

School: Hazleton Area School District Valley Elementary	Classroom Teacher: Jasmine Corazza & Jaime Fiume	Teaching Artist: Olivia Oddo
Grade Level: 5 th	Project: Positive/negative space cut-out for variables & division.	
Number of classroom sessions for this project: 3 (intro lesson, create side 1, create side 2 & share final art piece)		
Date: Began 12/08/21	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 positive/negative space qualities, and how the figures are multiplied/divided just as numbers are, etc.	
Arts Learning Objective: Includes learning positive/negative qualities and how the repetitive mirrored objects correspond with the entire image as a collective; creating an image, breaking it down, then bringing it back to life via arrangement.	Assessment: Based off of how well classroom instructions are followed in order to achieve a positive/negative space piece of art, creativity concerning a personalized piece, and the mirrored arrangement to bring the art to life.	
Summary of the Lesson: This lesson concerns the artistic subject of Positive/Negative Space and how they relate to the characteristics observed in basic variables and division. Numbers and repetition 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 self-reflections and graphics in posters), fine artists in history (such Alexey Kljatov and M.C. Escher), animation examples (such as Shaun The Sheep - watching their shadow puppet show), 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, pasting the two scenic papers together by a little lip, and then sharing their final work with myself and of course their classmates. Once this is completed, I ask them to observe their split composition as a representation of a division problem, and the repetitive objects as the variable components. Overall, they have a tangible piece of art that mimics a positive/negative space composition.		



Co-Teaching Lesson Plan Template

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

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

Teacher

Students are struggling in the area of division and will begin a Chapter about division after the holiday break. To prepare them for this chapter we are completing a daily division "Problem of the Day". We talk about the essentials of division (Division is basically dividing a number into "Groups Of...", we go over the steps of division as a class, we review math vocabulary .

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 As stated above, we review the essentials of division (what you're actually doing when you divide), the steps for division, division vocabulary, such a

Dividend
Divisor
Remainder
Quotient
Variable
Unknown
Multiple.

Artist

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

- Dividend
- Divisor
- Remainder
- Divide
- Variable
- Positive Space
- Negative Space
- Composition
- Contour

Teach: What will you do to teach the content?

Teacher

Students complete a daily problem of the day on division in order to prepare for the upcoming unit on division. Students are rather fearful of division because few of them feel that they have a real understanding of the process because they learned it virtually last year. Students will complete basic division principles to achieve success and become more confident mathematics students.

Artist

Include various media that relates to the general idea of Positive/Negative Space, such as:

- Images of graphics in posters.
- 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 positive/negative space in animated cartoon 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 wrote the vocabulary stated before in their notebooks and we use that vocabulary when explaining our answers. Students complete Division problems of the day to become more confident in the area of division. Positive praise and one on one assistance is how I will support the learning of those who are excelling and those who are struggling.

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: