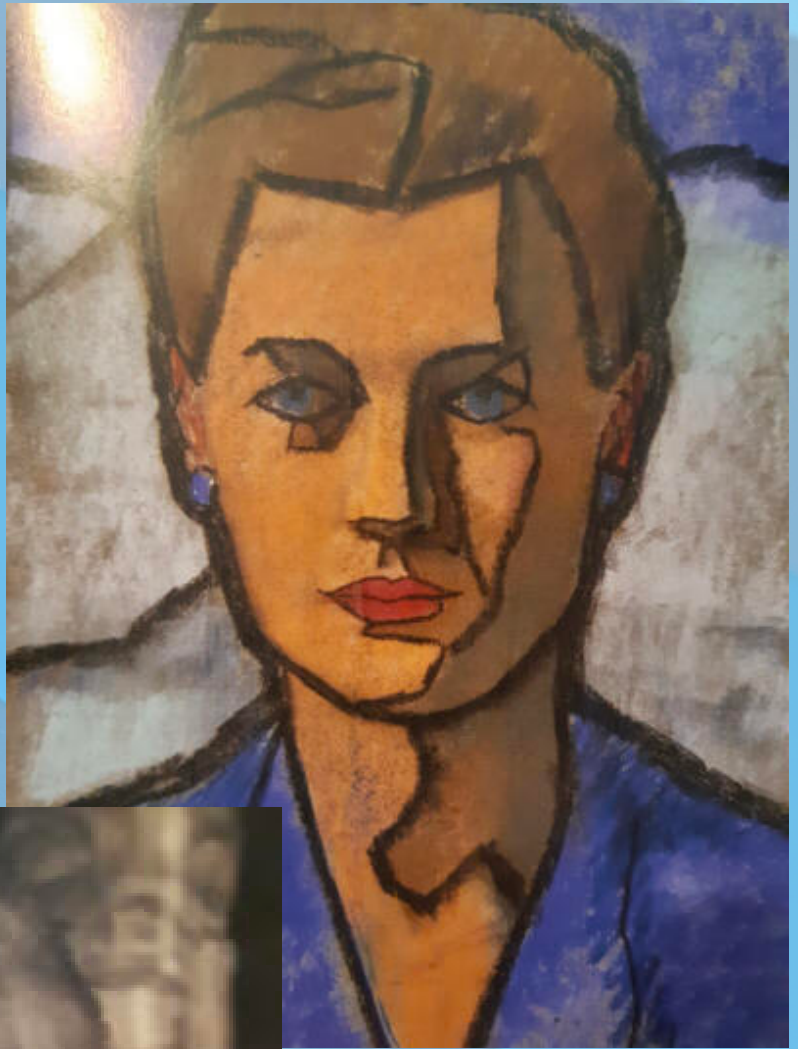


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