

Unit: *Math Art Accordion Books*

Lesson Plans for the Week of 1/6/14

Grade Level: Elementary

| Objectives | Procedures/ Curriculum | Materials | Evidence of Learning |
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| <p>Big Idea : Making Connections</p> <p>Essential Questions: How do math and art interact? Would art be possible without math?</p> <p>Objectives: Students create star accordion books to show an interaction between math and art. Cover designs will be Minimalist or Op Art inspired, using only simple forms from geometry, and basic color choices.</p> <p>Vocabulary: <i>Artist's Book</i> <i>Minimalistic Art</i> <i>Op Art</i> <i>Sol LeWitt</i> <i>Bridget Riley(Cataract 3)</i></p> | <ul style="list-style-type: none"> • Hook: Teacher will lead with a class brainstorm and discussion; each table will be challenged to list as many ways that art and math might be connected • Teacher will show a short presentation of images of math art (op art, minimalist art) and artist books • Students will be instructed on creation of a cover design using math in art • The class will sketch cover designs on their planning worksheet • Students begin creation of covers on final paper (collage forms and lines in minimalist designs) • Upon completion of student book cover designs, the teacher will instruct the class on creating covers with glue and cardboard • Students will fold paper for inside book and glue • With pieces complete, students will be asked to reflect on the process in their newly created artist's books; Students will describe the process used, and the ways they have shown the connections between math and art • The teacher will lead a class critique on students' final pieces, where students will discuss aesthetics of the class' pieces (use Art Critique poster/handouts) | <ul style="list-style-type: none"> • PowerPoint or Prezi on artist books and • Long, white drawing or computer paper for pages (precut) • Colored, scrap paper or wallpaper • Planning worksheet • Cardboard/hardboard, precut for covers | <ul style="list-style-type: none"> • Check planning document • Reflection in artist's books • Class critique • Final product rubric |
| <p>Standards: National Standards- 1. Content Standard: Understanding and applying media, techniques, and processes Achievement Standard: Students a. select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices b. intentionally take advantage of the qualities and characteristics of *art media, techniques, and processes to enhance communication of their experiences and ideas 3. Content Standard: Choosing and evaluating a range of subject matter, symbols, and ideas Achievement Standard: Students a. integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks b. use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks 5. Content Standard: Reflecting upon and *assessing the characteristics and merits of their work and the work of others Achievement Standard: Students a. compare multiple purposes for creating works of art b. analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry PA State Standards- 9.1.5 C. Know and use fundamental vocabulary within each of the arts forms. 9.3.5 A. Identify critical processes in the examination of works in the arts and humanities</p> | | | |