OMA Exploratory Residency Lesson Plan

Opening Minds through the Arts (OMA)
Tucson Unified School District 1
Tucson, Arizona

Name(s): Trista Tamura

Grade Level: 3rd Grade

Big Idea/Title of Lesson: Calder Multiplication Primary Color Torn Paper Collage

Date: 2015 **Duration:** 3/60 minute lessons

Objective: After viewing artwork by Calder, students will create a primary color torn paper collage that demonstrates their understanding of multiplication.

State Standards Being Addressed
Mathematics:
Standard:
3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5x7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5x7.

Standard for Fine Arts – Torn Paper Collage:
VA.CR.2.3a Create artwork using a variety of artistic processes, materials, and approaches (such as using elements and principles of modern art, applying artistic ideas from diverse cultures, etc.).

21st Century Skills Content:

☒ **Creativity/Innovation**	☒ **Problem Solving**	☐ **Health/Wellness**
☒ **Critical Thinking**	☐ **Democracy**	☒ **International Perspectives**
☒ **Communication**	☒ **Adaptability/Resiliency**	☐ **Ethics**
☒ **Collaboration/Teamwork**	☐ **Financial & Economic Literacy**	☐ **Social/Civic Responsibility**

Teacher's Role During and After Lesson:
Before: prior to OMA lesson, teacher will read weekly e-mail from OMA teacher, read over attached OMA lesson plan in order to actively participate/contribute during OMA lesson and have requested materials ready upon OMA teacher's arrival (most critically the computer/projector to show USB images). Students should also have basic to solid knowledge regarding multiplication.

During: teacher will monitor student progress and will help students during process of identifying multiplication. They will also assist with setup/clean up of materials and make any connections to the curriculum during lesson that they see fit. Teacher will also take note of any students struggling with smART ART concepts.

After: teachers can extend lesson by having students identify ninja math in peer's artwork.

Materials:
DAY 1
Classroom Teacher: cleared student desks, gluesticks, lots of room on whiteboard to model, document camera, and computer & projector (to show USB drive images)

OMA Teacher: primary color construction paper (cut into manageable squares), black construction paper (one per 2 students), white construction paper (one per student), extra gluesticks, planning page, and USB drive

DAY 2
Classroom Teacher: cleared student desks, pencils, document camera, and artwork & planning page from previous session

OMA Teacher: extra materials for absences and black sharpies (one per student)

DAY 3
Classroom Teacher: cleared student desks, pencils, extra gluesticks, document camera, and artwork & planning page from previous session

OMA Teacher: black sharpies (one per student), black paper (cut into smaller pieces for dots), and gluesticks

Vocabulary:
Organic – shapes that come from nature and have no name

Lesson Plan Design:
DAY 1
A. Anticipatory Set / Activation of Prior Knowledge:
Organic vs. Geometric: artist will begin by placing 2 magnet labels on large whiteboard (organic and geometric). Artist will then give each group one shape magnet (either geometric or organic) and ask them to discuss as a group which column their shape should go. Artist will ask groups to choose one volunteer from each group to hang their magnet under the category that they predict fits their shape. Once all shapes are hung, artist will then ask students to give a "thumbs up" "thumbs down" or "in the middle" if they think the shapes are sorted correctly. Artist will then facilitate discussion between geometric and organic shape characteristics.

B. Teaching the Lesson:
Artist will begin by showing inspiring artwork by Calder and ask students to identify elements within the artwork at their table groups. Students will then write vocab word, definition (**organic: shapes that come from nature and have no name**), and draw doodle definition.

Artist will then model tearing black paper with partner and gluing to white paper (must start tear on one side and end at the opposite end **NOT** at the top or bottom of paper).

Next, artist will teach primary color song. Artist will then have students take one precut rectangle (1/2 sheet) of each color. Artist will model how to tear more than one shape per piece of paper (not too small, about the size of their fist as reference and no straight edges) and how to add shapes with gluesticks to paper (remember composition tips, rule of thirds, how to display randomness even though it is planned by artist).

C. Closure / Concluding the Lesson:
Artist will ask students to discuss biggest challenge of their day and share it with their neighbors.

DAY 2
A. Anticipatory Set / Activation of Prior Knowledge:
Artist will draw a certain number of shapes on the board with objects inside each one. Students will be working collaboratively to write down the expression for the example on whiteboards. Artist will call on volunteers to share thinking aloud. Artist will ask students to choose a different writer for each expression. Repeat 4-5 times as time allows.

B. Teaching the Lesson:
Artist will begin by asking students to "rewind their brains" to recall process of previous session. Artist will call on volunteers to share thinking aloud.

Artist will then model how to trace torn paper shapes using repetitive outline lines (especially roadblocks, lines should not touch, lines should be evenly spaced and follow the same curves or pattern as the previous one until all the white space is taken up. It is important to do a lot of modeling here as they will have time on Days 3 to continue this task).

C. Closure / Concluding the Lesson:
Artist will ask students to share their predictions about what they will add to the project for the following session. Artist will call on volunteers to share thinking aloud.

DAY 3
A. Anticipatory Set / Activation of Prior Knowledge:
Hula Hula: artist will place hula hoops (between 1-6) on the floor and call up a certain number of students to evenly fill hoops while doing the hula. Students in audience will discuss the multiplication equation being represented. Artist will then call on volunteers to share thinking aloud. Artist will continue playing rounds with varying numbers of hula hoops until all students have had the chance to participate.

B. Teaching the Lesson:
Artist will give quick reminders on line tracings then allow students certain allotted time to finish up lines. Early finishers can work on "usagi."

Artist will then model how to add torn paper "dots" to each shape. Each shape must contain same number of dots for each color (i.e. all yellows will have 3 dots each, all reds will have 5 dots each).

Students will then be asked to find ninja math in artist's artwork example. Then students will be asked to record their own ninja math on planning page (3 equations).

C. Closure / Concluding the Lesson:
Artist will ask students to circle 3 elements they used in their artwork then discuss with their table groups.

Methods for Facilitating Creative and Critical Thinking:
Categorizing organic vs. geometric shapes, identify characteristics of organic shapes vs. geometric, identifying expressions collaboratively, identify elements within Calder's artwork, manipulating/tearing paper, identifying biggest challenge during session 1, Hula Hula equations, creating outlines, adding "dots" to each shape to demonstrate knowledge of multiplication, finding ninja math in artist's example, writing down equations represented in their artwork, choosing 3 elements within artwork and creating individual art piece.

Strategies for Active Participation:
Working collaboratively, categorizing and hanging magnets, whiteboards, small group discussions, primary color song, Hula Hula, tearing paper, planning page, finding ninja math and creating individual art piece.

Strategies for Reviewing, Assessing Understanding, and Reinforcing:
Artist and teacher will be walking around the room observing students for understanding regarding their knowledge of multiplication.