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## Scavenger Hunt

*The following Art Standards could relate to my mathematics lesson -*

- NCCAS Anchor Standard 1: Generate and conceptualize artistic ideas and work
  - VA: Cr1.1.Ka - Engage in exploration and imaginative play with materials
- NCCAS Anchor Standard 7: Perceive and analyze artistic work
  - VA: Re.7.2.Ka - Describe what an image represents
- NCCAS Anchor Standard 8: Interpret intent and meaning in artistic work
  - VA: Re. 8.1.Ka - Interpret art by identifying subject matter and describing relevant details

*/ NJSLS Visual and Performing Arts, Anchor Standard 9: Interpreting intent and meaning*

- *2.5.2.R3a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics*

These art standards could enhance my lesson by allowing students to make personal, real-life connections to the mathematics content. This particular lesson is focused on taking apart numbers 16 to 19. While the mathematics problems in their workbooks (provided by the school/as part of the curriculum), consist of counting, adding, and subtracting using real-life objects such as apples, pencils, animals, etc., I could take that a step further by presenting students with problems utilizing their creation of physical objects via various art forms. For instance, if I gave students the number 17, students should be able to determine that the number can be divided into a “group of 10 and some (7) more.” Students could engage in exploration by using various artistic materials to create physical representations of the number 17 divided into the two groupings (of 10 and some more).