

UNIT PLAN:**Name:** Brittany McNeil **Grade:** 1**Subject:** Visual Arts **Time frame:** 400 minutes, 8 lessons at 50 minutes, 1 lesson per week except lesson #1 (two back to back days)

The Big Ideas -What are the students going to be learning?	The students are going to be using hand on activities to learn line, shape, space, colour, texture, value, and contrast.
Overall Expectation(s) -List the overall expectations of the unit (usually referencing back to the big ideas that the unit will cover)	7 Elements of Design Students will evolve comprehension of the elements of design. Line: jagged, curved, broken, dashed, spiral, straight, wavy, zigzag lines; lines in art and everyday objects (natural and human-made) Shape and form: geometric and organic shapes and forms of familiar objects (e.g., geometric: circles, blocks; organic: clouds, flowers) Space: depiction of objects in the distance as smaller and closer to the top of the art paper; shapes and lines closer together or farther apart; spaces through, inside, and around shapes or objects Colour: mixing of primary colours (red, yellow, blue); identification of warm (e.g., red, orange) and cool (e.g., blue, green) colours Texture: textures of familiar objects (e.g., fuzzy, prickly, bumpy, smooth); changes in texture; a pattern of lines to show texture (e.g., the texture of a snake's skin); transfer of texture (e.g., placing a piece of paper over a textured surface and then rubbing the paper with wax crayon) Value: light, dark Contrast: light/dark; large/small; pure/mixed colour
Learning Skills and Work Habits -What are some of the learning skills and work habits that will be taught and assessed during this unit. -Reference the growing success document.	Responsibility: following code of behavior, active participation, knowing and following rules in various situations Organization: time management, making use of available resources to complete assigned task, establishing a goal and the steps needed to achieve it Independent Work: remaining focused and on-task, not distracting others, on-task buzzing and conversations Collaboration: working well with others, helping others, using positive language Initiative: putting in effort and following through, commitment to achieving goals, helping peers who need assistance Self-regulation: sets own individual goals and monitors progress towards achieving them, perseveres and makes an effort when responding to challenges, seeks clarification or assistance when needed

