

## Art Integration Lesson Plan

### **Academic Learning Target / Instructional Standards (art and discipline specific):**

Geometry Domain: Draw and identify lines and angles, and classify shapes by properties of their lines and angles

4.G.1- Draw and label points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

Art Standard:

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

VA:Cr1.1.4a: Brainstorm multiple approaches to a creative art or design problem (cutting different shapes to fit the shape of the desired mosaic)

Anchor Standard 2: Organize and develop artistic ideas and work.

VA:Cr2.1.4a: Explore and invent art-making techniques and approaches

### **Elements and/or Principles of Design:**

Shape: an enclosed space defined by other elements of art, such as line

Pattern: a repeating shape or form, organized shapes and forms in consistent, regular manner

### **Materials or Equipment:**

Black and white (normal sized) construction paper, variety of other construction paper colors, scissors, glue, rulers (optional), active board/projector, computer hookup

### **Vocabulary (art vocab and discipline are specific- try to list at least 3):**

Shape: an enclosed space defined by other elements of art, such as line

Mosaic: a piece of art of image made from assembling small pieces of colored glass, stone, or other materials

Parallel Lines: 2 or more lines that are always the same distance apart and never touch

Perpendicular Lines: relationship of two lines that meet at a right angle

Attributes: the characteristics and properties of a shape or object

### **Art History/Resources (this is NOT a sample of the finished product- it is a brief lesson of actual art or artists work):**

- Art history element is described under the instructional plan/art production

- Teacher has the liberty to choose which mosaics to focus on and expand questioning.
- Artwork will be described in terms of artistic elements, geography, and purpose.
- Students will have the freedom to reflect on these mosaics

<https://matadornetwork.com/trips/10-impressive-mosaics-world/>

**Instructional Plan/Art Production (Sequence of steps written so that someone else would be able to teach the lesson, include plans for classroom/lesson plan management):**

\*\*\*Teacher uses a PowerPoint and online resources as a visual aide for students

**Phase 1: Learning Target**

- Teacher identifies the learning target to the students.
  - o “Today, we are going to be taking all this information we have been learning in math calendar and turning it into a work of art about you! At the end of this lesson, you will be using the shapes that we have been learning about in math calendar to create a piece of artwork utilizing the art elements of shape.”

**Phase 2: Scaffolding- Shapes from Math Calendar**

- o “As I explain what mosaics are and as I show you examples of mosaics throughout history, I want you to be on the lookout for these shapes and the attributes of the shapes. “
- o Teacher points to the list of academic math words that are hanging on the board
  - Isosceles, scalene, equilateral, right triangle, quadrilateral, perpendicular lines, parallel lines, obtuse, acute, right, etc...

**Phase 3: Art history/Mosaic Background**

- “We are going to be learning a little bit about mosaics and how they have been used in history, and then, you will be creating your own mosaic.”
- Teacher displays PowerPoint
- Teacher provides definition of a mosaic on PowerPoint

- A mosaic is a piece of art of image made from assembling small pieces of colored glass, stone, or other materials
- Teacher displays website with mosaics <https://matadornetwork.com/trips/10-impressive-mosaics-world/>
- Teacher explains background information/history about a few different mosaics, asking reflective, higher-order questions for each
- “I am going to show you a few examples of mosaics from around the world. As you look at this, think about how you might use shape and color to make your own mosaic. How will you represent what is important to you using shape and color?”

(Teacher shows pictures from the website, and has students reflect through turn-and-talks, calling on students, having students share with each other)

- As teacher shows students examples of mosaics throughout history, model to students what it looks like to reflect on artwork.
  - The colors of this mosaic are making me feel \_\_\_\_\_ because of the darkness/lightness of the colors. The pattern of this mosaic makes me think of \_\_\_\_\_. The way this artist uses shape reminds me of what we have learned about \_\_\_\_\_ in math. This mosaic gave me an idea of how to use pattern, shape and color when I create my own mosaic.
- Sample questions to use:
  - “What do you think this mosaic represents/means?”
  - “How does this mosaic make you feel?”
  - “What kind of shapes are you noticing in this mosaic?”
  - “Why do you think the artist used these colors?”
  - “What story is this mosaic telling?”
  - “What differences are you noticing from this mosaic to the last one we looked at? How do they feel different?”
  - “Throughout history, artists have used mosaics to tell stories, convey messages, share something personal about themselves or their cultural, or just for the sake of the art.”

