



## Co-Teaching Lesson Plan Template

<b>School:</b> Hazleton Area School District Valley Elementary	<b>Classroom Teacher:</b> Megan Buchman	<b>Teaching Artist:</b> Olivia Oddo
<b>Grade Level:</b> 4 <sup>th</sup>	<b>Project:</b> Patchwork art in conjunction with fractions and geometry.	
<b>Number of classroom sessions for this project:</b> 3 (intro lesson, work day 1, work day 2, show off final art piece)		
<b>Date:</b> Began 2/23/22	<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 creating an organized representation of patchwork art that involves both fractionating a composition and filling the paper with geometric shapes that may include fraction numbers themselves.	<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 the repetition of objects and how they are fractioned up just as numbers and geometric shapes are, etc.	
<b>Arts Learning Objective:</b> Includes learning the power of pattern-inspired art forms that promote togetherness, the appeal of repetition (colors, objects, etc.), and the popularity of fractionated multiples in patchwork art.	<b>Assessment:</b> Based off of how well classroom instructions are followed in order to achieve a fractioned pattern piece of art, creativity concerning a personalized piece, and the geometric arrangement to bring the art to life.	

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### Summary of the Lesson:

This lesson concerns the artistic subject of patchwork-inspired art and how it relates to the characteristics observed in basic fractions, as well as geometry; there are multiples of colors, shapes, lines, and value in patchwork art across multiple cultures. Geometry and repetition behave similarly whenever it comes to the collective of numerous parts and pieces of a math problem (fractions too), 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 (Italian Friendship Quilts & Mexican Star-dance Quilts, immigrant-inspired history, the American Flag, Betsy Ross, Neil Armstrong, etc.), fine artists in history (such as Luke Haynes & Ann Harwell), animation examples (such as Disney's Aladdin - the magic carpet/tapestry), 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/cutting/arranging/pasting the objects, configuring geometric shapes and fractioning them up in a pattern or irregularly, and then sharing their final work with myself and of course their classmates. Once this is completed, I ask them to observe their patchwork composition as a representation of fractionated geometry. They are also welcome to add actual fraction numbers within the shapes. Overall, they have a tangible piece of art.



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

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

**Teacher**

**Discuss all vocabulary and concepts prior to project**

**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**

**I will review what a fraction is, the parts of a fraction (numerator and denominator), and how to make a fraction using models**

**Artist**

**The teacher informed me that the subject of multiplication will continue to run throughout the month of January. The vocab will include:**

- Proper Fractions
- Improper Fractions
- Mixed Fractions
- Part
- Patchwork
- Templates
- Sleeve
- Quilter's Rule
- Quilt Sandwich

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<b><u>Teach:</u> What will you do to teach the content?</b>	
<b>Teacher</b> I will use several real life examples like a candy bar and pizza	<b>Artist</b> Include various media that relates to the general idea of nature-inspired art, such as: <ul style="list-style-type: none"> <li>- Images of quilts and flags.</li> <li>- Provide images of what their project could potentially look like.</li> <li>- Introduce art and math vocab.</li> <li>- Provide imagery and videos of relatable fine artists in history.</li> <li>- Provide at least one example (imagery and video) of patchwork in animated film clip.</li> <li>- Conduct a closure (what did we accomplish, etc.)</li> </ul>
<b><u>Support:</u> What will you assign the students to complete and how will you support their learning?</b>	
<b>Teacher</b> The will complete book work, worksheets, and a pizza project. I will support them by working closely with them in small groups and one on one	<b>Artist</b> 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.
<b><u>Closure:</u> What will we do to reinforce learning and close the lesson for today?</b>	
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.	
<b>Date to PAEP for approval:</b>	