



## Co-Teaching Lesson Plan Template

<b>School:</b> West Hazleton Elem/Middle School	<b>Classroom Teacher:</b> Rhiannon Mumme	<b>Teaching Artist:</b> Lindsay Barrett George
<b>Grade Level:</b> 5 <sup>th</sup> Grade	<b>Project:</b> The Shape of Your Shape	
<b>Number of classroom sessions for this project:</b> 2		
<b>Date:</b> Jan. 24, 2022	<b>Core content:</b> ELA	
<b>Core Content Learning Objective:</b> -selection of personal imagery – a personal shape - why that shape and what that shape means to each student - a personal identity shape -collaboration in designing a class mural -summary by each student on why they chose the color used in their personal shape	<b>Assessment:</b> -summary by each student on why they chose their shape/form and why they chose the color selection of that shape/form	
<b>Arts Learning Objective:</b> -to study the work of Elizabeth Murray -each student to design/create a personal shape/form and select color of shape/form -to learn about meaning of colors -collaboratively design class mural - a 'sculptured drawing' - combining all student shapes	<b>Assessment:</b> -completion of personal shape/form by each student -completion of class 'sculptured drawing' collaborative project -understanding of abstract art in relation to their selection of personal shape	
<b>Summary of the Lesson:</b> -example of shape chosen by teaching artist – process from sketch in notebook to final cut-out shape out of posterboard -review of materials used in lesson -presentation of keynote -presentation of symbolism of different colors -understanding of how Elizabeth Murray works – her process, which will be a model for the students to follow -examples of shapes used by various artists -step-by-step instructions on how to develop a personal shape and how to trace onto posterboard and complete -explanation on how to assemble all class shapes to create a class 'sculptured drawing' mural		



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

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

**Teacher**

-Discuss different types of art – abstract, realistic

**Artist**

-explanation of project  
-review of materials needed for project  
-show example of a ‘personal shape’

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

**Teacher**

**Artist**

-shape  
-Elizabeth Murray  
-‘sculptured painting’  
-meaning of colors  
-configuration  
-contour

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

**Teacher**

-Review shapes – geometric and abstract

**Artist**

-review of art materials  
 -show example of an individual personal shape (created by teaching artist) - to show students that each of them will be doing the same thing ; the process of sketching, selecting a final sketch to enlarge on posterboard, execution & completion of large personal shape  
 -presentation of keynote  
 -give students the time and space to think, draw, enlarge, cut out and color personal shape

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

**Teacher**

**Artist**

-after completion of all student personal shapes, class to collaboratively design, assemble and glue shapes onto posterboard background  
 -students to write a paragraph on why they chose their shape and why they chose the color of their personal shape  
 -give the students TIME to work – a supportive environment – a studio atmosphere, as in Elizabeth Murray’s studio  
 -to think and create like an artist – just like E. Murray. We modelled the project after viewing a video of how E. Murray works and creates.

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

-to appreciate & applaud the final ‘sculptured drawing’ mural  
 -discussion of personal shape process and success of design of final mural

Date to PAEP for approval: