

<b>School:</b> Hazleton Area School District Valley Elementary	<b>Classroom Teacher:</b> Jasmine Corazza & Jaime Fiume	<b>Teaching Artist:</b> Olivia Oddo
<b>Grade Level:</b> 5 <sup>th</sup>	<b>Project:</b> Hand Tracing Animal Drawing w/Division Dialogue for Division Lesson.	
<b>Number of classroom sessions for this project:</b> 3 (intro lesson, create & color animal hand outlines, create & solve division dialogue, & share final art piece)		
<b>Date:</b> Began 1/13/21 for Group 1, Began 1/21/21 for Group 2	<b>Core content:</b> Math / ELA (Circle one)	
<b>Core Content Learning Objective:</b> Reinforcing the in-classroom vocabulary and explaining how it all relates to the project using various media. Also having them create dialogue between their animal characters within their final piece in order to solve a math problem.	<b>Assessment:</b> 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 using their own hand as a piece of art and implementing mathematical content as communication.	
<b>Arts Learning Objective:</b> Includes learning how to use their own hand(s) as models for figurative art concerning animals, implementing colors (both relatable to real-world creatures AND imaginative mystical creatures), the idea of taking an abstract shape (such as a hand outline) and turning it into a recognizable object, and practicing the technique of contours.	<b>Assessment:</b> Based off of how well classroom instructions are followed in order to achieve a contour-based piece of art, creativity concerning a personalized colorized piece, and the dialogue to bring the art to life.	
<b>Summary of the Lesson:</b> This lesson concerns the artistic subject of Hand Tracing and how they relate to the characteristics observed in basic variables and division, and communication within today's world. Numbers hand figuration behave similarly whenever it comes to the collective 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 sign language, shadow puppets, digital street signs, crossing guards, etc.), fine artists in history (such as Jen Violette and various hand painting artists), animation examples (such as Disney's Ratatouille), 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/tracing their hands to create their creatures, coloring them, choosing and solving a division problem to write in the speech bubble (the dialogue between the creatures), and then sharing their final work with myself and of course their classmates. Once this is completed, I ask them to observe their comic-like composition as a representation of a division problem being discussed/solved. Overall, they have a tangible piece of art that depicts two creatures solving a relatable division problem.		

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

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

##### Teacher

Students have begun the chapter on division. We discussed fact families, properties of division, using division in problem solving, and basic division facts.

##### 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

Students will review the process of division, basic multiplication facts and the following vocabulary:

Dividend  
Divisor  
Quotient  
Remainder  
Variable  
Unknown  
Compatible Numbers  
Multiple

##### Artist

The vocabulary will be distributed across each art lesson. Collectively the vocab will include:

- Dividend
- Divisor
- Remainder
- Divide
- Variable
- Contour
- Shape
- Line
- Vertical
- Horizontal
- Diagonal

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

**Teacher**

Students have been working on Division principles for the last two months in preparation for this unit. Students do not feel confident in their basic multiplication facts due to learning in the virtual environment last year. We have been working daily to remediate multiplication and division skills so when students have to build upon the basics in the text book, they are prepared. We have been firming up multiplication facts, working on the process of division and understanding the fundamentals of division.

**Artist**

Include various media that relates to the general idea of Hand Tracing, such as:

- Images of graphics in the real world, as well as sign language.
- 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 hand-based art in animated 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**

Students will complete at home assignments based on fact families, division principles, and division patterns.

**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: