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| **Grade:**  **2nd** | **Content Areas Being Integrated :**  **Visual Arts and Mathematics (Geometry)** | | |
|  | | **Arts Discipline** | **Other Content Area** | |
| **Standards**  **Addressed in the Integrated Lesson/Activity** | | **Visual Arts 2.5:** Use bilateral or radial symmetry to create visual balance. | **Mathematics - Geometry 1**: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of faces...identify triangles, quadrilaterals, pentagons, hexagons. | |
| **Student Objectives in Each Discipline** | | Students will be able to create various shapes out of construction paper to make a "shapely" robot that shows visual balance. | Students will be able to describe the plane shapes they made/used to create their robots. They will also compare and contrast shapes (i.e. describe number of sides/angles). | |

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| **Integrated Student Objective** | ***What is the objective of the integrated activity? Look at connections being made between the two content areas.***  At the end of the integrated activity, students will be able to understand that different subjects can be integrated and are not studied/learned in isolation. Specific to this lesson, the fact that math is all around us, especially in visual arts, will be the teacher's emphasis for the students' focus. They will identify shapes and geometric features within works of art. | |
| **Essential Question** | ***What is the question you want the students to be able to answer at the end of this lesson?***  "Which geometric plane shapes can you identify within the "shapely" robot you created? Compare and contrast some attributes of two (or more) of your shapes." | |
| **Materials/Resources** | | |
| Images of art pieces (postcards, website photos, etc.) where geometric shapes are emphasized; teacher-made sample of robot; pencils; geometric shapes poster; construction paper; scissors, glue sticks; books about shapes. | | |
| **Lesson/Activity Description** | |
| To begin this lesson, student partners will discuss names and attributes of plane shapes, using attribute blocks. After review, teacher will show several art pieces on the projector and read aloud a book about shapes, and explain to students that they will create an art project using plane geometric shapes. The teacher will emphasize how math/geometry is commonly found in art pieces and in the environment. In pairs, students will look for and discuss different plane shapes they find in the classroom. After the shape hunt, the teacher will explain and demonstrate how the students will create robots by drawing and/or cutting shapes out of construction paper. They can use any shapes they want, but need to use at least 4 different shapes. After students make their own robots, they need to: label/name their robots; write the number and name of the shapes they used; and write 3-5 sentences comparing and contrasting attributes of some of their robots' shapes. After all students finish, they will participate in a gallery walk and discussion based on their observations of plane shapes used to create their robots. | |