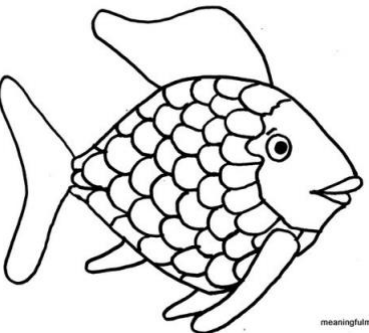
UNIT PLAN: Lesson/Activity Overview

Lesson # 1 – 100 minutes				
Specific curricular expectations	An overview of the lesson, describing what will take place, the instructional strategies used, the time frame needed to teach the lesson	Activity Overview – What is the Activity/Action Item that will be done during this specific lesson	Assessment – How will this activity be assessed? Will be summative using a rubric? Will it be formative using a checklist or conference notes? *Include the grading tools you will use	Resources and materials that will be used
<p>Colour: mixing of primary colours (red, yellow, blue); identification of warm (e.g., red, orange) and cool (e.g., blue, green) colours</p> <p>D2.3 demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art</p>	<p>Day 1 (50 minutes):</p> <p>Beginning: Students will meet on the carpet. The lesson will begin with a recap. The teacher will ask students if they know what primary colours are. Teacher will ask students if they know what secondary colours are. Teacher will ask students if they know what warm and cool colours are. If they don't know the answer, that's okay. Play this video for the class. https://www.youtube.com/watch?v=N8yuyekP_So&ab_channel=ScratchGarden</p> <p>Teacher will recap terms one more time.</p> <p>Middle: The teacher will hand out blank colour wheels and have the students return to their desk. The teacher will help students create palettes of paint with primary colours and setting up tables with water cups and brushes. Teacher will have students return to carpet. Over the document camera, teacher will paint the primary colours in the correct spots. Teacher will ask students what will happen if she mixes the red and the blue. After students answer, the teacher will demonstrate mixing the two colours. Teacher will repeat for the other primary colours until the wheel is filled out. Teacher will leave colour wheel displayed over document camera. Teacher will send students to their desks to complete the wheel. Teacher will set expectations of working independently, self-regulation, quiet work-related chatter, sharing paint, and raise hands for help.</p> <p>End: When students are done, they can put their art on the drying rack and clean up their work stations.</p> <p>Day 2 (50 minutes)</p> <p>Beginning: Students will meet on the carpet. Teacher will ask if they remember what we learned last class. Review terms primary, secondary, warm and cool colours.</p> <p>Middle: Teacher will ask students if they think of the colour blue, what do they think of? Teacher will give an example. Teacher will repeat with other colours. Teacher will instruct students that they will be going through magazines and cutting out items that they think match the colours on their wheels. They will glue those on the corresponding colour. If they cannot find an item in the magazines, they can draw a picture. Teacher will set expectations of self-regulation, time management, sharing and chatting.</p> <p>End: When done, students will come to hand in. When they come to hand in to the teacher, students and teacher will have a one and one conference. They will be asked</p>	<p>Colour Wheel Connections In the first part of this activity, students will fill in a colour wheel using paint. They will be given a blank sheet of paper with a wheel broken into 6 parts already drawn on it. They will only be allowed to use primary colours. The students will create secondary colours by mixing the primary colours. They will leave it on the drying rack and the lesson will be resumed the next day.</p> <p>The second part of the lesson, students will cut out parts of magazine of images they associate with each of the colours. They will glue the images onto their colour wheel. If there is something they cannot find that they believe represent that colour, they may draw it. When they come to hand in to the teacher, students will be asked to explain to the teacher why they put certain images on one colour on their wheel.</p>	<p>Formative Anecdotal notes on the following learning skills: Organization: time management, making use of available resources to complete assigned task, establishing a goal and the steps needed to achieve it Independent Work: remaining focused and on-task, not distracting others, on-task buzzing and conversations Self-regulation: sets own individual goals and monitors progress towards achieving them, perseveres and makes an effort when responding to challenges, seeks clarification or assistance when needed.</p> <p>Summative Checklist, Success Criteria</p> <ul style="list-style-type: none"> - Student was able to successfully paint all 6 colours (one mark per colour) - Student was able to connect magazine images or drawings to each colour (one mark per colour) - Student was able to explain why they put the images they did for at least one colour (two marks) 	<ul style="list-style-type: none"> - White paper with blank colour wheel - Red, blue and yellow paint - Paint brushes <p>On a cart, have the following available:</p> <ul style="list-style-type: none"> - Magazines - Colour markers - Scissors - glue

	to explain to the teacher why they put certain images on one colour on their wheel. Teacher will put images on display on art bulletin board for display.			
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UNIT PLAN: Lesson/Activity Overview

Lesson #2 – 50 minutes

Specific curricular expectations	An overview of the lesson, describing what will take place, the instructional strategies used, the time frame needed to teach the lesson	Activity Overview – What is the Activity/Action Item that will be done during this specific lesson	Assessment – How will this activity be assessed? Will be summative using a rubric? Will it be formative using a checklist or conference notes? *Include the grading tools you will use	Resources and materials that will be used
Value: light, dark	<p>Beginning: Students will meet at the carpet. The teacher will have a colour wheel displayed over document camera. Teacher will ask students what they remember about our lesson on colours. Teacher will ask them if they notice two colours missing.</p> <p>Play video until 0:60: https://www.youtube.com/watch?v=DMLvEgKSvrE&ab_channel=ScratchGarden</p> <p>After the video, the teacher will ask what two colours are missing from the wheel. The teacher will advise black and white, which are actually called a shade and a tint.</p> <p>Middle: Over a document camera, the teacher will display a blank page. The teacher will paint a large orange square in the middle of the paper. The teacher will ask students what they think will happen if you were to add white to the coloured square. The teacher will add white paint to one side of the orange square and blend. The teacher will then ask students what they think will happen if you mix black and orange. The teacher will then mix black with the orange on the other side of the square. Teacher will explain that this is value: adding white or black will affect if a colour will become lighter or darker.</p> <p>Over the document camera, the teacher will display the blank fish page. Teacher will explain that this is the worksheet they will be working on. Teacher will paint one fish scale orange. Teacher will mix black and orange and paint another part. Teacher will repeat with white. Teacher will explain that students will be painting their fish with one colour, but different values of the colour. Teacher will set expectations of quiet work, only quiet work related chatter, effective use of time, ask three before me, raise hand if they need help. Teacher will hand out colouring sheets. Teacher will help make palettes for students with black, white and a colour of their choice. While students are working, teacher will circle to assist.</p>	<p>Value Paint Picture Students will be given the fish colouring page. They will be given one colour of their choice, black, and white. Students will get to experiment with value by using the three paints to colour in their fish. Once completed, they can leave on the drying rack.</p>  <p>https://coloringlib.com/rainbow-fish/</p>	<p>Formative Anecdotal notes on the following learning skills:</p> <p>Responsibility: following code of behavior, active participation, knowing and following rules in various situations</p> <p>Organization: time management, making use of available resources to complete assigned task</p> <p>Independent Work: remaining focused and on-task, not distracting others, on-task buzzing and conversations</p> <p>Initiative: putting in effort and following through, commitment to achieving goals, helping peers who need assistance</p> <p>Self-regulation: sets own individual goals and monitors progress towards achieving them, perseveres and makes an effort when responding to challenges, seeks clarification or assistance when needed</p> <p>Anecdotal notes on element:</p> <ul style="list-style-type: none"> - Student was able to paint within the lines - Student was able to demonstrate value using black and white and a colour of their choice 	<ul style="list-style-type: none"> - White paper with blank fish colouring page <p>On a cart, have the following available:</p> <ul style="list-style-type: none"> - White paint - Black paint - Different colour paints - Palettes - Paint brushes - Paper towel - Empty cups to add water to clean brushes

	<p>End: Once complete, students can put their painting on the drying rack. They will clean palettes and brushes at the sink and put supplies away. Teacher will put images on display on art bulletin board for display. The teacher will keep colour wheels in student portfolio.</p>			
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UNIT PLAN: Lesson/Activity Overview

Lesson # 3 – 50 minutes

Specific curricular expectations	An overview of the lesson, describing what will take place, the instructional strategies used, the time frame needed to teach the lesson	Activity Overview – What is the Activity/Action Item that will be done during this specific lesson	Assessment – How will this activity be assessed? Will be summative using a rubric? Will it be formative using a checklist or conference notes? *Include the grading tools you will use	Resources and materials that will be used
<p>Line: jagged, curved, broken, dashed, spiral, straight, wavy, zigzag lines; lines in art and everyday objects (natural and human-made)</p>	<p>Beginning: Introduce the concept of different types of lines to students. Have the students brainstorm ideas of lines by raising their hands. On an anchor chart, mind map those lines and draw out their ideas. Make sure all the following lines are on there: jagged, curved, broken, dashed, spiral, straight, wavy and zigzag. If students are struggle to start, provide an example to get the ball rolling.</p> <p>Middle: After mind mapping, display on the document camera an example of the Party Streamer Activity. Explain to the students the different lines that represent party streamers. With the students, collaborate on a new photo. Set the expectations that students will need to use more than one colour and more than one resource. Write expectations on whiteboard. Keep both the first example piece and collaborative piece on the board. Hand out the sheets of paper to the students. Advise them they use resources on the art cart. The resources are: markers, pencil crayons, oil pastel crayons, coloured crayons, pipe cleaners and glue. Set expectations of staying on track, time management, on-task chatter, initiative, and self-regulation.</p> <p>End: After set time, have students clean up their work areas. Have them come back to the carpet to consolidate ideas. See if any students wish to share their piece. After debrief, they will hand in their assignments for marking. Teacher will put images on display on art bulletin board for display. The teacher will keep Value Art in their portfolio.</p>	<p>Party Streamers Activity Students will be given a piece of paper with their school picture on it. The scene is a dance floor. For this activity, students will be filling up the rest of the paper with different lines (jagged, curved, broken, dashed, spiral, straight, wavy and zigzag) to represent party streamers. They will be using a variety of tools to create their lines. Tools are outlined in the resource section. Examples will be displayed on a document camera. The Mind Map Anchor Chart of the different lines will be displayed. Once they are done, they can submit their work.</p>	<p>Formative Anecdotal notes on the following learning skills:</p> <p>Responsibility: following code of behavior, active participation, knowing and following rules in various situations</p> <p>Independent Work: remaining focused and on-task, not distracting others, on-task buzzing and conversations</p> <p>Initiative: putting in effort and following through, commitment to achieving goals, helping peers who need assistance</p> <p>Self-regulation: sets own individual goals and monitors progress towards achieving them, perseveres and makes an effort when responding to challenges, seeks clarification or assistance when needed</p> <p>Summative Assessment Checklist, marked out of 8</p> <p>Success Criteria</p> <ul style="list-style-type: none"> - Used at least 6 different lines in their photo. (One mark per line) - Used a variety of colour (one mark). - Used a variety of resources (one mark) 	<ul style="list-style-type: none"> - White paper worksheet with students photo on it <p>On a cart, have the following available:</p> <ul style="list-style-type: none"> - Coloured markers - Coloured pencil crayons - Coloured oil pastels - Coloured crayons - Coloured pipe cleaners - Glue

UNIT PLAN: Lesson/Activity Overview



Lesson #4 – 50 minutes

Specific curricular expectations	An overview of the lesson, describing what will take place, the instructional strategies used, the time frame needed to teach the lesson	Activity Overview – What is the Activity/Action Item that will be done during this specific lesson	Assessment – How will this activity be assessed? Will be summative using a rubric? Will it be formative using a checklist or conference notes? *Include the grading tools you will use	Resources and materials that will be used
<p>Shape and form: geometric and organic shapes and forms of familiar objects (e.g., geometric: circles, blocks; organic: clouds, flowers)</p>	<p>Beginning: The teacher will recap lines. Teacher will ask students is there anything lines can make? Can you use lines to make a triangle? How about a square? Introduce different kinds of shapes. Explain difference between organic (flowers, clouds, puddles) and geometric (triangles, squares, circles). Provide examples.</p> <p>Think, pair, share. Have the students break into pairs brainstorm ideas. After a few minutes, have partners share their ideas. On an anchor chart, write out and draw their ideas. If students are struggle to start, provide an example to get the ball rolling.</p> <p>Middle: After the think, pair, share, display on the document camera an example of a castle made of geometric shapes. Explain one part of the picture i.e. the castle is made of squares. With the students, ask what organic shapes and geometric could be added to the photo. Set expectations of using stencils and rulers to create straight lines, keeping art neat. Set the success criteria expectations as written in the assessment column and write on an anchor chart. Keep both the example piece displayed over document camera. Hand out the sheets of paper to the students. Advise them they use resources on the art cart. The resources are: pencil crayons, shape stencils, rulers.</p> <p>End: After set time, have students clean up their work areas. Have them come back to the carpet to consolidate ideas. See if any students wish to share their piece. After debrief, they will hand in their assignments for marking. Teacher will put images on display on art bulletin board for display. The teacher will keep the Party Streamers Activity in their portfolio.</p> <p>Inspiration: https://www.youtube.com/watch?v=7tPtKQMD8LY&ab_channel=ArtwithMrs.F</p>	<p>Castle Creations Students will be given a blank piece of paper and pencil crayons. In this activity, students will be creating a castle scene using various shapes discussed in the lesson (geometric: circle, square, triangle, blocks, organic: clouds, flowers, trees and other shapes they brainstorm during the lesson). Examples will be displayed on a document camera. Once they are done, they can hand in their work.</p>	<p>Formative Assessment: Anecdotal notes on following learning skills: Collaboration: working well with others, helping others, using positive language</p> <p>Summative Assessment Checklist, marked out of 7.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> - Used at least a total of 4 different shapes in their drawing (one mark per shape) - Used at least one organic shape (one mark) - Used at least one organic shape (one mark) - Used materials to create a neat drawing (one mark) 	<ul style="list-style-type: none"> - Blank white piece of paper <p>On a cart, have the following available:</p> <ul style="list-style-type: none"> - Rulers - Shape stencils - Coloured pencil crayons.

UNIT PLAN: Lesson/Activity Overview

Lesson #5 – 50 minutes

Specific curricular expectations	An overview of the lesson, describing what will take place, the instructional strategies used, the time frame needed to teach the lesson	Activity Overview – What is the Activity/Action Item that will be done during this specific lesson	Assessment – How will this activity be assessed? Will be summative using a rubric? Will it be formative using a checklist or conference notes? *Include the grading tools you will use	Resources and materials that will be used
<p>Space: depiction of objects in the distance as smaller and closer to the top of the art paper; shapes and lines closer together or farther apart; spaces through, inside, and around shapes or objects</p>	<p>Beginning: Students will meet teacher on the carpet. Teacher will recap shapes with students. Teacher will ask students to explain their thought process on how they decided where to put their castles. Teacher will define the term space as the way objects are drawn or presented to create depth. Teacher will ask students if they know any ways they can show space in their drawings. They may use their castle drawings to reflect.</p> <p>Middle: Over a document camera, the teacher will display a blank piece of paper.</p> <p>The teacher will draw a small tree near the top of the paper and a larger tree near the front of the paper. The teacher will ask the students which tree looks closer. The teacher will explain how this demonstrates objects being closer or farther. Teacher will draw a school in the middle of the page. The teacher will explain how the tree in the back is in the background and is the furthest space. The school is in the middle, which is called the middle ground. The close tree is in the front and that area is called the foreground. The teacher will ask students what else can be put in the school yard to fill up the rest of the paper. Teacher will explain this is the “Fill the Whole Paper”. Teacher will explain that by filling the whole paper, they are using space in the drawing.</p> <p>Students will be given a blank piece of paper. Teacher will instruct students that they will be drawing their school. Teacher will advise they expect the school to be in the middle ground. They must use what we just learned about space to fill out the whole page. Students may use pencil crayons. Class pencil crayons will be available to them on the “Art Cart”, but they must be respectful and share with their classmates. Teacher will circulate to assist. The example the teacher did will be left on display over the document camera.</p> <p>End: After set time, have students clean up their work areas. Have them come back to the carpet to consolidate main terms. What is the middle ground, foreground and background? What does it mean to use the whole page? See if any students wish to share their piece. After the group conference, they will hand in their assignments. Teacher will put images on display on art bulletin board for display. The teacher will keep their Castle Creations in their portfolio.</p>	<p>School Yard Drawing In this activity, students will be drawing their school on a blank piece of paper. Students must have the school in the middle ground. Once the school is in the middle ground, students must use the “Fill The Whole Page” technique, filling out foreground and background.</p>	<p>Formative:</p> <p>Checklist:</p> <ul style="list-style-type: none"> - Are students able to fill the whole page? - Are students able to draw the school in the middle ground? - Are the students able to fill in the background and middle ground? <p>Anecdotal notes will be made for the following learning skills:</p> <p>Responsibility: following code of behavior, active participation, knowing and following rules in various situations</p> <p>Independent Work: remaining focused and on-task, not distracting others, on-task buzzing and conversations</p> <p>Initiative: putting in effort and following through, commitment to achieving goals</p>	<ul style="list-style-type: none"> - Blank piece of paper <p>On art cart, have the following available:</p> <ul style="list-style-type: none"> - Various coloured pencil crayons

UNIT PLAN: Lesson/Activity Overview				
Lesson # 6 – 50 minutes				
Specific curricular expectations	An overview of the lesson, describing what will take place, the instructional strategies used, the time frame needed to teach the lesson	Activity Overview – What is the Activity/Action Item that will be done during this specific lesson	Assessment – How will this activity be assessed? Will be summative using a rubric? Will it be formative using a checklist or conference notes? *Include the grading tools you will use	Resources and materials that will be used
<p>Texture: textures of familiar objects (e.g., fuzzy, prickly, bumpy, smooth); changes in texture; a pattern of lines to show texture (e.g., the texture of a snake’s skin); transfer of texture (e.g., placing a piece of paper over a textured surface and then rubbing the paper with wax crayon)</p> <p>D1.2 demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic</p>	<p>Beginning: Students will meet at the carpet. Teacher will recap concept of space. Teacher will reflect on the project: drawing the school. Teacher will ask students how they could have made the bricks on the school more realistic? How does a break feel?</p> <p>Minds on: Teacher will have a variety of textured items: a stuffed animal, a toy snake, a block, and a feather. Teacher will asked for volunteers. Each volunteer will touch one item. The teacher will ask them what it felt like. Teacher will introduce the term texture and how it is integrated in art.</p> <p>Middle: On a side deck, teacher will show different art pieces. For each art piece, the teacher will ask students how those pictures show art.</p> <p>The following art photos will be shown:</p>  <p>https://drawpaintacademy.com/visual-element-texture/</p>  <p>https://medium.com/high-museum-of-art/get-creative-at-home-make-colorful-rubbings-from-cool-textures-5d3ee9792ddb</p>	<p>Paper Plate Fish Bowl Art</p> <p>In the first part of the lesson, students will be creating their fish. They will be various items like leaves, fake coins, bark, wood, or anything they find in the class room they think they can use. Most items will be available on the art cart, but if they have an item they wish to use, they can ask the teacher for permission. They will use pencil crayons to use texture transfer technique to create texture on their fish. One done, they can cut their fish from the rest of the paper.</p> <p>The second part of the lesson, students will be colouring in a blank paper plate. They will uses markers to draw line and shape patterns to represent water texture. Once they are finished, they may glue their fish onto the paper plate.</p> <p>The third part of this lesson, students will use items such as piper cleaner, various colour tissue paper, pompoms to create seaweed texture or other things they would want in their fish bowl.</p> <p>Once they are done, student can hand in their project and explain how they created texture in their art piece.</p>	<p>Formative</p> <p>Anecdotal notes will be made for the following learning skills:</p> <p>Responsibility: following code of behavior, active participation, knowing and following rules in various situations</p> <p>Organization: time management, making use of available resources to complete assigned task, establishing a goal and the steps needed to achieve it</p> <p>Independent Work: remaining focused and on-task, not distracting others, on-task buzzing and conversations</p> <p>Initiative: putting in effort and following through, commitment to achieving goals</p> <p>Summative</p> <p>Checklist, marked out of 6</p> <p>Success Criteria</p> <ul style="list-style-type: none"> - Student is able to demonstrate transfer of texture (one mark) - Student is able to create texture using lines (one mark) - Student is able to use at least two different resources to create familiar textures (two marks) - Student is able to explain how they created texture in their art piece (two marks) 	<ul style="list-style-type: none"> - Stuffed animal - Toy snake - Block - Feather - White paper with a fish outline - White paper plate <p>On a cart, have the following available:</p> <ul style="list-style-type: none"> - Colour markers - Scissors - Glue - Pipe cleaners - Tissue paper - Coloured pencil crayons - Pompoms

D2.2 explain how elements and principles of design are used to communicate meaning or understanding in their own and others' art work



<https://oneofakindmosaics.com/product/detailed-textured-tree-painting-sculpted-3d-dimensional-original-art-unique-wall-art-home-decor-23-5x16-by-artist-nathalie-van/>

Teacher will advise that there are different ways to show texture i.e. we have familiar textures like in the minds-on activity, patterns of lines like in the artworks on the slide show. Teacher will tell students they can create textures using lines just like the ones in the slide show. Teacher will advise students they can also create texture by transferring. Over a document camera, teacher will pull up fish. Teacher will demonstrate how to do transfer using a leaf and pencil crayon on part of the fish. The teacher will ask students what other items they think could transfer texture. The teacher will ask students if they want to see a piece of bark or money. Over the document camera, transfer another part of the fish using the item the class chose.

Teacher will hand out blank fish to students. Advise them that they will be doing transfer texture on their fish. They may grab what they need from the cart. Set expectations of sharing items, respecting their peers, and using time wisely. Teacher will have "Success Criteria" posted on an anchor chart available for class to see. Teacher will review the expectation for this part of the activity. Teacher will give students 15 minutes to do this. Teacher will circulate to assist. Teacher will give 5 minute, 2 minute, and 1 minute warning.

Teacher will ask students to leave fish on desk and have them come back to the carpet. Teacher will advise students they will now be practicing texture by making lines. Teacher will project blank paper plate over document camera. To start, teacher will draw wavy lines on the paper plate and explain how that represents water. Teacher will ask students how they think they could create texture in water on the paper. Teacher will draw those lines on the plate over the document camera. Teacher will hand out paper plates to students. Teacher will set same expectations as before and review the anchor chart for the expectation for this part of the section. Teacher will tell students when they are done, to cut out their fish and glue on the paper plate. Teacher will give students 15 minutes to complete task and give timed warnings like before. Teacher will circulate to assist.

