

Art-Integrated Lesson Description, Reflection, and Pictures

For my art-integrated lesson, I decided to combine math and art. I chose Gustav Klimt's painting *The Tree of Life* for this activity due to its incorporation of geometric shapes and patterns. It served as a good medium to review the shapes that they had learned earlier in the year. I had the students look for shapes and patterns in his painting and then create their own artwork based on his painting. In their version of the *Tree of Life* they had to use various geometric shapes and incorporate patterns into their artwork.

Some positive aspects of the lesson included the creative titles the students came up with for their own artwork. Each student had the opportunity to name their tree. Not only did this increase the excitement level in the class, but the names made each art piece unique. The students did a good job of choosing names that were representative of their pieces. Another positive point was the inventiveness of using the shapes within their art. Students did not just use them to fill the space of the page, like Klimt, but they created borders to accentuate their trees or used the shapes to write words on their art. Finally, I really enjoyed the fruitful discussion I had with the students about Klimt's painting. They were able to notice various patterns within the painting, but they also commented on the feelings they saw in the painting. A couple students commented on what the colors used in the painting reminded them of and what effect this had on the overall painting. In addition, they not only found shapes in the painting, but also saw shapes created by objects and the negative space. I was impressed with how comfortable the students were with analyzing art.

However, what disappointed me was that the students were not confident in their own artwork. They did not trust themselves to create their own trees and kept trying to copy my example, getting frustrated when it was not perfect. I heard various comments about how ugly their drawings were or

that they did not know what to draw. I tried to keep the atmosphere positive and tell them that every piece of art was unique and beautiful, but I think this is something that the students have to come to believe themselves over time. Also, I wished that they would fill their whole page with shapes and patterns so that it would look as full as Klimt's. However, I think because we ran out of time, the students were not able to fill their pages completely. If we had more time, the students would be able to use more shapes to fill the space.

If I were to teach this lesson again I would make sure that I had enough time for a closure. Or, if I ran out of time I would make sure that I would return to the lesson at the next available time so that the students could make the connection between art and math. I wanted them to recognize the patterns and shapes in their own artwork. Without this, the lesson seemed to end on a "fun art lesson" note, and not one with an academic and mathematical component. One thing that I would definitely do again is to have the students name their artwork. Naming their trees really personalized their artwork and gave insight into their feelings and thinking about their art. Although I asked individuals why they named their piece the way they did, I wish they could have shared these ideas with the whole class. Once again, next time I teach this lesson I will carve out time for a closure so that students are able to present their work and make the important connection between math and their artwork.



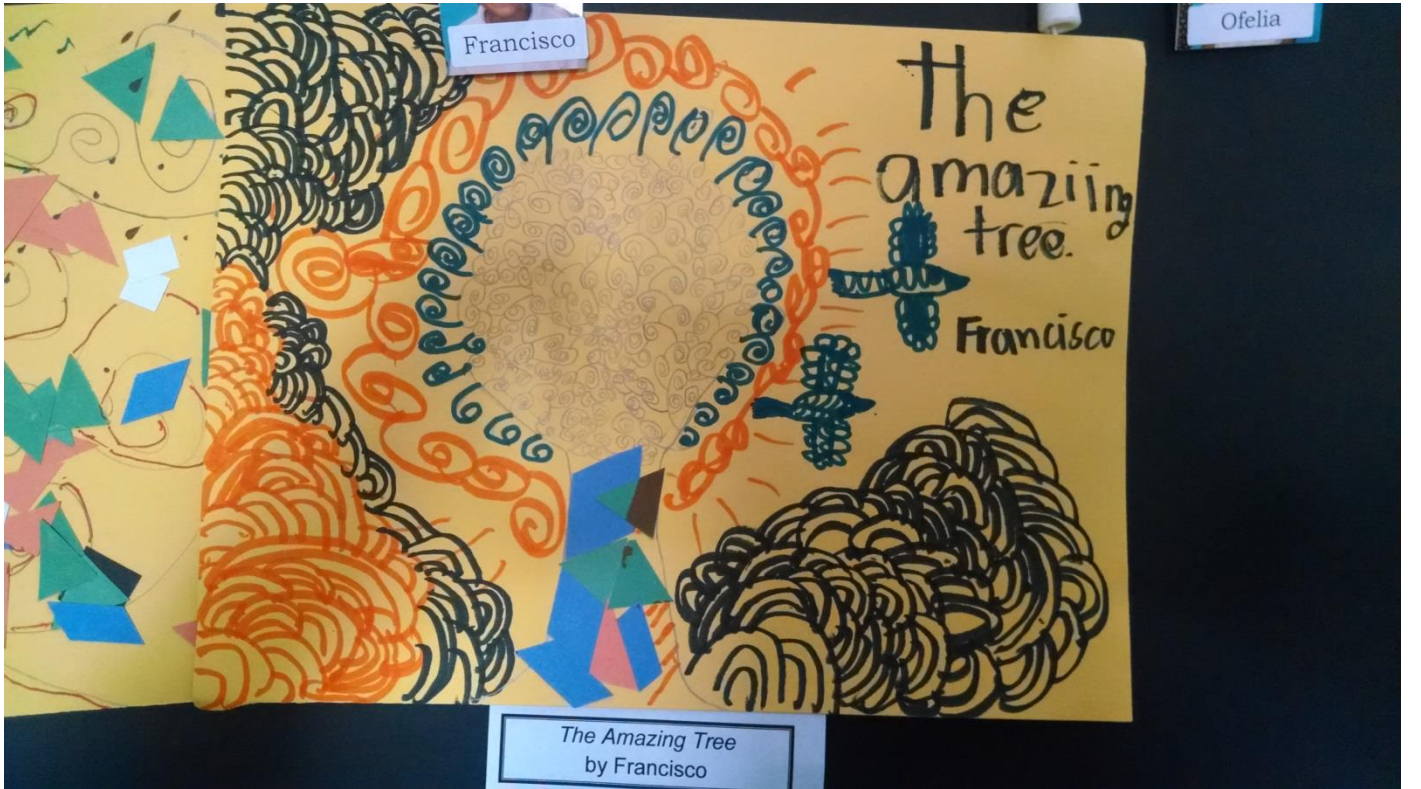
Magnificent
She is amazing
Best teacher ever
Outstanding
Careful
Cool
Interesting
Loving



Imagery and Drama



Swirly Tree
by Valerie



The Amazing Tree
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