

Art Integration Lesson Plan

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

Art:

Visual Arts – Grade 2	
Process Components	Creating
Investigate-Plan-Make	VA:Cr1.2.a Brainstorm multiple approaches to art with various materials and tools to explore personal interests or design problem.
Investigate	VA:Cr2.2.a Experiment with various materials, tools and/or repurpose objects to explore personal interests in a work of art or design.
Reflect-Refine-Continue	VA:Cr3.2.a Discuss and reflect with peers about choices made in creating artwork.

Math:

2.G.1 Identify trapezoids, rhombuses, pentagons, hexagons, octagons, parallelograms, quadrilaterals, cubes, spheres, cylinders, cones, triangular prisms, rectangular, prisms. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.

Elements and/or Principles of Design:

- Shape
- Space
- Rhythm and Pattern

Materials or Equipment:

- Glue Sticks
- Tissue Paper
- Contact Paper
- Scrap Paper
- Templates
- Stories in Art: Stained Glass Windows <https://www.amazon.com/Stories-Art-Stained-Glass-Windows/dp/0750294507>

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

- Shape (both math and art)
 - How artists used shapes in from math to apply it to their artwork
- Space: details of overlapping to create more depth within the artwork
- Rhythm/Pattern; ; Looking at the shapes in the glass stained art and noticing how many times that one shape repeats itself in the artwork. That is rhythm or pattern is in art, it's a regular occurrence of that shape/or object
- Shapes; Trapezoid, Rhombus, Octagon
- Attributes/Equal number of sides

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

- Frank Lloyd Stained Glass Work

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):

Engage: (10 minutes)

- Look at a piece of Frank Lloyd Wright's stained glass artwork
- Start by look at a piece of Frank Lloyd Wright's stained glass artwork. Point out the variety of shapes that are being used in his artwork. Notice the shapes and have student pick one to focus on and ask them to look how many times that shape repeats in the artwork. This is called a rhythm or a pattern in art, it's a regular occurrence of that object.
- Now student, I want you to look at the shape you identify and look at the differences. (this triangle is bigger than this triangle, or color of it, etc.) Many of the shapes include is Frank Loyds stained glass tends to have a variation meaning that no two shapes are similar.
- Now students I want you to notice how the shapes are layered in his artwork. Is there a shape that is on top of another shape? Why would the artist choose to do that?

I will incorporate this discussion of how artist use math to create their own artwork during the discussion about Frank Loyds artwork. Additionally, I will reiterate it during my modeling of the stained glass artwork.

- In math we have been learning about different shapes and their attributes that make them that way. Shapes have special attributes like their number of sides. For example, we know from math that a rhombus has 4 sides and that makes that shape has special attributes. Just like an octagon has 8 equal sides.
- When we looked at Frank Lloyd Wright's stained glass artwork we noticed how artist use math to create art. In Frank Lloyd Wright artwork he used different kinds of shapes and their special attributes to add rhythm and pattern into his artwork. Artists like Frank also used shapes and their attributes to add different space to his artwork by overlapping his shapes to create a different depth.
- Today we are going to be artists and mathematicians at the same time! We are going to use our math knowledge about shapes and their equal amounts of sides or special attributes to be artists and create our own stained glass art!

Explain: Modeling (5-10 minutes)

- In math we have been learning about different shapes and their attributes that make them that way. Shapes have special attributes like their number of sides. For example, we know from math that a rhombus has 4 sides and that makes that shape has special attributes. Just like an octagon has 8 equal sides.
- When we looked at Frank Lloyd Wright's stained glass artwork we noticed how artist use math to create art. In Frank Lloyd Wright artwork he used different kinds of shapes and their special attributes to add

rhythm and pattern into his artwork. Artists like Frank also used shapes and their attributes to add different space to his artwork by overlapping his shapes to create a different depth.

- Today we are going to be artists and mathematicians at the same time! We are going to use our math knowledge about shapes and their equal amounts of sides or special attributes to be artists and create our own stained glass art!
- Model the making of a stained glass artwork to students. Walk through each step of choosing different shapes with their variations and layering my shapes throughout my artwork.
- You will be able to create your own stained glass with shapes. You will need to incorporate 2 trapezoid, 2 rhombus, and 2 octagon into your stained glass. Students will identify their special attributes of their 6 shapes that were required to be in their stained glass. Additionally, you will need to include one point of overlapping of shapes in your artwork.

Explore: Work Time

- Students will be asked to go back to their table spots. One student will grab glue sticks and tissue paper, one will get contact paper and scrap paper.
- Students will have about 20 minutes to complete their own stained glass art by including the required materials.
- There will be books, artwork from artists and templates of stained glass for students to reference to.
- Clean up: students will take all their scrapes and place them on the back counter in a box and take their glue sticks to the kidney table.

Reflection of Studio work/Art Critique/Appreciation and Questions:

Gallery Walk (if there is time)

- Each student will leave their artwork on their table spot. Each student will be provided with a stack of sticky notes and pencil. Students will walk around the room at put at least 3 stick notes on a peers artwork. Students will write on their sticky notes focusing on
I like...
I wonder...
I noticed.. providing positive feedback to their peers artwork. Students will make sure to write their feedback on the stick side of the note card so nothing will appear facing up. Once students have commented on 3 of their peers artwork they will return to their seats and view their comments they got from peers.

Group Share

- The teacher will draw 3 sticks for students that will share. Peers will be encouraged to makes comments on shapes, space (overlapping), and rhythm and pattern in their peers artwork. Using the following statements
I like...
I wonder...
I noticed...
→ Making sure to bring a huge focus on how when they were being artists and creating their stained glass how they used math to play a role in their artwork.

- Asking “how did the attributes to the shapes (what are they) and how did this student incorporate it into their artwork?”
- Asking “what are the shapes and what is their attributes?” “how did the student use shapes from math to add space and rhythm and pattern in their artwork?” “how might it have made the artwork more meaningful?”

Modification/Adaptation Ideas (if applicable):

Art modification:

- Students will be able to mimic other artists work from stories or Frank Lloyd’s artwork
- Students will be provided templates if they choose they may use a template to create their stained glass

Math modification:

- Students can use basic shapes that they are able to identify like triangles, circles, etc.
- Students can use a shape identification chart if unable to identify shapes required to use

Assessment:

Evidence of:	Mastered	Proficient	Developing
Shape Use			
Rhythm and Pattern			
Overlapping			
Identification of shapes			
Identification of equal sides of shapes			