	<p>Students will meet back on the carpet and asked to leave their art on their desks. Teacher will ask students if they know what their fish bowl would be missing. Teacher will demonstrate over the document camera how familiar textures, like pipe cleaner, various coloured tissue paper and pompoms could create items like seaweed in their fish bowl. Teacher will advise students that the art cart will have various familiar textures they can use to glue to the paper plate. Teacher will advise when they are done, they can come hand it in. Teacher will give students 15 minutes to complete task and give timed warnings like before. Teacher will circulate to assist.</p> <p>End: When students are done, they will bring their final project to the teacher. The teacher will have a one on one conference can explain how they created texture in their art piece. After they answer the question, they may clean their desk. Teacher will put images on display on art bulletin board for display. The teacher will keep their Paper Plate Fish Bowl Art in their portfolio.</p>			
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UNIT PLAN: Lesson/Activity Overview

Lesson #7 – 50 minutes

Specific curricular expectations	An overview of the lesson, describing what will take place, the instructional strategies used, the time frame needed to teach the lesson	Activity Overview – What is the Activity/Action Item that will be done during this specific lesson	Assessment – How will this activity be assessed? Will be summative using a rubric? Will it be formative using a checklist or conference notes? *Include the grading tools you will use	Resources and materials that will be used
<p>Contrast: light/dark; large/small; pure/mixed colour</p> <p>D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by personal experiences</p>	<p>Beginning: Teacher will begin lesson by drawing two circles on the board. One big blue circle and one small light blue. Ask students what the differences are. Write down their answers on an anchor chart. Teacher will draw two more circles that are mixed colours. Ask students what the differences are. Write down their answers on an anchor chart.</p> <p>Teacher will define the term “contrast.”</p> <p>Teacher will introduce idea of the contrast of emotions. Teacher will ask students what they think are two contrasting emotions. The teacher will ask students if any colour remind them of colours. Teacher will write on an anchor chart their ideas. Teacher will circle back to the idea of contrast and anchor chart. Teacher will have playdough. Teacher will ask students how they could create a contrast of light vs dark using playdough. Teacher will take student’s input and make figurines out of their ideas. Teacher will repeat these steps with large/small and pure/mixed colour.</p> <p>Reviewing the figurines just made, teacher will then ask student if they could make contrasting emotions out of playdough. Teacher will make a figurine out of their idea. Having the figurines displayed, the teacher will ask if any of the previous contrast figurines could represent emotions.</p> <p>Middle: The teacher will provide each table with various different playdough. Teacher will instruct class that they will be listening to 3 different songs. Students must use the</p>	<p>Playdough Figurines To experiment with understanding of contrast (light/dark, large/small, pure/mixed colour), students will create figurines using playdough.</p> <p>The teacher will play a song and students will have to use playdough to create figures on how they feel. After the song is done, the teacher will have a conference with students where students will share their figurine, how the song made them feel. After three songs have been played, a third question will be asked at the conference. Students will be asked to explain how their figurines represent contrast.</p> <p>The anchor chart of contrasts created during the lesson will be displayed for inspiration.</p>	<p>Formative Anecdotal notes will be made to record:</p> <ul style="list-style-type: none"> - Were the students able to make three figurines? - Were the students able to express their feelings and ideas that inspired them to make that figurine? - Were the students able to explain contrast? - Independent Work: remaining focused and on-task, not distracting others, on-task buzzing and conversations - Initiative: putting in effort and following through, commitment to achieving goals, helping peers who need assistance - Organization: time management, making use of available resources to complete assigned task 	<ul style="list-style-type: none"> - Sound source such as computer or stereo - Various colour playdough

<p>playdough provided to create figurines that represent how they feel, using the ideas of contrast we discussed.</p> <p>The three songs:</p> <p>How Far I'll Go – Moana https://www.youtube.com/watch?v=cPAbx5kgCJo&ab_channel=DisneyMusicVEVO</p> <p>I'll Make A Man Out Of You – Mulan https://www.youtube.com/watch?v=TVcLifSC4OE&ab_channel=Disney</p> <p>Can't Stop the Feeling – Trolls https://www.youtube.com/watch?v=9hPgjW2ou9E&ab_channel=Movieclips</p> <p>End: After the song is done, the teacher will have a conference with students where students will share their figurine, how the song made them feel. After three songs have been played, a third question will be asked at the conference. Students will be asked to explain how their figurines represent contrast.</p> <p>After the final conference, students will put playdough back in appropriate jars and put jars away.</p>			
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