

<b>School:</b>	<b>Classroom Teacher:</b>	<b>Teaching Artist:</b> Jordan Slater
<b>Grade Level:</b> 2	<b>Project:</b> Grid Project	
<b>Number of classroom sessions for this project:</b> 2		
<b>Date:</b>	<b>Core content:</b> Math	
<b>Core Content Learning Objective:</b>  CC.2.2.2.A.3 Work with equal groups of objects to gain foundations for multiplication. CC.2.3.2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds.	<b>Assessment:</b>  <b>Students will be able to divide project into equal groups and use sections of the grid to create a whole product.</b>	
<b>Arts Learning Objective:</b> <ul style="list-style-type: none"> <li>• Learn about Agnes Martin</li> <li>• Discuss grids and how they can be used in art</li> <li>• Begin creating an Agnes Martin inspired grid piece</li> </ul>	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Students will use rulers to create 1x1 grids</li> <li>• Students will paint within the grid in the style of Agnes Martin</li> </ul>	
<b>Summary of the Lesson:</b>  Students will learn about Agnes Martin and look at examples of her work. Students will discuss what grids are, different examples of grids, and how they can be used to create art. Using grids and math to create shapes and designs will be discussed. Students will learn what composition is in art and how artists sometimes use math to help them decide the composition. Students will also discuss the themes of Martin's paintings (emotional states), meditation, and how they translate to the grid. Students will begin creating grids and using the grids as a guide to design their project. The project will use both colored pencils and graphite pencils (like Martin) in addition to watercolor paints. Students will have the option to create any type of image (figurative or abstract) as long as it uses the grid as the structure.		

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

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

**Teacher**

**The teacher will give examples of feelings that represent the individual classroom and the environment in which they learn.**

**Artist**

Students will do a warmup exercise by brainstorming different feelings (happiness, friendship, sadness, and other themes that Martin uses) and then drawing what that feeling looks like to them on a small sheet of paper. They might consider specific colors or shapes to share this feeling. This idea will be used to help generate their grid images later in the lesson

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

**Teacher**

**The teacher will reinforce the vocabulary presented by the artist.**

**Artist**

- Composition
- Grid
- Shape
- Figurative/Abstract



### Co-Teaching Lesson Plan Template

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

**Teacher**

**The teacher will assist the virtual artist by observing the classroom students and intervening when students need help.**

**Artist**

Introduce the artist Agnes Martin, grids, and composition. Guide the students to create grids that they will base their works off of.

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

**Teacher**

**The children will be asked to extend the project into an activity for their personal use. An example would be to create the American flag by using the skills taught today.**

**Artist**

Students will be assigned to create a grid and use this grid to help design their finished piece.

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

Review vocabulary (composition, grid, shape, halves, thirds, quarters) and review who the artist Agnes Martin is

**Date to PAEP for approval:**





## Co-Teaching Lesson Plan Template