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# Primary Division

# Painting Unit

**Environmental Symbols of Canadian Culture**

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Resource to Support the 2009 Revised Ontario Curriculum Policy Documents

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## Grade 2 Visual Art

### Unit Title: My World

#### Curriculum: What will students learn?

##### Context:

This unit promotes integration and student expression of their understanding of social studies concepts through visual arts, drama and dance. This allows students to go beyond retell and can help them learn by applying their understanding to building an imaginary world.

Suggested time of year: Mid to Late Fall  
This unit could be conducted at any time of year. Fall or Spring is suggested because in the lessons the class walks in the community to collect artifacts.

If this unit is done in the Fall it would provide an excellent opportunity for the teacher and students to learn about one another.

##### Summary:

Students will explore artifacts found in their community. They will use these artifacts to make observations. Students will then use texts and images to infer meaning about the environment in other places. Based on their interpretations, students will plan, design and construct an "imaginary world" through participation in a series of lessons in Visual Arts, Language, Social Studies and Drama. Students will also have an opportunity to respond to the spaces designed by other students in their class.

#### Overall and Specific Expectations

D1.Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works,

#### Guiding Questions

What might a community need to survive?

How might your community differ from a

using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;

community of another child in a different part of the city, province, country or world?

D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature

D1.2 demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic

D1.3 use elements of design in art works to communicate ideas, messages, and understandings

D1.4 use a variety of materials, tools, and techniques to respond to design challenges

D2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;

D2.1 express their feelings and ideas about works of art

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

D2.3 demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art

D3.2 demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places

Language Expectations: Are included where applicable throughout the lessons

Social Studies Expectations: Are included where applicable throughout the lessons

Drama Expectations: Are included where applicable throughout the lessons

Dance Expectations: Are included where applicable throughout the lessons

## Unit Title: My World

### Assessment and Evaluation: How will students demonstrate their learning?

#### Assessment of Learning

The Culminating Performance Task will be evaluated using:

- the artworks (the plan, the installation of the worlds that they create, the postcards)
- the completion of a passport
- written/oral responses
- presentation
- self/peer evaluation

#### Assessment for Learning

#### Checkpoint (teacher checks for understanding throughout the unit)

Lesson 1.

Teacher Observation: After the community walk, assess if the students are ready to proceed to the next activity or do they need more explicit teaching to prepare them for the unit?

Exit ticket: The student will be able to describe their artifact and their rubbing and be able to find and describe a similar or different artifact and rubbing gathered by their peers. If they are not ready to do this, we would go back to the basics and find words to help describe the objects.

Observations during community walk:

Have the students collected a variety of artifacts, rubbings and observations?

Are they engaged in their task?

Lesson 2.

Do students recognize that some pictures and paintings are from different places from around the world - are they able to answer basic questions such as: What do you think it might be like there? Who do you think lives there? Is it warm or cold? How do you know? What else do you know? What are the clues? How much prompting do they need?

Lesson 3.

Are students making good choices cutting out their shape? E.g. are they considering the needs of others when dividing the mural paper, using tools in a safe manner, etc.

Lesson 4.

Texture samples:

Have they used their found materials to create textures?

Have they made a variety of samples?

Have they recognized the secondary mixing of the paint colours?

Are they labeling their samples?

Verbal feedback:

How do they respond when another student/the teacher asks how they made their sample? Are they able to articulate their process or was it just a random accident that can't be done again?

Lesson 5.

Planning and Constructing of the World:

Are the students' thoughts and ideas clearly indicated on their plans? This may apply to surface textures, buildings, people, etc. that the students intend to include in their finished products.

Are students effectively using their plans to create the surfaces of their worlds?

Are students effectively using their plans to create objects for their worlds?

Are students effectively applying problem solving skills to make choices or changes as their final pieces develop?

Are students able to clearly articulate any choices/changes when asked in verbal or written form?

(See checklists)

Lesson 8.

Includes a questionnaire for the students to complete. This is the groundwork for their written constitution.

How thoughtfully and deeply have they thought about the elements of their world?

Are the answers consistent within the questionnaire?  
Is their writing consistent with the visuals?

Lesson 9 Postcards:

Have they successfully created a background and a foreground using any of the taught techniques (soft edges/sharper edges, muted colours/brighter colours, overlap)?

Does the imagery used in their illustration clearly relate to the world they created?

Postcard writing:

Is the writing consistent with the planning and implementation of the world? Example: The students would be expected to write a description that is consistent with that scene. If their world is a large cave, their postcard shows a picture of a hot sunny beach. and they write about having a snowball fight it would not be a cohesive project.

Lesson 11.

Writing from another world:

Can they make a comparison between their world and a different world?

Encourage students to use the checklist to ensure that they have all the elements of the project. Are all elements of their passport included and complete? (see checklist)

**Unit Lessons: How will assessment and instruction be organized for learning?**

**Note: Times are approximate**

Approximate  
Duration

Lesson 1	<b>Visual Arts/Language/Social Studies Through An Artist's Eye</b> On a community walk, students use a variety of tools such as view finders, microscopes, crayons, paper, and a collection bag, to explore the textures, colours, shapes and forms, lines, and spaces found in their immediate environment. On the walk students are encouraged to draw pictures, write notes, make rubbings and collect artifacts such as stones, loose leaves, and sticks. Students return to school and share their findings.	1 @ 70 minute period OR 1 @ 20 minute period (reading a story) and 1 @ 50 minute period (exploring and reflecting)
Lesson 2	<b>Visual Arts/Social Studies The World Around Me</b> Students examine artifacts and images, including photographs and artists' representations, of different communities around the world. Using a series of guiding questions, students identify what they see, feel, think, and make predictions in response to the artifacts and images.	1 @ 40 minute period
Lesson 3	<b>Visual Arts/Dance/Social Studies Shaping My World</b> The world is all connected. Students will participate in a dance warm up to explore shape, negative and positive space and connectivity. Students will create the shape of their own world by drawing and cutting their world's shape from a communal piece of mural paper. Once they each have their mural piece they can trace the shape onto primed Bristol board in preparation to paint. (Tectonic plates, puzzle pieces, shapes on a paper and a community of students all belong to a 'whole').	1 @ 40 minute period
Lesson 4	<b>Visual Arts and Social Studies An Artist's Tools</b>	1 @ 60 minute period

Students revisit the various objects and images they collected on their community walk and asked to envision the textures, lines, shapes, and colours they see on the surface of their world. Students are encouraged to see the artifacts they collected (sticks, rocks, pine cones, leaves, etc.) as some of various mark-making tools an artist might use to create different textures and effects. Using their found objects and other mark-making tools (e.g., rollers, brushes, rulers, string, etc.), students explore different textures and colour combinations at four painting centres. Students experiment on 6-8 paper squares that they keep as evidence of their painting experience and as research for their final piece.

- Lesson 5 **Visual Arts**  
**Painting My World**  
Part 1 A Gallery Walk: Students post their painted squares from last day on the walls of the classroom. Students go on a gallery walk around the classroom viewing and discussing with one another the various textures and colours they see. Students use this information to inform their own choices as they move forward and paint the surfaces of their worlds.
- Part 2 The Plan: Students identify on their plan the textures and colours they wish to use in each region of their world. Students are encouraged to justify their choices.
- Part 3 Painting My World: Once students have chosen the colours and textures they wish to use on their world, students set to work painting the surfaces of their worlds.
- Lesson 6 **Visual Arts and Social Studies**  
**Planning My World**  
Part 1 The Plan: Students are led on a guided sensory journey through their new imagined world. They are asked particular questions to help them create a clear picture in their minds – Upon their ‘return’ they write jot note responses and quick sketches on their plans to show what they wish to create for their worlds and where might want it to be placed.

1@ 60 minute period  
OR  
1@ 20 minute period  
(gallery walk and  
planning) and 1 @ 40  
minute period  
(painting)

1@ 60 minute period



Part 2 The Objects: On a variety of available papers/Bristol board, etc., using paint, oil pastel and/or wax resist, students can create the people or objects that they want in their worlds.

- Lesson 7 **Visual Arts and Social Studies**  
**Building From the Ground Up**  
Once dry, students cut out their worlds and the objects they created last day for their worlds. Using their plans as a guideline, students then use a variety of dry media to draw the various roads and paths on the surface of their worlds.
- Students experiment with various placements for their objects before attaching them to their worlds using a variety of fastening methods (e.g., springs to bounce out, brads to allow twirling, string to hang off, or just glued straight on)
- 1 @ 60 minute period  
OR  
1 @ 20 minute period (cutting) and 1 @ 40 minute period (drawing and gluing)
- Lesson 8 **Language Arts/Social Studies/Visual Arts**  
**Creating a Constitution**  
Students respond to a series of prompts that help them organize and communicate ideas about their world. This writing may take the form of a poem, a charter of rights, rules and guidelines for visiting this world, customs, traditions and celebrations, and anything else people should know about their world. Once written, students will solve problems regarding how to incorporate their text onto their worlds.
- 1 @ 40 minute period
- Lesson 9 **Visual Arts**  
**Postcards from the Edge... of their World**  
Part 1: Students will experiment, plan and create postcards using the leftover Bristol board from the 'Shaping My World' lesson. Techniques and stages of the watercolour process and will be introduced and implemented. Students will create the first stage of watercolour postcards.
- Part 2: Is an opportunity for students to paint or draw on top of the postcards' backgrounds. They will be taught and encouraged to make postcards that
- 2 @40 minute periods

depict their world from their perspective (not the bird's eye view of their map paintings).

- Lesson 10 **Language Arts, Drama, Social Studies**  
**Mr/Ms Postman/person!** 1 @ 40 minute period  
Students will write a postcard to someone at home telling them all about their world. Students will take another community walk to the mailbox and mail their postcards home.
- Lesson 11 **Language Arts, Drama**  
**Travel Agent** 2 @ 40 minute periods  
Teacher may take on the role travel agent and prompt the students to choose another student's world to visit. Students solve problems around the connections between the worlds. When a student 'visits' another world, they receive and write a postcard to someone to share their experience and make comparisons. Students will also fill a passport (a portfolio that holds all their work related to this unit). Postcards may be attached to the main display so that they can be viewed and read.

**My World**

**Lesson 1: Through An Artist's Eye**

**Grade 2 Visual Arts, Language and Social Studies**

**Critical Learning**

The big idea is that despite differences, everyone is connected.

Students engage in a thorough examination of their school community (e.g., school ground and/or surrounding community) and learn to analyze, question and compare what they see, hear, smell, feel and think. This information is then compared with what they know or think they know about other communities around the city, province, country or world.

**Guiding Questions**

What textures, lines, shapes, colours and forms might you see in your community?

How might what you see in your community be the same or different from your classmates?

What can we learn from artifacts? What information can artifacts and images tell us about an environment and the people that live there?

Do you think your ideas about the world would be different if you lived somewhere else?

Do you think kids in other parts of the world think about the same things as you do, have the same needs as you?

How might your community be the same as a community in a different part of the city, province, country or world?

## Curriculum Expectations

### Visual Arts Expectations

#### Overall Expectation

D2.Reflecting, Responding, and Analyzing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences

#### Specific Expectations

D2.1 express their feelings and ideas about works of art

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

D2.3 demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art

**Note:** Strong links may be found between this lesson and both the Language and Social Studies Curriculum.

### Learning Goals (Unpacked Expectations)

By the end of the lesson students will be able to:

Identify the various textures, lines, shapes, colours and forms found in their community.

