



## Co-Teaching Lesson Plan Template

<b>School:</b> VEMS	<b>Classroom Teacher:</b> Mrs. Combellack	<b>Teaching Artist:</b> Jordan Slater
<b>Grade Level:</b> 3	<b>Project:</b> Composition Math Part 1	
<b>Number of classroom sessions for this project:</b> 5		
<b>Date:</b> 3/18/22	<b>Core content:</b> Math	
<b>Core Content Learning Objective:</b> The students will explore and develop an understanding of fractions as numbers.	<b>Assessment:</b> The students final grid inspired project.	
<b>Arts Learning Objective:</b> <ul style="list-style-type: none"><li>• Learn about the golden ratio and rule of thirds while observing art historic examples</li><li>• Begin our own math composition project by dividing up our paper</li></ul>	<b>Assessment:</b> <ul style="list-style-type: none"><li>• Students will review information learned</li><li>• Students will bring their golden ratio projects</li></ul>	
<b>Summary of the Lesson:</b> <p>Students will begin with a quick sketch. When finished, students will be asked how they decided where everything went on their paper. The idea that some artists begin with a math-based structure will be introduced. Students will learn what different math structures in art are like the rule of thirds and the golden ratio. Students will then see examples of it in art and why some artists choose to use math as the structure for their art. Students will then begin creating their own grid inspired project. Students will be shown step by step how to begin dividing their paper in preparation for the next lesson. By creating diagonal lines to find the center of a rectangle then dividing 1/2 of the rectangle diagonally, students will be able to find the 1/3 mark of the rectangle. Using this line, students can find the rest of the thirds within the square. Students can also choose to find the 1/4 mark of the rectangle by dividing the rectangle into two squares and finding the center for each.</p>		



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**ARTS LESSON STRUCTURE: Attention, Review, Teach, and Support**

**Attention: How will you prepare the students for the lesson?**

**Teacher**

Students will need to have the supplies set out before the start of class (sketch pad, pencil, eraser, and ruler).

The correct technology will be present for the class to view artist.

**Artist**

Students will be asked to do a quick sketch. Once finished they will be asked how they decided where to put everything. Was there a reason for each choice they made, or did they just think it should go there? Students will then be introduced to examples of art that are based on mathematical proportions

**Review: What will you review? What is the academic vocabulary for the lesson?**

**Teacher**

Students will review how to use a ruler correctly.

**Artist**

- Composition
- Golden Ratio
- Rule of Thirds



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**Teach: What will you do to teach the content?**

**Teacher**

Students will get a review of fractions.

**Artist**

Demonstrate how to divide the paper up into thirds. Show students how thirds are related to the golden ratio

**Support: What will you assign the students to complete and how will you support their learning?**

**Teacher**

Students will create a grid that will be used to guide their project. Ms. Slater and I will be there to assist with any questions.

**Artist**

Students be assigned to divide their papers into sections based on the golden ratio. This will be the skeleton that we will base our art off.

**Closure: What will we do to reinforce learning and close the lesson for today?**

Students can share anything new they learned today.

**Date to PAEP for approval:**





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