

<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> Pointillism Drawing in conjunction with decimals.	
<b>Number of classroom sessions for this project:</b> 3 (intro lesson, create & color drawing outlines, color in and add dots & decimal numbers, share final art piece)		
<b>Date:</b> Began 2/24/22 for Group 1, Began 3/4/22 for Group 2 Due to Virtual Day (weather).	<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. Creating a pointillism composition that reflects the physical shape of a decimal - may also include numbers in between the dots to emphasize the significance of an actual decimal.	<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 pointillism repetition drawings as representation for the decimals that they shift around numbers in mathematics.	
<b>Arts Learning Objective:</b> Includes learning how to use the simple repetitive motion of dot-making to create color blending, pictorial depth, and observing how a simple shape/mark-making can create an entire image - such as an environment, event, creature, person, etc.	<b>Assessment:</b> Based off of how well classroom instructions are followed in order to achieve a pointillism-based piece of art, creativity concerning a personalized colorized piece, and the numeric/artistic depth to bring the art to life.	
<b>Summary of the Lesson:</b> This lesson concerns the artistic subject of Pointillism and how it relates to the characteristics observed in numeric decimals in mathematics. Pointillism mimics the physical shape as a decimal, while small it's still circular, and can be utilized across a picture plane in modern art, as well as a math problem. Technicalities of the style are left out to avoid confusion, however we do look at real-life examples (such as Ben-Day Dots, comic bubbles, etc.), brain storm where we may find dots (speakers, TVs, logos, food, clothing, wallpaper, etc.), fine artists in history (such as Yayoi Kusama & Georges Seurat), animation examples of spots and dots (such as Disney's 101 & 102 Dalmatians), 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 their scenes, lightly coloring them, adding similar colored dots as an overlap, writing numbers in between the dots (like decimal numbers if they choose to do so), and then sharing their final work with myself and of course their classmates. Once this is completed, I ask them to observe their pointillism composition as a representation of the decimal subject being discussed in class. Overall, they have a tangible piece of art.		

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

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

**Teacher**

Students will be introduced to the addition and subtraction of decimals by rounding decimals and studying the place value chart.

**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**

Decimal  
Decimal Point  
Rounding  
Sum  
Difference

**Artist**

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

- Decimal
- Decimal Point
- Equivalent Decimal
- Digit
- Pointillism
- Repetition
- Space
- Ben-Day Dots

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

**Teacher**

I will teach the different aspects of adding and subtracting decimals, stressing that knowing and being able to use the properties and rules of these operation will help students solve abstract problems more easily.

**Artist**

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

- Images of dots in comic book shapes, Ben-Day Dots, artist examples and public art project film involving the placement of dots and spots.
- 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 dot-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 be assigned daily homework to reinforce the skills taught at school. This will also bring in family support to our classroom.

**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