Discuss how the way that one student sees their community may be the same/different from the way another student sees the same community.

Consider how communities in different parts of the city, province, country, world may look or feel different or the same from their own.

## Instructional Components

### Prior Knowledge and Skills

Students should have a general understanding of the elements of design (line, shape and form, space, colour, texture).

It might be helpful if students have some background knowledge in geography and how where a person lives might affect how they live.

In order to facilitate a deeper understanding of the story read in the lesson, it might be helpful to have read the text once before.

### Terminology

Diversity  
Elements of Design: Colour, form, line, shape, Texture  
Gallery walk  
Samples (i.e., Objects/artifacts)  
View finder

### Materials

- Picture Books (Themes may include: the environment, nature) Please see suggested resource list at the end of the lesson.
- Magnifying Glasses
- View Finders, 1 per student (See Template in Appendices)
- Envelopes or small bags for collecting objects (leaves, sticks, pine cones, etc.)
- "Observation Recording Sheet" (see black line master)
- Scraps of paper of various sizes for rubbings
- Book or clipboard to press on
- Pencils/Eraser
- Crayons with paper removed
- Whistle or other device to indicate to students when it is time to return to the classroom
- If leaving school property, you may need excursion forms and parent volunteers

**My World**  
**Lesson 2: The World Around Me**  
**Grade 2 Visual Arts and Social Studies**

**Critical Learning**

The big idea in this unit is that despite differences, everyone is connected.

Students engage in the critical analysis of objects and images representing various communities around the world as depicted by various artists and authors. They learn to identify similarities and differences amongst these works in style and point of view, and then compare what they see to what they know of their own community.

**Guiding Questions**

How might one community be the same or different from another community in another part of the world?

Do all artists represent a community in the same way?

How might an artists interpretation of a community differ from that of another artist?

What makes a community?

What does a community need to survive?

**Curriculum Expectations**

**Overall Expectations**

D2.Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;

**Specific Expectations**

D2.1 express their feelings and ideas about works of art

**Learning Goals  
(Unpacked Expectations)**

By the end of the lesson students will be able to:

Discuss how communities in different parts of the world may look or feel different from their own (i.e., weather, climate, landscape, etc.) .

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

D2.3 demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art

Identify how artists see things and represent things in different ways as demonstrated through their choices in media, materials, and techniques when creating an artwork on a given topic (e.g., community, the environment).

## Instructional Components

### Prior Knowledge and Skills

Students should have a general understanding of the elements of design (line, shape and form, space, colour, texture)

Students should have a general understanding of geography and how where a person lives might affect how they live (i.e., weather, climate, landscape, natural resources, etc.).

Students should have a developing understanding of some of the different types of materials and techniques an artist might use when creating an artwork.

### Terminology

interpretation  
representation

### Materials

A wide variety of images and artifacts from various communities around the world. These may include, artist's renditions of community life or landscapes, photographs of community life or landscapes, objects such as clothing, statues, tools, etc. Try to include a variety of styles and representations in the collection.

Sources of images or objects may include: images from storybooks, slides, posters, postcards, images from art calendars or other calendars, world news magazines. Try to include representations that show different interpretations of the same place.

It is helpful to have the name of the image or object and the creator of the image or object clearly labeled for students to see on a piece of tape or scrap of paper.

"What I See/What I Think"  
Worksheet (1 per student)

Pencils and Erasers





## My World

### Lesson 2: The World Around Me

#### Grade 2 Visual Arts and Social Studies

**Minds On**  
minutes

Approximately 10

**Pause and Ponder**

Display the artifacts and/or images you have collected in the classroom (e.g., on tables, on chairs, or on the floor) and have students go on a *gallery walk*. On their walk, have students seek out their favorite image or object and stand near it.

A *gallery walk* refers to students walking around, viewing, pondering, and discussing artworks or objects displayed for them in and around the classroom or in another designated space.

Once students have chosen their favorite image or object, have them turn to someone next to them and share with their partner the object they chose and why they chose it. They may share with someone at the same object or with someone who chose a different object.

Choose one or two students to share with the class.

During the gallery walk, it is important to circulate and ensure that students are actively engaged in the activity. Encourage students to look carefully at each image and/or object and to discuss what they like or do not like about an image/object with their classmates.

If students have not gone on a gallery walk, it might be helpful to create an anchor chart of prompts, to help the students begin a discussion. Prompts may include:

"I like the way..."

"This image/object reminds me of..."

"I wonder why..."

"I chose this image/artifact because..."

This is a wonderful opportunity to take anecdotal notes that can be applied the critical analysis checklist provided.

**Note:** More time may be needed if students are expected to record their thoughts on the "What I See/What I Think" worksheet.

Gather the students together and based on the information gathered in the *Minds-On* activity, choose 4 or 5 images or artifacts to discuss with the class. You may wish to choose some that the students flocked towards, ones that they did not flock towards, or a combination of the two.

**Note:** It is important to include images or artifacts that represent a variety of styles and interpretations of one or more communities around the world. This will help students to come to a deeper understanding of how different artists might see, interpret, and present one community in a variety of ways (e.g., from a different point of view, in a different style, or using different materials or techniques).

As you look at each image or artifact, discuss what the children see and what clues it might give them about the community represented. Once the class has discussed one representation, display a different representation of the same and/or similar community and compare the two. This is a wonderful opportunity to examine point of view and bias.

You may wish to use the teacher prompts below to help lead the discussion.

### **Teacher Prompts:**

Looking at this image, where might this be in the world?

Who might have created this image?

What might be the story of this image? Where did it come from? Who made it? How was it made? How did it get here?

Looking at this object, where do you think it might have come from in the world?

The *Action* portion of the lesson may take place in one location (e.g., on the carpet) where the objects are brought to the group, or it may be done by moving the group to the objects.

When the lesson is over, it might be a good time to jot down a few more anecdotal notes to support the critical analysis checklist.

Who might have created his object?  
What might be the story of this object? Where did it come from? Who made it? How was it made? How did it get here?

How does one image or object the same or different from another image or object?  
What does it remind you of?  
How does it make you feel?

Continue to discuss a variety of images and objects with the class. Once the whole class has discussed one or two images or objects together, you may wish to have students break off into small groups and discuss one or two images or objects. You may wish to have students record their thoughts on the "What I See/What I Think" worksheet included in the Appendices.

## Consolidation

Approximately 5 minutes

**Think-Pair-Share Reflection (What I learned)**  
Instruct students to think of one or two things that they learned today. Once they have thought of something, have students turn to an elbow partner and share what they learned. Choose a couple of students to share with the whole group.

**Think-Pair-Share Reflection (What I wonder)**  
Instruct students to think of one or two questions that they have after today's lesson. Once they have thought of something, have students turn to a different elbow partner and share their questions. Choose a couple of students to share with the whole group.

### Next Lesson Connection

This lesson helps students understand the diversity of communities at home and around the globe. It also demonstrates the diversity amongst artists in terms of style, materials, techniques and how they represent their subjects. The knowledge gained through this lesson can be applied to future lessons as students design and create their own representations of their own unique worlds.

If the students have not participated in participated in these types of reflection strategies before, it may be necessary to model these two reflection strategies for the students.

**My World**  
**Lesson 3: Shaping**  
**Grade 2 Visual Arts/Social Studies**

**Critical Learning**

The Big Idea is that the world is all connected.

Students will create the shape of their world from a communal piece of mural paper and see the connections between their piece and the pieces of their classmates

**Guiding Questions**

What is our world made of?

How is our world shaped?

**Curriculum Expectations**

**Visual Arts:**

**Overall:**

D1. Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;

**Specific:**

D1.2 demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic

D1.4 use a variety of materials, tools, and techniques to respond to design challenges

**Note:** Links may be found between this lesson the Social Studies Curriculum.

**Learning Goals**

By the end of this lesson the students will have shared an experience in exploring the idea that the world is made up of different parts.

They will have drawn and cut out the shape of the world that they are creating from a communal piece of mural paper, noting that their shape is directly related to the shapes of their classmates pieces.

## Instructional Components

### Prior Knowledge and Skills

The movement warm-up requires students to work cooperatively with one another. The warm up is to help them feel the ideas of space with their bodies.

The 2 books referenced could have been shared prior to this lesson. Referring to them to refresh the students memory will help the lesson move more quickly.

Remind students to be respectful of other student's shapes when drawing their shape.

Remind students about the need to be careful (review rules) when working with scissors.

### Terminology Materials

Shapes  
Connections  
Maps  
Tracer  
Gesso

**The Missing Piece** by Shel Silverstein

**My Map Book** by Sara Fanelli

A variety of maps (pictorial, aerial, topographic, hiking maps, bike maps, canoe maps, ski trail maps, road maps, mind maps, etc.

Samples or pictures of puzzle pieces, mosaics, stain glass

Mural paper: Use the largest sheets available – enough for a small group of students to each cut out a shape that measures anywhere from 16” to 24”.

(If mural paper is not available, take tape together large sheets of paper. It is an important concept for the students to 'see' their separate pieces coming from one large piece.

Bristol board (usually comes in 18x24” sizes)

Pencils

Scissors

Gesso – acrylic sizing to coat the Bristol board.

**Shaping My World**  
**Lesson 3 Shaping My World**  
**Grade 2 Visual Arts/Social Studies/Language/Dance**

**Minds On**

Approximately 15 minutes

**Pause and Ponder**

Read *The Missing Piece* by Shel Silverstein. This book could have been shared prior to the lesson and just referred to to save time.

Movement warm-up:

Model the exercise using 2 students (A and B).  
A makes a shape with their body and freezes.  
B looks at A and 'fills the negative space' with their body and freezes, creating a frozen picture.  
When B has frozen, A steps out of the pose, looks at B and fills the new empty space that has been created.

Play music.

After each student has had a few turns, each pair can join another pair and try it in twos and fours (As create the first shape together and Bs fill the negative spaces together).

Encourage the students to create a 'whole' picture using their bodies to 'fill in the empty spaces' left by their partners.

Encourage students to make smooth transitions between frozen poses and to focus and concentrate. Small groups take turns showing the rest of the class and ask them what they notice.

Provide prompts and feedback to students as they participate in the warm-up.

During the movement warm up look for students to be filling in empty spaces that their partner has created.

Do they understand the idea of empty or negative space? Provide oral feedback on effectiveness of students' choices.

Student observations: Do they recognize when someone fills the empty space in an effective way?

## Action!

Approximately 25 minutes

Brainstorming session: Things that consist of 'parts' and the parts create a 'whole'. The students ideas can be written on the board or on chart paper

Show examples of puzzle pieces, mosaic, stain glass, etc.

Explore different kinds of maps (listed in materials section) Guiding questions: How are these maps the same and how are they different. What are the different maps for?

Instruct the students to decide on criteria to sort the maps into categories.

Share a few pages of *My Map Book* by Sara Fanelli (A fun resource to show divergent examples of map making)

Teacher presents large pieces of mural paper and invites students to think about a shape for their own world.

Students sit in groups and take turns drawing their shape on the large communal pieces of paper, wasting as little paper as possible.

