

School: Hazleton Area School District Valley Elementary	Classroom Teacher: Jaime Fiume	Teaching Artist: Olivia Oddo
Grade Level: 5 th	Project: Cubism Drawing for multiplication and division.	
Number of classroom sessions for this project: 3 (intro lesson, drawing outline, fragmentation and coloring, sharing final art piece)		
Date: January 2021	Core content: Math / ELA (Circle one)	
Core Content Learning Objective: Reinforcing the in-classroom vocabulary and explaining how it all relates to the project using various media. Also having them count the shapes within their final piece and creating a math problem out of the amount.	Assessment: Based off of the connections retained between art & math - such as using in-class vocabulary whenever they present their final pieces, recognizing the relationship between repetition in Cubist art and how shapes are multiplied/divided just as numbers are, etc.	
Arts Learning Objective: Includes learning the style of Cubism and how the repetitive fragmented pieces correspond with the entire image as a collective; creating an image, breaking it down, then bringing it back to life with color.	Assessment: Based off of how well classroom instructions are followed in order to achieve a Cubist piece of art, creativity concerning a personalized piece, and the vibrancy of color to bring the art to life.	
Summary of the Lesson: This lesson concerns the artistic subject of Cubism and how it relates to the characteristics observed in basic multiplication and division. Numbers and shapes behave similarly whenever it comes to the repetition of numerous parts and pieces of a math problem, as well as a piece of modern art. The technicalities of the style are left out to avoid confusion, however we do look at real-life examples (such as Rose windows in Paris), fine artists in history (such as Piet Mondrian and Louis Tiffany), animation examples (such as the Hunchback of Notre Dame - seeing the Rose window, hearing the cathedral bells), viewing examples of what their projects could potentially look like (and to inspire them to think of unique ideas), reviewing and introducing all of the vocabulary, completing a warm-up drawing exercise, offering links to multiple extension activities, and the closure reflection. The project itself is broken up into phases which include introducing the topic and project itself, drawing the framework and outlining it boldly, breaking the image up (fragmentation with shapes and lines), coloring, and then sharing their final work with myself and of course their classmates. Once this is completed, I ask them to count their total pieces and create a multiplication or division problem that equals to that particular number total. Overall, they have a tangible piece of art that mimics a combination of Cubism and stain glass patterns.		



Co-Teaching Lesson Plan Template

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

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

Teacher

Introduce and discuss all vocabulary with examples prior to lessons with artist.

Artist

Introduce the content step-by-step concerning slide examples, ask them what they know concerning the subject, and encourage them to use their creativity as well as their in-classroom knowledge to progress forward. I also ask multiple times if they have any questions, and tell them what we'll be doing the following week as well so they are not caught off guard.

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

Teacher

We will continue to review multiplication vocabulary throughout November and practice all of our times tables.

Artist

Collectively the vocab will include:

- Difference
- Average
- Cubism
- Picture Plane
- Geometry
- Perspective
- Symmetry
- Assymetry
- Multiplication
- Division

Teach: What will you do to teach the content?

Teacher

To teach the content I use a variety of tools and games such as

- Times alive
- Dice games
- Multiplication squares
- Vocabulary and multiplication flash cards

Artist

Include various media that relates to the general idea of repetition and Cubism, such as:

- An image of a Rose Window.
- Provide images of what their project could potentially look like.
- Introduce art and math vocab.
- Provide imagery and videos of relatable fine artists in history.
- Provide at least one example (imagery and video) of Cubism in animated Disney film clip.
- Conduct a closure (what did we accomplish, etc.)

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

Teacher

I will assign them worksheets and color by numbers. To support learning, I will complete flashcards with them.

Artist

At the end of the slideshow presentation (which is also posted to the student's classroom feed for them to freely reflect upon) provide links to free online math/art extension activities that can be accessed at school and at home. Also, depending on what is accomplished during class time, additional work time may be assigned for them to stay on track with their projects in correlation with the schedule for the next meeting.

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

Review vocab with each meeting and use terminology throughout the creative process, reflect on what was accomplished, and refer to the extension activities and (if necessary) out of class work time.

Date to PAEP for approval: