

<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> Orphism Silhouette Drawing for place value.	
<b>Number of classroom sessions for this project:</b> 3-4 *Due to the district having Veteran's Day off and then regular art class the next day* (intro lesson, drawing outline, coloring orphism pattern, sharing final art piece)		
<b>Date:</b> Began 10/28/21	<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 strategically design their colored patterns within their final piece like a place value chart and creating a math problem out of the values.	<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 their pattern, how it's arranged, the repetitive orphism/silhouette design and how a place value chart may look in an art form vs math.	
<b>Arts Learning Objective:</b> Includes learning the style of Orphism/silhouettes, and how the colored patterns correspond with the entire image as a collective; creating an image, strategically placing the patterns, and observing that interaction between the object/pattern/foreground/background.	<b>Assessment:</b> Based off of how well classroom instructions are followed in order to achieve an Orphism/silhouette piece of art, creativity concerning a personalized piece, and the vibrancy of color to bring the art to life.	
<b>Summary of the Lesson:</b> This lesson concerns the artistic subject of Orphism & Silhouettes, and how it related to the characteristics observed in basic place value charting. Numbers and shapes behave similarly whenever it comes to pattern, placement, and the overall repetition of numerous parts and pieces of a math problem, as well as contemporary art. The technicalities of the style are left out to avoid confusion, however we do look at real-life examples (such as gridwork and repetition in art and around the classroom), fine artists in history (such as Sonia Delaunay and Takashi Murakami), animation examples (such as the Despicable Me Minions), 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, coloring the orphism pattern either within, around, or being their chosen object(s), and then sharing their final work with myself and of course their classmates. Once this is completely, I ask them to count their total pieces and create a written place value chart on the back of their paper in words. Overall, they have a tangible piece of art that mimics a combination of Orphism and Silhouettes.		

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

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

**Teacher** Students completed a chapter on place value. The vocabulary was reviewed prior to the lesson and students were reminded how the artist was relating to the topic of place value.

**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 continue to review place value and we consistently review the following vocabulary:  
Place Value Chart  
Period  
Place  
Place Value  
Standard and Expanded Form  
Decimal  
Decimal Point  
Equivalent Decimals

**Artist**

The teachers informed me that the subject of place value in general will run for a few weeks, therefore the vocabulary will be distributed across each art lesson. Collectively the vocab will include:

- Place Value Chart
- Period
- Place
- Place Value
- Standard and Expanded Form
- Decimal
- Decimal Point
- Equivalent Decimals

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

**Teacher**

The students completed the chapter on Place Value prior to the art lesson so they are able to connect the topic to the project.

**Artist**

Include various media that relates to the general idea of Orphism and Silhouettes, such as:

- Gridwork in Fine Art.
- 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 Orphism, Silhouettes, Repetition, etc., 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** Students will complete daily review activities requiring students to use the proper periods(tens, hundreds, thousands, millions, billions)

**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:



Co-Teaching Lesson Plan Template