Students write their names on their shapes - Check for a good, easy to cut shape sized no smaller than 14"x14" to no larger than 18" x 24"

Students cut out their shapes

Instruct students to use the paper as a tracer to transfer the shape onto primed Bristol board (primed with acrylic gesso to give board more weight and provide a stronger surface to work on).

10. Instruct students to use the paper as a tracer to transfer the shape onto primed Bristol board (primed with acrylic gesso to give board more weight and provide a stronger surface to work on).

What do they know about maps?

Do they know that there are different kinds of maps?

Can they come up with ways to sort the maps?

Are they connecting as closely as possible to the last shape or are they wasting space when they are drawing their piece on the communal paper ?

Sample prompt, "I like how Daniel is using the edge of the last shape to make his shape. He is not wasting any paper that way and it is more like a real puzzle".

## Consolidation

Approximately 10 minutes

Students will place their shapes on the board in the most space saving/economical/efficient position.

Students cut their traced shapes out of the Bristol board and put their name on the back.

The cut out mural paper will be saved and used for planning in lesson 6

Excess bristol board will be saved to use for postcards in lesson 9

### Next Lesson Connection

In the next lesson the students will experiment with different materials and paint colours to create the textural



**My World**  
**Lesson 4: An Artist's Tools**  
**Grade 2 Visual Arts and Social Studies**

**Critical Learning**

The big idea is that despite differences, everyone is connected.

Communities around the world can be depicted from numerous points of view, using a wide variety of materials, tools and techniques. As students consider how they wish to represent their own world, they experiment with a variety of tools and techniques, including those found on and inspired by the community walk in Lesson 1 and the images/artifacts the viewed and discussed in Lesson 2. Students search for what they believe to be the best surface texture and colour(s) for their own world.

**Guiding Questions**

What emotions come to mind when you think about certain colours and textures?

What do you notice about the various ways artists represent different communities around the world?

What materials and techniques might an artist use to represent different communities around the world?

What clues have artists given you about different communities around the world from the different objects or images you have seen thus far in the unit?

Taking into consideration the ways in which different artists represent different communities around the world using various styles, materials and techniques and the observations you made and objects you collected on your neighbourhood walk, what colours, materials, and techniques might you use to represent your world? Why?



## Curriculum Expectations

### Visual Arts Expectations

#### Overall Expectation

D1.Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;

#### Specific Expectations

D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature

D1.3 use elements of design in art works to communicate ideas, messages, and understandings

D1.4 use a variety of materials, tools, and techniques to respond to design challenges

#### Overall Expectation

D2.Reflecting, Responding, and Analyzing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;

#### Specific Expectation

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

### Visual Arts Expectations

#### Overall Expectation

D1.Creating and Presenting: apply the creative process to produce a

### Learning Goals (Unpacked Expectations)

By the end of the lesson students will be able to:

Create the secondary colours (green, orange, purple) from the primary colours (red, yellow, blue).

Identify the various ways they might use a variety of tools and techniques to create a variety of textures when painting.

### Learning Goals (Unpacked Expectations)

By the end of the lesson students will be able to:

## Instructional Components

### Prior Knowledge and Skills

Students should be familiar with the primary colours and understand that all other colours are created from the primary colours.

It would be helpful for students to have some knowledge of the colour wheel and how the primary colours might mix together to make the secondary colours.

### Materials

- Bristol board or card stock (Approx 12cm x 12cm in size), 6 pieces per student
- 16 paper or plastic plates or trays to hold paint
- Tempera paint (red, yellow, blue)
- Found objects from community walk (pine cones, twigs, leaves, rocks, etc.)
- Various texture tools (rollers, rulers, combs, rags, string, etc.), choose 4 kinds
- Newspaper to cover the tables
- Water to help clean up

**My World**  
**Lesson 4: An Artist's Tools**  
**Grade 2 Visual Arts and Social Studies**

**Minds On**

Approximately 10 minutes

**Pause and Ponder**

**Ponder and Wander**

1. Students walk around the room to music, or a drum beat, or in silence.
2. When you feel that the students have had enough wandering time, signal them to stop. This may be done by stopping the music, changing the drumbeat, or signaling them in a different way.
3. Once they stop use numbered cards, call out, or use your fingers to show them how many students they need to group themselves with (e.g., groups of 2, 3, 4, etc.)
4. Once they are in their groups, give them a topic to discuss from the list below. Use any of them, or all of them, but it is suggested that you use a couple from each topic.
5. Once each group has discussed the topic, have a couple of students share what their groups talked about with the entire class.
6. Repeat steps 1 to 5, changing the discussion topic each time.

**Discussion Topics**

**Colour**

List everything that comes to mind when you think of the colour red.

List everything that comes to mind when you think of the colour blue.

List everything that comes to mind when you think of the colour yellow.

List everything that comes to mind when you think of the colour green.

List everything that comes to mind when you think of the colour orange.

List everything that comes to mind when you think of the colour purple.

What colours do you see when you think of your world?

### **Texture**

List everything that comes to mind when you think of things that are rough?

List everything that comes to mind when you think of things that are smooth?

List everything that comes to mind when you think of things that are sticky?

List everything that comes to mind when you think of things that are slippery?

What textures do you see when you think of your world?

7. Tell students that it is their job to be scientists in art today and to discover what they can do with the colours and tools they are using. Explain to them that they will be making a variety of painted cards using various colour combinations and texture tools. Ask them to make predictions based on the materials and colour combinations laid out for them. E.g., Ask, “What might happen when I paint with this stick?” Or, “What do you think might happen when I mix yellow paint with red paint?” You may wish to model how to use the materials at one of the stations.

## **Action!**

**Approximately 40-45 minutes**

### **Set Up:**

This activity is best done using three to four stations. At three stations set up four plates, two with primary colour in it (e.g., yellow) and two with another colour in it (e.g., red). At each station place examples of one “found” texture tool from the community walk (e.g., sticks) and one other texture tool (e.g., sponge rollers).

**Note:** There is significant set-up and clean-up needed for this part of the lesson. It might be helpful to have the students help you set things up ahead of time.

Have enough of each tool at each station to satisfy the number of students working at the station (i.e., six students, six tools). Depending on the number of students in your class, you may wish to add more work stations or increase the number of available tools at each station. Use the fourth station as a drop off for wet work and pick up dry cards zone.

**Procedure:**

1. Students write their names on the backs of their paper cards.
2. Students choose a station at which to begin and experiment with the materials and tools at each station and create painted texture cards.
3. As students complete each card designate a space for students to drop off their finished cards (e.g., a drying rack) and pick up their clean cards, see *Set-Up*. This will help keep students from dirtying their clean cards.
4. As students complete their cards at each station (min. 1 per station) signal the students to change in station in a clockwise or counter-clockwise rotation.
5. Once student have visited each station, they have completed the task and it is time to clean-up.

**Note:** In order to ensure that there are enough texture tools collected from nature it might be necessary to go out and collect a few extra objects in preparation for this lesson.

**Note:** It is a good idea to remind students of safety rules and good manners before they begin.

**Note:** During this portion of the lesson it is helpful to refer back to the the images and artifacts discussed during Lesson 2 and the materials and techniques used by the artists that produced them.

**Consolidation**

**Approximately 5 minutes**

1. After the experimentation is over and most things are tidied up, ask the students to share, with an elbow partner and then with the group, any discoveries they made while working with the various materials and tools provided.
2. Explain to them that next day they will be deciding which colours and textures they wish to incorporate into the map they are creating of their own world.

**Next Lesson Connection**

This lesson allows students to explore and experiment with a variety of texture making tools and various colour mixing techniques before they make their final choices for their worlds.

**Note:** Students may complete a "My Amazing Discoveries" reflection found in the Appendices. This will require extra time.

## Primary Painting Unit

### **My World** **Lesson 5: Painting** **Grade 2 Visual Arts**

#### **Critical Learning**

The big idea is that despite differences, everyone is connected.

Students engage in the critical analysis of their painted texture samples from the previous day. After considering a variety of possibilities as to the uses of the colours and textures used the previous day, students make choices as to how they wish their worlds to look. Students then paint the surface of their worlds as per their plan.

#### **Guiding Questions**

What do you notice about the various ways artists represent different communities around the world?

What materials and techniques might an artist use to represent different communities around the world?

What clues have artists given you about different communities around the world from the different objects or images you have viewed thus far in the unit?

Taking into consideration the ways in which different artists represent different communities around the world using various styles, materials and techniques, what colours, materials, and techniques might you use to represent your world? Why?

#### **Curriculum Expectations**

##### **Overall Expectation**

D1.Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings

##### **Specific Expectations**

##### **Learning Goals**

(Unpacked Expectations)

By the end of the lesson students will be able to...

Discuss the various materials and techniques used by artists



D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature

D1.3 use elements of design in art works to communicate ideas, messages, and understandings

D1.4 use a variety of materials, tools, and techniques to respond to design challenges

### **Overall Expectation**

D2. Reflecting, Responding, and Analyzing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;

### **Specific Expectation**

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

to create effects in their artworks.

Discuss the rationale behind their own artistic choices and how their choices relate to what they know about their world. For example, "I have chosen to use red, yellow, and orange as my main colours because my world is a very hot place."

## **Instructional Components**

### **Prior Knowledge and Skills**

Students should have a general understanding of the elements of design (line, shape and form, space, colour, texture).

Students should have a complete understanding of how to create secondary colours by mixing primary colours.

Students should have a general understanding of geography and how where a person lives might affect how they live (i.e., weather, climate, landscape, natural resources, etc.).

Students should have a general understanding of some of the different types of materials and techniques an artist might use when creating an artwork.

### **Terminology**

choice  
justify  
technique

### **Materials**

- Texture samples from previous day, mounted on Bristol board or construction paper (approx. 12" x 18")
- Plan of their world
- Bristol Board with tracing of their world
- masking tape (1 roll per 4 students)
- scissors
- paint (red, yellow, blue)
- paper plates or plastic containers to hold paint
- texture tools from previous day (found objects and other tools)

- newspaper to cover tables
- water to clean tools (sink or buckets)
- Students' desks

**My World**  
**Lesson 5: Painting My World**  
**Grade 2 Visual Art**

**Minds On**

Approximately 10 minutes

**Pause and Ponder**

1. **A Gallery Walk:** Students post their painted squares from last day on the walls of the classroom. Students go on a gallery walk around the classroom viewing and discussing with one another the various textures and colours they see. Encourage students to seek out their peers should they have a question to ask about how they created a texture or colour.

Students use this information to inform their own choices as they move forward and paint the surfaces of their worlds.

A *gallery walk* refers to students walking around, viewing, pondering, and discussing artworks or objects displayed for them in and around the classroom or in another designated space.

**Note:** Below are some helpful conversation starters and questions.

I like the way you...  
 How did you create that texture?  
 How did you create that colour?

**Note:** As students begin to think about their own work, remind them that it's okay to incorporate a texture created by another student in their own work. Artists often learn techniques from one another.

**Note:** For an expanded definition of the term *gallery walk*, see *The Ontario Curriculum Grades 1-8, The Arts* document glossary.

**Planning:** Students identify on their plan the textures and colours they wish to use in each region of their world. Students should justify their choices by writing their thoughts on their worlds. A student may also justify their choices to the teacher during a one-to-one discussion. The students' plans may be assessed using the *Thinking* section of the *My World: The Map* rubric found in the Appendices.

