

Notes/Comments:

Organization/Structure/Form • Fractions •



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Idea Contributed by Debi West, Ed.S, NBCT

Think about pizzas that you eat – how are these circular meals cut? Usually into eighths. Students will learn about the art of Wayne Thiebaud, and then create collaged personal pizza art, cutting their 'pies' into fractions. Visual fraction models have never been so fun!

**Essential Question: How can a visual art lesson become a teaching tool for mathematics?**

**Process:**

- Introduce the lesson by discussing the art of Wayne Thiebaud, specifically his cakes and pies.
- Have students look closely at the mathematical aspects seen in his work.
- Students will learn about the art of collage.
- Students will collage their own personal pizzas, cutting out their toppings and gluing these symbols down onto their round "pizza pies".
- Students will then cut their pizza's into specified fractioned pieces, quarter, half, etc.
- Final works will be hung together in a class display creating an exciting, educational exhibit.

**Assessment**

I use a project evaluation form for each lesson I teach. This allows my students to appropriately reflect on the learning at hand and leaves room for them to comment on the process and how they feel the final piece turned out. It also allows me to comment and give them a grade based on their learning AND their final work. We also do in process critiques using my "2 Glows and a Grow" model.

**Extension**

Students can make "real" pizzas with food, or fruit pizzas with whipped cream, cutting the pieces and continuing the mathematical discussions.

**Materials**

- 12" x 12" white drawing paper
- graphite
- construction paper
- scissors
- glue
- mixed media and reference materials

**Vocabulary**

**Collage**

An artistic composition of materials and objects pasted over a surface, often with unifying lines and color.

**Burnishing**

To rub with a tool to smooth or polish

**Classroom Tips**

Cover the work surface with disposable craft paper for quick clean up — all trash can be rolled up and thrown away. Solicit parent help to build a magazine collection.

## Common Core Georgia Performance Standards

**MATHEMATICS**

**GRADE 4**

**MCC4.NF.2:** Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as  $\frac{1}{2}$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual fraction model.

## Georgia Performance Standards

**VISUAL ARTS**

**GRADE 4**

**VA4PR.1:** Creates artworks based on personal experience and selected themes.

**VA4PR.2:** Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

**VA4C.1:** Applies information from other disciplines to enhance the understanding and production of artworks.

## National Standards

**VISUAL ARTS**

**Standard 1:** Understanding and applying media, techniques, and processes

**Standard 2:** Using knowledge of structures and functions  
**Standard 3:** Choosing and evaluating a range of subject matter, symbols, and ideas

**Standard 6:** Making connections between visual arts and other disciplines