#### **Phase 4: Art Element/Continued Curriculum Scaffolding**

- “We are going to focus on how artists use shape in their mosaics. Shape is an enclosed space defined by other elements of art, such as line. Every mosaic we looked at used shape and patterns to create the image. A pattern, in this case, is repeated, organized shapes.”
  - Let’s look at this mosaic. What shapes are you seeing in this piece of art? Try to use academic vocabulary, such as the math words on the board.
  - Teacher shows another mosaic to illustrate the art element of shape
- As you can see, shape, in art, is used to create an image or story. Depending on the way we arrange shapes, we can create many different things.
- “For your mosaic, you will be depicting something that describes you or is important to you. To do this, you will be cutting out shapes, both an art and a curriculum element. I’d like you to turn-and-talk with the person next to you, what are attributes of a shape?”
  - Attributes: the characteristics and properties of a shape or object
- Have students share out what attributes are.
- “Attributes can be obtuse, acute, or right angles, parallel or perpendicular lines.”
- “As you create your mosaic, it will be your job to identify the attributes of the shapes we have been learning about and pick the best shapes (with the best attributes) to demonstrate what you are trying to say with your mosaic.”

### **Phase 5: Demonstrate/Instructions**

- As I show you the mosaic I made, start brainstorming ideas for what you may want to depict in your mosaic.
- Teacher shows students the mosaic that she made
  - Teacher actually makes a mosaic about something that is personal to her
- Teacher shows students the different shapes she used to create it and why she chose those shapes with those attributes
- Ask students what else the teacher could have used to create the shape or mosaic
- Tell students that this was all done by cutting out the shapes and gluing them to the paper the way that I wanted them, which is exactly what they will be doing.
- Demonstrate to the students how you can cut out the shapes

- Tell students why you chose the colors you did, why you chose the backdrop you did, and what the story of your mosaic is.
- Point out the THREE different math shapes that you included in your mosaic.
- Tell students that they must use at least 3 of the math shapes that we have been learning about in math calendar to create their mosaic. They will write which three shapes they used on the back of their piece of artwork.
- Tell the students that they will only have roughly 40 minutes to work on this today, and then can continue to work on it throughout the week if they have spare time.

### **Phase 6: Management/Clean Up**

- “You can create anything the represents you or something that is important to you, as long as it is school appropriate. Make sure you are remembering to include at least 3 of the shapes from this list and be able to identify them in your artwork.”
- Mrs. Mettler’s class will work on it in her classroom, and Mrs. Sheldon’s class will work on the project in this room.
- Teacher sets up multiple colors of construction paper in both classrooms
- “Make sure you are not only using a little bit of piece of construction paper and throwing away the rest, you can put it in a pile on the counter where other students can use it, we are trying not to waste our materials.”
- “Everyone should have scissors in their pencil bags, and there are enough glue sticks for everyone set on the counter.”
- “I’d like everyone to be at a hard surface for this. Make sure that whatever paper is dropped on the floor gets picked up at the end of the creating time, glue cap is put on the glue, and scissors are put away.”
- “The materials are set up in both classrooms, please walk their quietly and get started. You may use white or black paper for your backdrop, and any colors paper for the mosaic. Think of the purpose of why you are doing what you are doing!”

### **Phase 7: Reflection of Studio work/Art Critique/Appreciation and Questions:**

- About 15 minutes into the worktime, teacher asks students to turn to somebody at their table and point out the three different shapes they are using.

- "I'm sorry students, I know you are working super hard on your artwork, but because of timing, I would like you to quickly review with a partner, no matter where you are at in the creation process.
- "Share with your partners what your mosaic is about/will be about when you are done, what three shapes you are using, and why you are using the colors/shapes that you are."
- "After both partners share about their work, maybe share with your partner what other shapes they could use to create their artwork."
- "Have you written, at least, your three shapes on the back of your artwork? Make sure you have that written on the back by the end of the art time!"

### **Phase 8: Clean up**

- 5 minutes prior to transition, ring the chimes and alert students to finish up, clean up the paper off the floor, put all paper back and in stacks where it belongs, cap the glue, put scissors where they belong, and put their artwork in a safe place.

### **Modification/Adaptation Ideas (if applicable):**

- Have students who cannot use a scissors either tearing the paper or drawing the shapes
- Use bigger paper and have students cut larger shapes if they have fine motor difficulties
- Allow students to use different materials such as tissue paper and other less resistant materials
- Sketch paper for those who wish to draw out their mosaic before they make it