**Set -Up For Painting:** As in Lesson 4, Set-up painting stations in the classroom and to ensure that each table group is covered in old newspapers and has all of the necessary paint and painting tools available. It is helpful to group children based on their choices from the planning stage (i.e., students that are using red, yellow, and orange might sit together).

Depending on the amount of space you have available, you may wish to set up the painting stations before students begin their planning so that they may move smoothly from one activity to the other (i.e., students might plan on the floor and then move to the table when they are ready to paint OR you may wish to have extra paint and texture tools available so that students might work at their own table groups. This might diminish the need for movement.)

**Painting:** Once students have chosen the colours and textures they wish to use on their world, students set to work painting the surfaces of their worlds.

During the painting process remind students that it is okay to differ from their plan because that is what artists do. Sometimes, during the painting process new and wonderful discoveries are made.

**Note:** It is important to circulate during this process and ask students to justify their choices.

**Note:** Remind students to write their reasoning on their plans. It may be necessary to assist students with this step and either take notes of your own or scribe their responses on their maps.

**Note:** It is also possible to complete the *Minds On* and *Planning* portion of this lesson in one session and the *Painting* and *Consolidation* portion in a separate session.

**Note:** Each student's painted texture cards become part of their passport at the end of the unit.

## Consolidation

Approximately 5-10 minutes

Once their worlds are painted, students refer back to their plan and make any necessary changes to reflect any changes in materials or techniques used during the painting process.

Encourage students to check off what they completed on their plan. It can be helpful to instruct students not to erase on their plans but rather make changes to their plans using a different coloured pencil so you can physically see how they changed their plan. They may also label the change with the word "change" to indicate what they did differently.

### Next Lesson Connection

This lesson provides students with a lot of important information about their worlds (i.e., what the land, weather and climate are like). The decisions made in this lesson help to facilitate the next set of choices students need to make about their worlds (i.e., who lives there, what plants grow there, what buildings exist there, etc.)

## Primary Painting Unit

### **My World** **Lesson 6: Planning My World** **Grade 2 Visual Arts and Social Studies**

#### **Critical Learning**

The big idea is that despite differences, everyone is connected.

Drawing from their knowledge and experience of the varied communities around the world, students envision the landscape, people, and wildlife that make up their own world. Students then create these elements using wax resist.

#### **Guiding Questions**

What might a community need to survive?

What might you see, smell, hear, taste, feel, and think, as you travel through your world?

#### **Curriculum Expectations**

##### **Visual Arts Expectations**

###### **Overall Expectation**

D1.Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings

###### **Specific Expectations**

D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature

D1.3 use elements of design in art works to communicate ideas, messages, and understandings

D1.4 use a variety of materials, tools, and techniques to respond to design challenges

##### **Learning Goals**

By the end of this unit students will be able to identify the physical elements of their worlds and how they have represented them in their artworks.

## Overall Expectation

D2.Reflecting, Responding, and Analyzing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences

## Specific Expectations

D2.1 express their feelings and ideas about works of art

D2.3 demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art

D2.4 identify and document their strengths, their interests, and areas for improvement as creators of art

**Note:** Links may be found between this lesson the Social Studies Curriculum.

## Instructional Components

### Prior Knowledge and Skills

Students should have a general understanding of how geography can affect the way of life in a community.

Students should have a general understanding of the geography and way of life of a few world communities.

### Terminology Materials

oil resist

wax resist  
sensory  
journey

- Permanent Markers
- Oil Pastels and/or Crayons
- Assorted bowls to hold the crayons and pastels.
- Water Colour Paints or Food Colour and Water Washes (If using food colour and water mixture, combine about 200ml of colour with 50ml of water)
- Assorted plastic containers (1 for every 2-3 students) for water and/or Food Colour and Water Washes
- Medium Paint Brushes (1 per student)
- Newspaper or drawing boards to cover the tables

- Cartridge Paper (18 x 24) 1 per student
- Other Scraps of Paper
- Access to Water to help clean things up.

**My World**  
**Lesson 6: Planning My World**  
**Grade 2 Visual Arts and Social Studies**

**Minds On**

**Approximately 10 minutes**

**Pause and Ponder**

**Sensory Journey**

**Read:**

Close your eyes and imagine that it is early morning in your world and you are just awakening. It is still dark outside but you are getting up.

Where are you? Where do you live?

Are you in a bed, in a room, in a house or some other dwelling (a hut, a castle, an apartment)?

Look around. What do you see?

What do you hear?

Are you warm or cold?

Are there smells that are familiar to you?

Step outside or to the window. The sun is rising. What do you see in your world? Are there trees, mountains, fields, lakes or buildings? Take a moment and imagine all the details as you look around your world?

What colours do you see?

What textures do you feel?

Does it look the same far away as it does up close?

What is the weather like?

Do you need special clothing or equipment to survive in your world?

What do you do there?

Are there other people there? Who are they? What do they do?

Are there animals? Are they dangerous, friendly or helpful?

Are you hungry? What is your food? Where is it? How do you get it/prepare it/eat it?

How do you travel in your world?

As the sun get brighter and you prepare for your day, what do you notice about your world?

What sights, smells, feelings and flavours do you meet?

Take a few moments to think about all the details of your



world. Take yourself through all the events of your day, how you work, how you relax and play, the meals you eat and all the other family, friends and other creatures that might live with you on your world.

(pause)

and eventually the day is over and you go back to where you sleep.

(pause)

When you are ready, open your eyes and we will begin to add the details to our worlds.

## Action!

Approximately 35 minutes

### Part 1: Planning

After the sensory journey instruct students to write jot note responses and make quick sketches on their plans to show what they wish to create in their worlds.

Repeat the general prompts from the sensory journey or post them on the board to remind students of all the possibilities.

### Part 2: Creating

#### Set Up:

Arrange students in groups for this activity. It is also important to designate a space as a drying area. This could be a drying rack, a clothesline, or if necessary (and possible) just leave their work on their desks for an hour or so until it is dry enough to move.

#### Procedure:

1. Instruct students to write their names in permanent marker in the corner of their paper (e.g., cartridge paper or other scrap papers).
2. Once students have determined what they see when they walk through their world and in turn, what they want to create, instruct students to begin with the permanent

**Note:** If using permanent markers, it is important to remind students that they are in fact permanent and will not come out of their clothing. It is also important to take the markers away from the students after they move onto oil pastel, as if the students write with the marker after they have moved onto oil pastel, pastel can get onto the tip of the marker and ruin it.

#### Note:

Model the procedure for the students before sending them off to create on their own.

marker and draw the outlines of objects they wish to create.

3. After they have drawn the outlines of their objects, hand out the crayons and oil pastels and have students colour in portions of their drawings. They don't need to colour everything in fully, but can if they wish.

4. Once they have finished using the crayons and oil pastels, students may then use the water colours/food colouring mixtures and paint a wash over their entire paper. The oil and the wax will resist the paint and come shining through.

5. Students carefully transfer their work to the drying area upon completion and then help to clean up their desks.

## Consolidation

Approximately 10 -15 minutes

### Gallery Walk:

Direct students to walk around the classroom and look at the variety of objects and items that their classmates created for their worlds. Once they have had a chance to look around, encourage them to give their classmates *stars*. That is, identify for the group, without naming names, things they saw that they liked or found interesting as they walked around the room.

A *gallery walk* refers to students walking around, viewing, pondering, and discussing artworks or objects displayed for them in and around the classroom or in another designated space.

### Next Lesson Connection

In the next lesson, students have the opportunity to revisit their plans, cut out their creations from this lesson and attach them to their painted worlds.

**Note:** For an expanded definition of the term *gallery walk*, see *The Ontario Curriculum Grades 1-8, The Arts* document glossary.

**My World**  
**Lesson 7: Building From the Ground Up**  
**Grade 2 Visual Arts and Social Studies**

**Critical Learning**

The big idea is that despite differences, everyone is connected.

Drawing from their knowledge and experience of the varied communities around the world, students envision how the people, plants, animals, buildings, etc. that they made for their world fit into their world. Students look at their work with a critical eye and decide where and how the various objects they created fit onto the maps of their worlds.

**Guiding Questions**

In a given community, where might you find the people? Might they live close to one another, or might they live far apart?

**Curriculum Expectations**

**Overall Expectation**

D1.Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;

**Specific Expectations**

D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature

D1.2 demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic

D1.3 use elements of design in art works to

**Learning Goals  
(Unpacked Expectations)**

By the end of the lesson students will be able to:

Identify the physical elements of their worlds (e.g, objects they created, paths, etc.), where they have placed them on their maps and why they have placed them there.

communicate ideas, messages, and understandings

D1.4 use a variety of materials, tools, and techniques to respond to design challenges

### **Overall Expectation**

D2.Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;

### **Specific Expectations**

D2.1 express their feelings and ideas about works of art

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

D2.3 demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art

D2.4 identify and document their strengths, their interests, and areas for improvement as creators of art

**Note:** Links may be found between this lesson the Social Studies Curriculum.

## **Instructional Components**

### **Prior Knowledge and Skills**

Students should have a general understanding of how geography can affect the way of life in a community.

Students should have a general understanding of the geography and way of life of a few world communities.

### **Terminology Materials**

brads  
collage

Maps of their worlds  
Drawings of objects for their worlds from Lesson 6  
Scissors  
Various fastening devices: glue, string, tape, springs, wing-clips (brads), etc

**My World**  
**Lesson 7: Building From the Ground Up**  
**Grade 2 Visual Arts and Social Studies**

**Minds On**

Approximately 10-15 minutes

**Pause and Ponder**

**Option 1:** Read a picture book that relates to mapping and/or walking through a town or city. Discuss what they notice about where objects are located in the book (either in the illustrations or using the text as a reference) or where places are in relation to other places.

**Option 2:** Look at a city or town map and discuss where things are placed (e.g., where neighbourhoods are in relation to shopping malls, or where people are in relation to natural resources).

**Note:** See the appendices for suggested texts for *Minds On Option 1*.

**Action!**

Approximately 40-45 minutes

1. Once dry, students cut out their worlds and the objects they created last day for their worlds. Gather the students together and take a few minutes to review with students how to use the scissors safely and appropriately to cut out their worlds and their objects. Instruct students to cut around their objects, leaving a small 1cm border. This will help to avoid students cutting off any small details.
2. After having looked at examples of maps (i.e., in story books, or using *real* maps), have students think about where they wish to place their objects on their own maps.
3. Using their plans as a guideline, students use a variety of dry media to draw the various roads and paths on the surface of their worlds.
4. Students should experiment with various placements for their objects before attaching them to their worlds using a variety of fastening methods (e.g., springs to

**Note:**  
It is important to remind students that their plans are only a guideline and that they don't have to follow their plans precisely.

Sometimes artists change their minds, make changes and that is part of the creative process.

As they work encourage students to think about why they are making the changes they are making and jot down their thoughts on their

bounce out, brads to allow twirling, string to hang off, or just glued straight on).  
Gather the students together again and model this stage for the students, as some of the attachment methods might not be familiar to them.

plans.

**Note:** Encourage students to go back and forth between drawing and attaching their cut-outs.

**Note:** Once complete, store the children's works in a safe place.

## Consolidation

Approximately 5 minutes

Once students are finished their worlds, encourage them to look at their choices with a critical eye and complete a "My World Checklist: Painting and Decorating" checklist.

