

Sol LeWitt Fraction Lesson

Standards:

Visual Art:

- ∞ 2.2 Use the elements and principles of art to communicate ideas.
- ∞ 5.2 Discuss the characteristics and merits of their work and the work of others.
- ∞ 6.2 Practice making connections between the visual arts and other disciplines in the curriculum.

Various math standards in grades 3-6 are addressed within the lesson. These include standards that require multiplying fractions, geometric shapes, and geometric concepts.

Materials

- ∞ Black Paper (either 11 x 13 construction paper or large sheet of butcher paper for mural). The black paper should be pre-gridded to include 24 boxes of equal size. Lightly use a pencil to do this so that the lines can barely be seen.
- ∞ Various arts supplies for each group (oil pastels, pencils, rulers, string)

Procedures

- ∞ Begin with a posing the question “What is art?” Lead the students in a discussion about what makes up art? Note their opinions. If necessary prompt discussion with asking questions like “Does art have to be original?” If you don’t feel comfortable leading a discussion, handout the prediction guide for what makes art. This will help gain a consensus of the classes’ opinion about what makes art.
- ∞ Show students images of Sol LeWitt. While showing the images provide students with background information about this American artist (found in notes section of PowerPoint). Also allow students to comment on the art pieces.
- ∞ Review with students the primary and analogous colors. Also review line types and specific geometric shapes.
- ∞ Explain to students that they will be working with a partner (or groups of three if doing a mural) to create a Sol LeWitt inspired art piece. Each group will receive the same set of directions to complete the art piece. They must follow the directions when completing the art piece.
- ∞ Show students the rubric so that they are aware of the expectations of the project.
- ∞ Handout the directions and supplies to the students. Instruct students to show their math on the directions sheets as evidence.
- ∞ As students work, teacher should be walking around asking questions about student choices.
- ∞ When groups are finished, hang all art pieces in the front of the room. Lead a discussion about how they are the same and different. If all students followed the

same directions, why do the end products look differently? When people follow directions to create an art piece is it really art? Why?

Assessment:

- ∞ Rubric
- ∞ Class Discussion
- ∞ Extension: Student writing about (persuasion) about what makes art.

Differentiation:

- ∞ The math component of the lesson can be easily adjusted to fit the ability of the students. By altering the number of grid boxes to 18, 16, 12, or 10, the teacher can monitor the difficulty.