If there is time and/or opportunity, students may complete a "My World Self- Assessment" and/or a "My World Reflection" located in the Appendices. Completing The self-assessment and reflection will likely add 10-15 minutes to the length of the lesson and thus, you may wish to have the students complete them at another time.

Once the students' worlds are complete, they may be assessed using the "My World: The Map" rubric in the Appendices.

**Note:** When a student feels they are 'finished', or if they seem to be finished quite quickly, encouraged them to share their work and review their checklist with a partner.

**Note:** During this sharing time, encourage students to ask questions about one another's work. Suggest that they might say things like..."Tell me about your map?" Or "Have you thought about adding some more drawing over here?", etc.

### Next Lesson Connection

In the next lesson, students will have the opportunity to see their world as more than just a solitary place. They will have the opportunity to see it once again as part of a whole as the students reconstruct and reconfigure their worlds to create one universe.

**Note:** The "My World: Self-Assessment" and "My World Reflection" may be used at the end of Lesson 7 or upon completion of the entire unit.

**My World**  
**Lesson 8: Where in the World?**  
**Grade 2 Visual Arts/Language**

**Critical Learning**

Students will decide how to display their separate worlds and discover whether or not they 'fit back together'.

They will use their imaginations to complete a questionnaire that helps them create the 'reality' of their worlds.

They will use this information to create a constitution for their world.

**Guiding Questions**

Where is your world?

How do the worlds of all the students relate to one another?

What makes your world special and unique? See Questionnaire in Appendix for details

**Curriculum Expectations**

**Visual Arts:**

**Overall:**

D1. Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings

**Specific:**

D1.2 demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic

D1.4 use a variety of materials, tools, and techniques to respond to design challenges

**Language:**

**Overall:**

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience

**Learning Goals**

By the end of this lesson the students will have made important decisions about where their world is, how it is organized and many important details about it.

2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience

3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively

4. Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

**Specific:**

1.1 Identify the topic, purpose, audience, and form for writing

1.2 Generate ideas about a potential topic, using a variety of strategies and resources

1.3 Gather information to support ideas for writing in a variety of ways and/or from a variety of sources

1.4 Sort ideas and information for their writing in a variety of ways, with support and direction

2.1 Write short texts using several simple forms

2.2 Establish a personal voice in their writing, with a focus on using familiar words that convey their attitude or feeling towards the subject or audience

2.3 Use familiar words and phrases to communicate relevant details

2.4 Use a variety of sentence types

2.6 Identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on content and word choice

2.7 Make simple revisions to improve the content, clarity, and interest of their written work, using several types of strategies

2.8 Produce revised, draft pieces of writing to meet criteria identified by the teacher, based on the expectations

3.1 Spell many high frequency words correctly

3.3 Confirm spellings and word meanings or word choice using a few different types of resources



3.5 Use parts of speech appropriately to communicate their meaning clearly...

3.6 Proofread and correct their writing using a simple checklist or a few guiding questions developed with the teacher and posted for reference

3.7 Use appropriate elements of effective presentation in the finished product, including print, different fonts and layout

3.8 Produce pieces of published work to meet criteria identified by the teacher based on the expectations

4.1 Identify some strategies they found helpful before, during and after writing

4.2 Describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing and representing help in their development as writers

4.3 Select pieces of writing that show their best work and explain the reasons for their selection

## Instructional Components

### Prior Knowledge and Skills

Students will remember cutting their world pieces from the communal paper

Students will have created their separate worlds and be prepared to make cooperative and individual decisions about the next steps in the development of their collective project.

### Terminology

Constitution  
Charter  
Rights and Responsibilities  
Rules  
Laws  
Unique

### Materials

- Travel guides, magazines
- Questionnaire (see appendix)
- Copy of the school rules, rights, and responsibilities
- Paper and a pencil
- Resources: Picture books:
  - *Monster Island*
  - *Wump World*
  - *My Map Book*

## My World

### Lesson 8: Where in the World?

#### Grade 2 Language Arts/Social Studies/Visual Art

#### Minds On

Approximately 10 minutes

Ask guiding questions about the worlds.  
Discuss as a full class or in small groups and then bring to the whole class.

Ask:

Where should the worlds be displayed?

How should they be displayed?

Do they all fit back together the way they started?

Should there be spaces in between?

If we were to visit them, how would we travel between worlds?

Record students' responses on board or chart paper

#### Pause and Ponder

Provide prompts and feedback to students as they participate in this question and answer phase.

Student observations: Do they recognize that the pieces can go back together the way they were originally cut?

#### Action!

Approximately 30 minutes

'Teacher in role' as the owner of a travel agency who wants to gather information from the students as representatives of their worlds.

Ask guiding questions related to what a visitor might expect when they visit their world.

Show samples of travel guides that give clues about the laws and predominant cultures of places and can refer to storybooks that may relate to rules and laws of the land.

Refer to the school or classroom rules, rights and responsibilities.

Students fill out a questionnaire that helps them make decisions about their world. Give students the opportunity to work on it independently at first and then with a partner or in a small group if necessary. If a student struggles with an answer on their questionnaire, allow other students to help by making suggestions.

Writing Opportunity: Students create a constitution. This constitution can take the form of a short story, a

'Teacher in role' as the owner of a travel agency who wants to gather information from the students as representatives of their worlds.

Ask guiding questions related to what a visitor might

What do they know about laws and rules?

As they fill in their questionnaire are they able to suspend their imagination in a clear and consistent way?

Does their constitution make sense?

Students take the information from the questionnaire to create a piece of creative writing.

Sample prompt, "The information from June's Charter of Rights relates to the information in her questionnaire. She made some really clever decisions about the rules in her world".

What do they know about laws and rules?

As they fill in their questionnaire are they able to suspend their

**Consolidation****Approximately 10 minutes**

Students may have the opportunity to share their ideas with partners, small groups or the whole class.

Upon completion of the questionnaire and the writing activity, encourage students to distill the text into a meaningful word, phrase or a single statement.

They will add the word or phrase to their world in the form of a sign, flag, scroll, billboard, etc.

**Next Lesson Connection**

This lesson prepares the students for the next stages in the unit when they will have visitors to their world and they will visit other worlds.

## My World

### Lesson 9: Postcards from the Edge of their World

#### Grade 2 Visual Arts and Social Studies

#### Critical Learning

Students will create 6 postcards for their world.  
They will learn watercolour techniques (wet on wet, wet on dry) and techniques for creating believable space (overlapping, saturation, edge and diminishing size to create the illusion of foreground and background).

#### Guiding Questions

What part of the picture is at the front and what part of the picture is at the back?  
How do you know?  
How else do we know what is in front? Is it covering anything?  
When things are far away do they look the same size as when they are close up?  
What about the colours? What do you notice?

#### Curriculum Expectations

##### Visual Arts:

##### Overall Expectations:

D1. Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings

D2. Reflecting, Responding, and Analyzing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences

D3 Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles and techniques from the past and present, and their social or communal contexts

##### Specific Expectations:

D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature

##### Visual Arts:

##### Overall Expectations:

D1. Creating and Presenting: apply the creative process to produce a variety of two- and three-

##### Learning Goals

By the end of this lesson the students will have made 6 postcards representing their world.

They will learn and practice watercolour techniques

They will be exposed to and practice techniques of overlapping and colour saturation to create the illusion of foreground and background

##### Learning Goals

By the end of this lesson the students will have made 6 postcards representing their

## Instructional Components

### Prior Knowledge and Skills

Students should be familiar with how to hold and clean a paint brush

Students should be prepared to learn that, when using watercolour paints, a high water to pigment ratio creates a light, transparent wash and using less water makes the colour more saturated.

Objects that are closer are in front of objects that are far away

### Terminology

Overlap  
Saturation  
Blurry  
Sharp  
Wet on wet  
Wet on dry  
Dry brush  
blotting  
graduated wash  
scrubbing

### Materials

- Actual postcards from around the world. Try to get as many diverse samples of cards as possible
- Samples of paintings and/or photographs that illustrate blurry backgrounds, wash techniques, sharper edges, saturated colours, overlapping of objects in foreground and background.
- Watercolor paints
- Watercolour brushes
- Pencil
- Pencil crayons
- Leftover bristol board from Lesson 3 cut to 4x6 sizes
- or Watercolour paper cut to approximately 4x6 size
- Paper towel
- Lots of extra scrap board and paper to test techniques and brush off excess colour
- spare (old, used) brushes to use for scrubbing technique

### **Prior Knowledge and Skills**

Students should be familiar with how to hold and clean a paint brush

Students should be prepared to learn that, when using watercolour paints, a high water to pigment ratio creates a light, transparent wash and using less water makes the colour more saturated.

Objects that are closer are in front of objects that are far away

### **Terminology**

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### **Materials**

- Actual postcards from around the world. Try to get as many diverse samples of cards as possible
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- Watercolor paints
- Watercolour brushes
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- Pencil crayons
- Leftover bristol board from Lesson 3 cut to 4x6 sizes
- or Watercolour paper cut to approximately 4x6 size
- Paper towel
- Lots of extra scrap board and paper to test techniques and brush off excess colour
- spare (old, used) brushes to use for scrubbing technique

## My World

### Lesson 9: Postcards from the Edge of their world

#### Grade 2 Visual Art

#### Minds On

Approximately 10 minutes

#### Pause and Ponder

'Teacher in Role' as a marketing agent hired to help students create postcards to encourage visitors to their world.

Show samples of postcards from different places that show images of community scenes painted from different perspectives.

Elicit responses from students

What do they know about foreground and background?

Do they recognize that backgrounds are far away, blurry and dim and foregrounds are brighter and crisper?

Explicitly teach blurry or soft for background and crisp edges and saturated colour for foreground.

Explicitly teach overlap of foreground, sharpness and brightness of objects in foreground.

Provide prompts and feedback to students as they participate in this 'looking and responding' phase.

Prompt: "Daniel says the colours in the front are brighter and sharper.

Do you think so? Why is that?

Do you see that in any other samples?

#### Action!

Approximately 1 -2 periods

Students will create 6 watercolour postcards of their world, as seen from their perspective (not the 'bird's eye view perspective of their map pieces).

Leftover pieces of bristol board from lesson 3 are cut to approximately 4"x6" pieces to use as the 'ground' for their postcards (or you may use watercolour paper cut to 4"x6").

Regarding the time needed for this lesson:

May depend on how many different techniques are introduced to the students and how much experimenting the students can handle. It could easily be broken into **2 periods** –

The students should write their names, small and in pencil, on the back of their 6 cards.

Teach some or all of the following techniques:

**Wet on wet:** Lightly brush water onto the board in smooth even strokes. Pat with paper towel. Show students how to add a little pigment onto the brush and create a wash by mixing water and pigment together.

At this stage you are not doing any real detail, just creating the basis for the background. Generally, horizontal strokes will give a good illusion for a landscape. A graduated wash is more saturated with colour and is then gradually diluted with water so that the value of the colour changes and gives more visual interest to your background. Encourage the students to experiment with these techniques. Washes will provide a good background for the postcards.

As the cards are drying, students can sketch the plans for the foreground pictures.

Students may consult their questionnaires to give them ideas about what to paint. This will help them create a consistent and believable set of postcards.

When the cards dry students paint or draw the foreground details on top using wet on dry technique or pencil crayon, water pencil crayon or marker.

**Wet on dry:** Is a glaze or layering technique. The first layer must be completely dry so that the new paint does not reactivate and blur into it.

**Dry brush:** Dry brush will allow you to paint a crisper edge and a more saturated colour over the existing layers. Again, the existing layers of paint must be dry. Wipe away the excess water from your brush and dip into the pigment. Test it on scrap paper and paint away.

**1:** to explore techniques, experiment and create backgrounds and  
**2:** to plan and add their final layers with paint, pencil crayon, watercolour pencil, marker etc.

Encourage a lot of experimenting with the paint.

Prompt: "I like how Daniel has found a way to change the colour in his background by using more water"

Prompt: "Look how June has shown the fun activities she listed in her questionnaire in her postcard".



**Scrubbing:** Scrubbing is similar to dry brush but you literally scrub or push the pigment loaded brush across the paper. Scrub onto wet or dry surfaces. Scrubbing onto wet surfaces gives a softer effect while scrubbing onto dry paper will give a harder edged effect. Scrubbing gives a rough textured look. Use old brushes and scrub very gently. Too much scrubbing will damage brushes and tear the surface of the paper.

Details can be created using pencil crayons, watercolour pencils, watercolour paint or markers.

### Consolidation

Approximately 5 minutes

Students will have a set of postcards for their world. They will select the one that they will write on to mail home. This 'choice' will represent an ability to discern which card most successfully represented their visual message.

#### Next Lesson Connection

This lesson prepares the students for the next lesson when they will write on their postcard and send it home.

**My World**  
**Lesson 10: Hey Mr./ Ms. Postman/person**  
**Grade 2 Visual Arts**

**Critical Learning**

Students will brainstorm purpose and content of postcards, hear samples of actual postcards and write a rough draft of a postcard that describes their world.

They will revise, edit and write their good copy on their selected postcard.

They will address and stamp the cards and go on a community walk to mail them.

**Guiding Questions**

How many people have ever received a postcard?

How many have ever written one?

What kinds of things do people write in postcards?

**Curriculum Expectations**

**Language**

**Overall:**

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience
2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience
3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively
4. Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the

**Learning Goals**

By the end of this lesson the students will have written a plan, a rough draft and a final draft of a postcard, telling someone at home something important about their world.

They will address and stamp the post card, walk to the postbox nearest the school and send their postcard home.

writing process.

**Specific:**

- 1.1 Identify the topic, purpose, audience, and form for writing
- 1.2 Generate ideas about a potential topic, using a variety of strategies and resources
- 1.3 Gather information to support ideas for writing in a variety of ways and/or from a variety of sources
- 1.4 Sort ideas and information for their writing in a variety of ways, with support and direction
- 2.1 Write short texts using several simple forms
- 2.2 Establish a personal voice in their writing, with a focus on using familiar words that convey their attitude or feeling towards the subject or audience
- 2.3 Use familiar words and phrases to communicate relevant details
- 2.4 Use a variety of sentence types
- 2.6 Identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on content and word choice
- 2.7 Make simple revisions to improve the content, clarity, and interest of their written work, using several types of strategies
- 2.8 Produce revised, draft pieces of writing to meet criteria identified by the teacher, based on the expectations
- 3.1 Spell many high frequency words correctly
- 3.3 Confirm spellings and word meanings or word choice using a few different types of resources
- 3.5 Use parts of speech appropriately to communicate their meaning clearly...
- 3.6 Proofread and correct their writing using a simple checklist or a few guiding questions developed with the teacher and posted for reference
- 3.7 Use appropriate elements of effective presentation in the finished product, including print, different fonts and layout
- 3.8 Produce pieces of published work to meet criteria identified by the teacher based on the expectations

- 4.1 Identify some strategies they found helpful before, during and after writing
- 4.2 Describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing and representing help in their development as writers
- 4.3 Select pieces of writing that show their best work and explain the reasons for their selection.

**Instructional Components**

<p><b>Prior Knowledge and Skills</b></p> <p>Students will understand the basic idea of a postcard and what it is for</p> <p>Students will have done some writing</p>	<p><b>Terminology</b></p> <p>Stamp Postcard Mail Post office Mail carrier / Postman / Postperson Rough copy revise edit final copy</p>	<p><b>Materials</b></p> <p>Actual postcards from around the world Stamps Students' addresses Pencils, fine point, permanent markers or pens Checklist for revising and editing. See appendix</p>
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**My World**  
**Lesson 10: Hey Mr./Ms. Postman/person**  
**Grade 2 Language/Visual Arts**

**Minds On**

Approximately 10 minutes

**Pause and Ponder**

Ask:

How many people have ever received a postcard? How many have ever written one? – Allow some responses.

What kinds of things do people usually write on postcards?

-list on board

Responses could include - where the person is, how and when they got there, what the weather is like, what the accommodations are like, what the sites are like, what the people are like, the language, etc. Postcards also have an address a stamp and a postmark

Read a few samples of actual postcards and show the stamp and postmark

Student observations Do they know the purpose of a postcard?

**Action!**

Approximately 30 minutes

Students will use the information from their questionnaire to help them write a rough draft of a postcard to someone at home telling them all about their world (a paragraph).

Explicitly teach revising and editing  
A checklist for revising and editing will be placed on the board for all to see. Alternatively a checklist can be provided for each student to check off. See appendix

Prompt: “Look how Daniel has included information from his questionnaire and the picture on the front of the card in his writing. The way he has written it really makes me believe that he has been to this place.”

Prompt: “June has great details

Students will revise and edit their rough drafts.

Peer editing is encouraged.

When ready, students will write their good copy of the postcards

in her description, here. That makes the postcard so much more interesting and fun to read”.

### **Consolidation**

**Time depends on the school's proximity to the mailbox**

Students will address and stamp their postcards. Students will take another community walk to the mailbox. Postcards will be mailed home, reinforcing the earlier community walk and creating further community connections.

### **Next Lesson Connection**

This lesson prepares the students for the final lesson when they will visit another world, write on postcards, display the final postcard and store the documents in their passport booklets.

**My World**  
**Lesson 11: Travel Agent**  
**Grade 2 Language/Visual Arts**

**Critical Learning**

Students will find ways, through a design challenge, to visit another world and discover the differences and similarities between their world and another student's world.

Students will compare and contrast their worlds based on criteria that they come up with, promoting high order, critical thinking.

**Guiding Questions**

How will we decide if another world is the same or different than our own?

What categories will we compare?

How will we describe these differences and similarities?

**Curriculum Expectations**

**Visual Arts:**

D1.Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings

D2.Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences

D3 Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles and techniques from the past and present, and their social or communal contexts

**Visual Arts:**

D1.Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings

**Learning Goals**

Students will design creative and practical solutions to the problem of how to travel between the worlds.

Students will differentiate between the world

**Learning Goals**

Students will design creative and practical solutions

## Instructional Components

### Prior Knowledge and Skills

Students will be designing and constructing simple devices that will allow them to travel between the worlds. They will need to be able to work cooperatively with one another if they are designing and building in a group.

They should know how to work the scissors, glue sticks and be able to work safely with any of the materials the teacher sets out for the task.

They will be writing another postcard. they will draw on their experience writing their home postcard.

Students will be organizing their material in their own passports (their 'world portfolio').

### Terminology

passport  
compare  
contrast  
citizenship  
travel agent  
destination  
structures  
transportation

### Materials

Several items of assorted materials to make bridges, airplanes, boats (pipe-cleaners, paper, Popsicle sticks, etc.), beautiful junk, donated items, leftover art supplies (a great way to use up incomplete class sets of supplies, too good to throw away but too few to use for the whole group)  
glue  
scissors  
tape  
stapler  
rulers  
pencils  
paper  
markers  
pencil crayons  
paint (fast drying and used minimally, as you want to attach the items immediately)  
student made postcards  
travel agent hat for teacher (optional)  
students names for picking  
passport (one for each student) see appendix

### Prior Knowledge and Skills

Students will be designing and constructing simple devices that will allow them to travel between the worlds. They will need to be able to work cooperatively with one another if they

### Terminology

passport  
compare  
contrast  
citizenship

### Materials

Several items of assorted materials to make bridges, airplanes, boats





**My World**  
**Lesson 11: Travel Agent**  
**Grade 2 Visual Art/Language**

**Minds On**

**Approximately 15 minutes**

**Pause and Ponder**

**Part 1**

Teacher in role as travel agent:  
Prompt the students to choose another student's world to visit. Option: read a letter inviting them to participate in a design project that will facilitate easy transportation between the worlds. See appendix.

Referring to the placement of the worlds that was decided by the students in lesson 8, if they are going to visit another world, how will they get there? Do we need to make bridges, airplanes, boats?

This will be an exciting problem solving, brainstorming session. Record ideas on the board or cards and then assign individuals, partners and/or small groups to carry out the construction.

Present the various materials that they have access to to succeed in their mission.

These objects will need to be made and placed on or near the worlds

Guiding questions:  
How do we get from one place to another?

Observations:  
Are the students making reasonable suggestions?

**Action!**

**Approximately 2 periods**

Assign students, individually and/or in partners, small groups to design (plan on paper) the 'bits' that they need to travel between the worlds.

This is a very open ended activity - the teacher will not have all the answers or solutions and must be open to

the idea of supporting the whims of the students and the needs of the designs, modifying and making suggestions for practical solutions.

Decide on a 'deadline' for completion based on the abilities and interest level of the group. If a group finishes early, have them help another group finish their project.

(Option to finish here and do Part 2 the next day).

### **Part 2:**

Once the devices for travelling from one world to another are in place, students will be allowed to travel to someone else's world.

Students may choose a world to visit by picking a name out of the travel agent's hat. This will ensure that every world gets visited at least once.

Announce that everyone will be able to visit another world after they receive their passports.

Hand out the passports and have students fill in page 1 and 2 up to "places you have visited".

When a student travels to another world they will:

- view the world
  - read the questionnaire
  - read the constitution
  - have an opportunity to interview each other to find out more about the world.
  - choose 1 postcard to take away from the world that they are visiting
  - fill in the postcard following prompts posted on the board
  - write a rough draft of their postcard to whomever they want
- follow the revising and editing procedure from lesson 10
- write a good copy onto the postcards.

Attach all postcards to the main display with yarn so that they can be viewed and read.

Optional Activity: Other postcards (they still have 4) can be traded between students, much like an artist trading cards. When a student 'visits' another world, they are to write a postcard to someone to share their experience. These cards can be kept and stored in their 'passports'.

### **Postcard Prompt**

(written on the board to help the students focus on what to write)

How did you get there?

What did you do?

What is similar between this world and your own?

What is different?

Are you enjoying yourself?

What is one thing that is really great about this place?

### **Consolidation**

**Approximately 15 minutes**

Students will load and continue to fill out their passport portfolio.

### **Next Lesson Connection**

This final lesson in the unit is a chance to celebrate the accomplishments of everyone in the class and allows students an opportunity to share their ideas and artwork with one another.

Teachers should consider inviting Kindergarten/Grade 1 classes to see the display as a 'World's Fair'. Parents would enjoy being taken on the tour as well. Have the students take turns as travel agents and ambassadors, sharing all they have learned about their worlds.

## Primary Painting Unit Appendices

### My World: Shaping My World (Lesson 3)

	Level 1	Level 2	Level 3	Level 4
Creating the shape for their world: Following guidelines for size	With limited effectiveness, the student creates a shape that follows the guidelines for size	With some effectiveness, the student creates a shape that follows the guidelines for size	With considerable effectiveness, the student creates a shape that follows the guidelines for size	With a high degree of effectiveness, the student creates a shape that follows the guidelines for size
Following guidelines for drawing their shapes on the communal paper	With limited effectiveness, the student draws their shape on the paper and does not consider the other shapes, wasting paper regardless of an aesthetic for their own shape.	With some effectiveness, the student draws their shape near another shape, wasting some paper to maintain their desired aesthetic for their own shape.	With considerable effectiveness, the student draws their shape adjacent to another shape while still maintaining a desired aesthetic for their own shape.	With a high degree of effectiveness, the student draws their shape adjacent to another shape wasting little or no paper while still maintaining a desired aesthetic for their own shape.
Safe and effective use of tools and materials	The student rarely uses tools and materials safely or effectively	The student uses tools and materials safely and effectively some of the time	The student uses tools and materials safely and effectively most of the time	The student consistently and conscientiously uses tools and materials safely and effectively
Communication: How does the student justify the choices they have made for their shape?	With limited effectiveness he/she justifies his/her artistic choices, making no reference to aesthetics or community based decisions	With some effectiveness, he/she justifies his/her artistic choices, making vague reference to aesthetic or community based decisions	With considerable effectiveness, he/she justifies his/her artistic choices, mentioning either aesthetic or community based decisions	With a high degree of effectiveness, he/she justifies his/her artistic choices, mentioning both aesthetic and community based decisions

### **My World Checklist: Planning My World**

- I wrote several possible names for my world on my plan.
- I used pictures and words to show the colours, textures I use on my world.
- I completed at least six paint and texture samples for my world.
- I used pictures and words to show the objects I intend to create for my world.
- I revisited my plan regularly to add details and make changes.
- I discussed my plan with at least one other person.

### **My World Checklist: Planning My World** **(Teacher copy with examples to illustrate meaning)**

- I wrote several possible names for my world on my plan.
- I used pictures and words to show the colours, textures I intend to use on my world (e.g., red, orange, yellow and rough, attaching paint samples once complete, etc.).
- I completed at least six paint and texture samples for my world.
- I used pictures and words to show the objects I intend to create for my world (e.g., forest, beach, house, etc.).
- I revisited my plan regularly to add details and make changes (e.g., students return to their plans between each stage in the project's development).
- I discussed my plan with at least one other person.

### **My World Checklist: Painting and Decorating**

- I painted my map using textures and colours that clearly demonstrate the climate and landscape of my world.
- I created several objects to add to my map.
- I experimented with a variety of methods before attaching my objects to my world.
- I used drawing materials to add interesting details to my map.
- I discussed my map with one other person before I was finished.

### **My World Checklist: Painting and Decorating**

#### **(Teacher copy with examples to illustrate meaning)**

- I painted my map using textures and colours that clearly demonstrate the climate and landscape of my world (e.g., hot colours for hot climates and cool colours for cool climates; textures used represent plant life, waves of water, a smooth icy surface, a rough sandy surface).
- I created several objects to add to my map.
- I experimented with a variety of methods before attaching my objects to my world(e.g., brads, glue, sprigs, string, etc.).
- I used drawing materials to add interesting details to my map (e.g. roads, signs, plant and animal life).
- I discussed my map with one other person before I was finished.

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## My World: The Map

	Level 1	Level 2	Level 3	Level 4
<p><b>Knowledge and Understanding</b> (Based on anecdotal observations, one-to-one discussions with the teacher, self assessment)</p>	Demonstrates limited understanding of the art techniques and processes introduced in the unit	Demonstrates some understanding of the art techniques and processes introduced in the unit	Demonstrates a considerable understanding of the art techniques and processes introduced in the unit	Demonstrates a thorough understanding of the art techniques and processes introduced in the unit
<p><b>Thinking</b> (Based on anecdotal observations, one-to-one discussions with the teacher, reflective writing, evidence in the design plan)</p>	With limited effectiveness, the student outlines his/her intentions in the plan for his/her world	With some effectiveness, the student outlines his/her intentions in the plan for his/her world	With considerable effectiveness, the student outlines his/her intentions in the plan for his/her world	With a high degree of effectiveness, the student outlines his/her intentions in the plan for his/her world
	The student rarely revisits and/or adjusts his/her plan as needed over the course of the unit	The student sometimes revisits and/or adjusts his/her plan as needed over the course of the unit	The student regularly revisits and/or adjusts his/her plan as needed over the course of the unit	The student conscientious revisits and/or adjusts his/her plan as needed over the course of the unit
<p><b>Communication</b> (Student's <i>intentions</i> may be represented in his/her design plan, one-to-one discussions with the teacher, work presentations, reflective writing, evidence in the design plan)</p>	With limited effectiveness he/she justifies his/her artistic choices	With some effectiveness, he/she justifies his/her artistic choices	With considerable effectiveness, he/she justifies his/her artistic choices	With a high degree of effectiveness, he/she justifies his/her artistic choices
<p><b>Application</b> (Based on physical choices on the map such as colours, textures, objects, imagery, etc., responses to interview questions, self assessments, and reflective writing)</p>	With limited effectiveness, the student applies his/her prior knowledge in Social Studies and Visual Arts to the design and	With some effectiveness, the student applies his/her prior knowledge in Social Studies and Visual Arts to the design and	With considerable effectiveness, the student applies his/her prior knowledge in Social Studies and Visual Arts to	With a high degree of effectiveness, the student applies his/her prior knowledge in Social Studies and Visual Arts to



creation of  
his/her world.

creation of  
his/her world.

the design and  
creation of  
his/her world.

the design and  
creation of  
his/her world.

**My World: Student Designed Rubric**

**Level 1**

**Level 2**

**Level 3**

**Level 4**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**My World: Self-Assessment**

***Stars***

**List two things you like about  
your world.**

***Wishes***

**List one thing you would like to  
improve about your world.**

I like the way I...

I wish I had...

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**My World**

**Reflection:** \_\_\_\_\_

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**What I did...**

**What I loved...  
me... And...**

**What challenged**

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Anecdotal Notes:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **Teacher Interview**

### **1. Tell me about your map of your world.**

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#### **Prompts (if needed):**

Walk me through your map and tell me about what I might see if I spent a day in your world.

How did you use the elements of design to help you create the map of your world?

### **2. What connections can you make between what we've learned about other communities around the world, artist's representations of different world communities, your map, and your watercolour of your world?**

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### **3. What is one thing that you learned about being an artist from this project? Explain.**

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## Critical Analysis Communication Checklist

Student Name: \_\_\_\_\_

1= Rarely 2 = Some of the time 3 = Most of the time 4 = All of the time

Criteria	1	2	3	4
Student actively participates in small/large group discussions during lessons pertaining to the unit.				
Student observations are insightful and applicable to the topic being discussed.				
Student clearly explains his/her thinking.				

### My World: The Postcards (Lesson 8)

	Level 1	Level 2	Level 3	Level 4
Wash technique	With limited effectiveness, the student applies the wash technique to create a background for their postcard	With some effectiveness, the student applies the wash technique to create a background for their postcard	With considerable effectiveness, the student applies the wash technique to create a background for their postcard	With a high degree of effectiveness, the student applies the wash technique to create a background for their postcard
Additional watercolour techniques (their choice)	With limited effectiveness, the student applies other watercolour techniques to create the illusion of foreground and background	With some effectiveness, the student applies other watercolour techniques to create the illusion of foreground and background	With considerable effectiveness, the student applies other watercolour techniques to create the illusion of foreground and background	With a high degree of effectiveness, the student applies other watercolour techniques to create the illusion of foreground and background
Follow plan for foreground (based on plans)	The student rarely follows through on their plan for the foreground and does not make necessary adjustments to create a successful set of postcards	The student follows through on their plan for the foreground and makes some necessary adjustments to create a successful set of postcards some of the time	The student follows through on their plan for the foreground and makes necessary adjustments to create a successful set of postcards most of the time	The student consistently and conscientiously follows through on their plan for the foreground and makes necessary adjustments to create a successful set of postcards
Communication: Based on one-to-one discussions with the teacher, work presentations	With limited effectiveness he/she justifies his/her artistic choices	With some effectiveness, he/she justifies his/her artistic choices	With considerable effectiveness, he/she justifies his/her artistic choices	With a high degree of effectiveness, he/she justifies his/her artistic choices

Name: \_\_\_\_\_ Name of World: \_\_\_\_\_

### **Checklist for “My World” Writing**

**You can use this checklist for your Constitution and your Postcards**

#### **Prewriting: Think About It**

For Constitution and Postcards:

- think about what you want to say
- brainstorm a list of words and thoughts
- consider who will read it and why
- form ideas
- discuss ideas with others
- read and observe
- gather and record information
- plan how you will say it

#### **Drafting: Write It Down**

For Constitution and Postcards:

- organize your thoughts
- choose ideas and develop them
- sequence what you want to say (put it on order)
- write a first draft
- have others read it and offer suggestions

#### **Revising: Make It Better**

For Constitution and Postcards:

- read what you wrote
- think about what others said
- rearrange words or ideas
- add or take out parts
- change words or ideas to better ones
- complete any unfinished thoughts
- replace overused or unclear words

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## **Proofreading : Make it Correct**

For Constitution and Postcards:

- make sure all sentences are complete
- check spelling
- check capitalization and punctuation
- look for words not used correctly
- mark corrections needed
- have someone check your work
- recopy it correctly and neatly

## **Publishing Share It With Others**

For postcards:

- read it aloud to a person or group
- talk it over with someone
- write it on your postcard!

For Constitution:

- read it aloud to a person or group
  - talk it over with someone
  - bind it in a book
  - display it for others to see
  - illustrate it
  - make a 'jingle' or a song out of it
  - think of a unique format (eg. cube, accordian book, mobile, etc.)
  - think of one word or phrase that really communicates the meaning of your world and decide how it will be displayed in your world (put it on a sign, billboard or flag, etc.).
- 
- Have fun writing about your world!



Name: \_\_\_\_\_

Date: \_\_\_\_\_

### My Community

In the space below, use pictures and words to record your observations as you travel through the community. Remember to include information about what you see, hear, smell, feel, and think.

<b>What I See...</b>	<b>What I Think...</b>
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>What I See...</b>	<b>What I Think...</b>
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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## View Finder Template



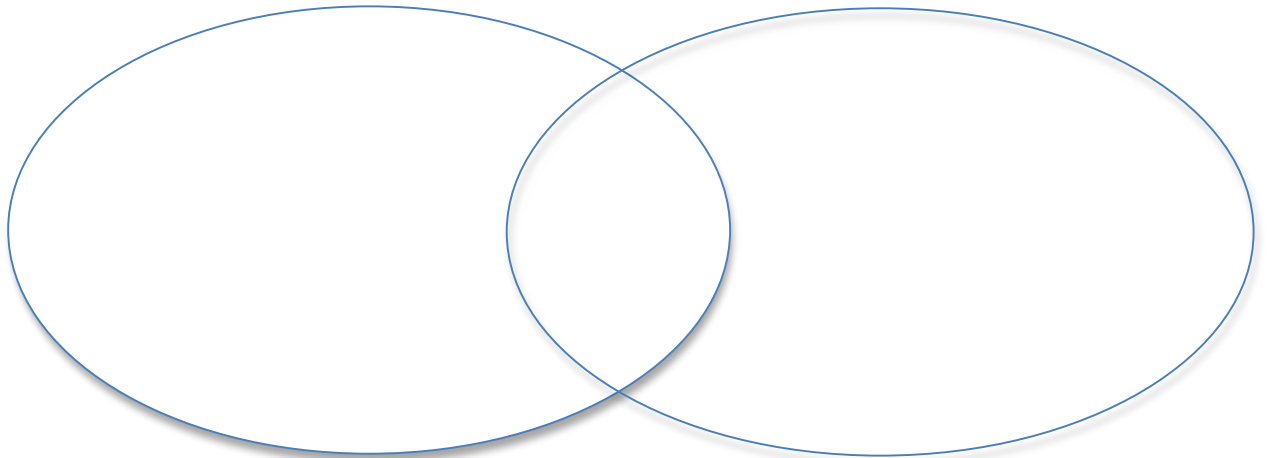
Name: \_\_\_\_\_ Date: \_\_\_\_\_

**What's the same? What's Different?**

Use the Venn diagram below to compare two of the images and/or objects you viewed today.

Consider the materials, tools, and techniques the artists may have used to create the images/objects.

What clues might the images/objects give you about the place they depict?



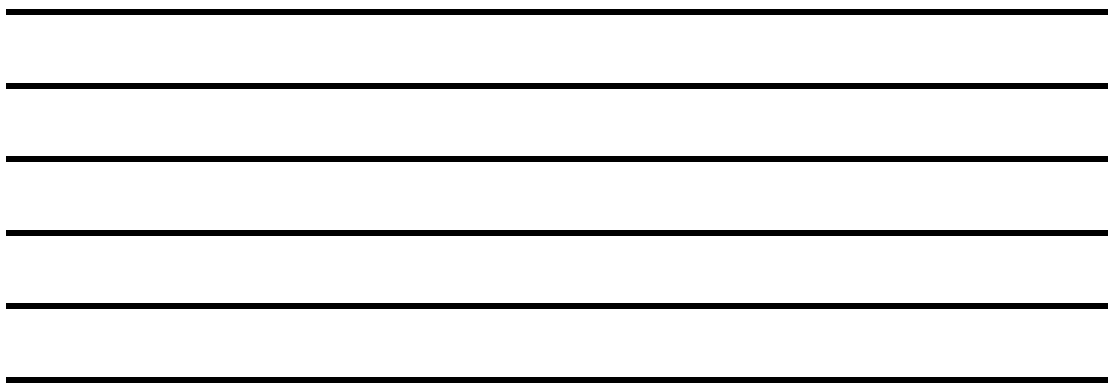
Name: \_\_\_\_\_ Date: \_\_\_\_\_

**My Amazing Discoveries**

**Use pictures and words to show what you learned about colours and textures in art today.**



**Today in Visual Arts I...**



**Questionnaire**  
**Have fun answering these questions about your new world.**

**Name:** \_\_\_\_\_ **Name of world:** \_\_\_\_\_

What language do people speak in your world?

\_\_\_\_\_

What special celebrations are there in your world? *(eg. On July 1st Canadians celebrate Canada's birthday)*

\_\_\_\_\_

In your world you celebrate (name of holiday) \_\_\_\_\_ on  
(date) \_\_\_\_\_ which is a celebration of (what it's for)

\_\_\_\_\_

How do you run the world? Is there a leader?

\_\_\_\_\_

If there is a leader, how did they become the leader?

\_\_\_\_\_

What is the weather like in your world?

\_\_\_\_\_

What should a person wear when they visit?

\_\_\_\_\_

What do people eat?

\_\_\_\_\_

Where do people get food?

\_\_\_\_\_

What kind of shelter (homes) do people have?

\_\_\_\_\_

Is there money? \_\_\_\_\_ What do people buy?

\_\_\_\_\_

What might a person do for fun?

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What should a person pack when they visit your world?

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What should a person definitely do when they travel to your world? (eg. *When people visit Toronto, they like to visit the CN Tower*)

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What should a person not do when they travel to your world?

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What happens if you break a rule or a law?

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What is the best thing about your world?

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## Resources

### **Suggested Texts for *Minds On* Read Aloud in Lesson 1**

Van Allsburg, Chris. *Just a Dream*. Boston: Houghton Mifflin Company, 1990. ISBN 0-395-53308-2

Ward, Helen. *Varmints*. Cambridge: Candlewick Press, 2008. ISBN 978-0-7636-3796-5

### **Suggested Sources of Imagery and Artists for Use in Lesson 2**

Sources of images or objects may include: images from storybooks, slides, posters, postcards, images from art calendars or other calendars, world news magazines like *National Geographic*.

A great source for art reproductions is *Art Image Publications*. The reproductions are reasonably priced and are sold in kits or individually. Check out their website, [www.artimagepublications.ca](http://www.artimagepublications.ca) for more information, or to order a catalogue.

As noted in Lesson 2, it is helpful to display work by artists who work in various styles, using a variety of materials and techniques. In addition, it is helpful if you can find examples of the same/similar community represented by different artists and/or in different ways. Remember, artists' works may only represent one aspect of a community (e.g., the environment, the inhabitants, the values, events, entertainment, etc.). There are many, many artists to choose from when choosing images to share with a class. Here is a very brief list of some artists you may wish to consider using in the lesson.

Emily Carr  
Stephen Frykholm  
Andy Goldsworthy  
Katsushika Hokusai  
Winslow Homer  
Paul Kane  
Paul Klee  
Claude Monet  
Piet Mondrian  
Berthe Morisot  
Edvard Munch  
Pablo Picasso  
Camille Pissaro

Jackson Pollack  
Bill Reid  
Georges Seurat  
Wayne Thiebaud  
Nicolas de Staël  
Joseph Mallord William Turner  
Roy Henry Vickers  
Jean Paul Riopelle  
The Group of Seven  
Vincent Van Gogh  
Bill Vazan  
J. A. McNeill Whistler  
see also [www.ccca](http://www.ccca) for contemporary



## Canadian artists

Another useful way to find images is to use an Internet search engine such as *Google Images* and use search terms like, “art images of Egypt” or “art images of Africa”. If you choose to use this method, it is important to monitor the images carefully to ensure that the images shown are suitable for the grade level you are teaching.

### **Suggested Texts for Lesson 3**

Silverstein, Shel. *The Missing Piece*. Harper Collins Publishing, 1976  
ISBN - 13:9780060256722

Fanelli, Sarah. *My Map Book U.S.A.*: HarperCollins Publishers, 1995.  
ISBN 0-06-026455-1

Peet, Bill. *The Wump World* Houghton Mifflin Harcourt  
1974, ISBN - 13:9780395198414

### **Suggested Texts for *Minds On* Option 1 Read Aloud in Lesson 7**

Fanelli, Sarah. *My Map Book*. U.S.A.: HarperCollins Publishers, 1995. ISBN  
0-06-026455-1

Moak, Allan. *A Big City A B C*. Toronto: Tundra Books, 2002. ISBN 0-88776-  
587-4

Rabe, Tish. *There's a Map On My Lap*. New York: Random House Children's  
Books, 2002. ISBN - 13: 9780375910999

Ritchie, Scot. *Follow That Map! A First Book of Mapping Skills*. Toronto: Kids  
Can Press Ltd., 2009. ISBN 978-1-55453-275-9

Sis, Peter. *Madelenka*. U.S.A.: Farrar, Straus and Giroux, 2000. ISBN 0-374-  
39969-7

### **Suggested Texts to Support Concepts and Ideas Throughout the Unit**

Below you will find a number of suggested resources, including several that are part of a series of informational texts by H el ene Tremblay and The Families of the World Company, published by Peguis Publishers in Winnipeg, Manitoba. Please note that there are more titles in this series than are listed below.

Aloian, Molly and Bobbie Kalman. Explore North America. St. Catharines: Crabtree Publishing, 2007. ISBN 978-0-7787-3075-0

Aloian, Molly and Bobbie Kalman. Explore South America. St. Catharines: Crabtree Publishing, 2007. ISBN 978-0-7787-3076-7

Cumming, David. Egypt. North Mankato: Cherrytree Books, 2005. ISBN 1-84234-351-3.

Senker, Cath. South Africa. North Mankato: Cherrytree Books, 2005. ISBN 1-84234-354-8

Tremblay, H  l  ne. A Day With Loved: A Family in Zimbabwe. Winnipeg: Peguis Publishers, 1997. ISBN 1-894110-08-0

Tremblay, H  l  ne. Chanthan's Journal: A Family in Cambodia. Winnipeg: Peguis Publishers, 1997. ISBN 1-894110-00-5

Tremblay, H  l  ne. Kirsten's Photo Essay: A Family in Germany. Winnipeg: Peguis Publishers, 1997. ISBN 1-894110-09-9

Tremblay, H  l  ne. Living With Aunt Sasa'e: A Family in Western Samoa. Winnipeg: Peguis Publishers, 1997. ISBN 1-894110-06-4

Tremblay, H  l  ne. Summer On the Steppe: A Family in Mongolia. Winnipeg: Peguis Publishers, 1997. ISBN 1-894110-02-1

Tremblay, H  l  ne. Waiting For SinterKlaas: A Family in the Neetherlands. Winnipeg: Peguis Publishers, 1997. ISBN 1-894110-05-6

Wulfsohn, Gis  le. A Child's Day in a South African City. New York: Benchmark Books Marshall Cavendish, 2003. ISBN 0-7614-1407-X

## **Helpful Art Texts**

Garcia, Joe. The Watercolour Bible. Ohio: North Light Books, 2006  
ISBN-13: 978-1-58180-648-9

Cornett, Claudia E. and Smithrim, Katharine L. The Arts as Meaning Makers. Toronto: Pearson Education, 2001 ISBN 0-13-087380-2

Topal, Katherine Weisman. Children and Painting Sterling Publishing, 1992  
ISBN - 13:9780871922410

Gee, Karolynne. Visual Arts as A Way of Knowing Maine: Stenhouse Publishers, 2000 ISBN 1-57110-090-3

Brookes, Mona. Drawing with Children Putnam, 1996  
ISBN - 13:9780874778274

Naested, Irene. Art in the Classroom Toronto: Nelson Thomson Learning, 2002  
ISBN 0-7747-3357-8

### **Websites**

Centre for Canadian Contemporary Art [www.ccca.ca](http://www.ccca.ca)  
Enjoy a huge roster of exciting contemporary artists from Canada

### **Quotes**

Emily Carr:

It is wonderful to feel the grandness of Canada in the raw, not because she is Canada but because she's something sublime that you were born into, some great rugged power that you are a part of.

The spirit must be felt so intensely that it has power to call others in passing, for it must pass, not stop in the pictures.

There is something bigger than fact: the underlying spirit, all it stands for, the mood, the vastness, the wildness.

You will have to experiment and try things out for yourself and you will not be sure of what you are doing. That's all right, you are feeling your way into the thing.

## My World: The Postcards (Lesson 8)

	Level 1	Level 2	Level 3	Level 4
Wash technique	With limited effectiveness, the student applies the wash technique to create a background for their postcard	With some effectiveness, the student applies the wash technique to create a background for their postcard	With considerable effectiveness, the student applies the wash technique to create a background for their postcard	With a high degree of effectiveness, the student applies the wash technique to create a background for their postcard
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