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| Lesson 4 – Conserving Water in the Home: a Calendar of Savings In this lesson students will create a images illustrating ways to conserve water. They will each create a slogan to accompany their collages. Students will compile the images in order to create a calendar. Students will complete a cost comparison analysis to determine the most effective way to produce this calendar. | | |
| Curriculum Expectations | Learning Goals | |
| **GRADE 4 –VISUAL ART**  **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:**  **D1.2** demonstrate an understanding of composition, using selected 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 determine solutions to design challenges  **OVERALL EXPECTATION**  **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;  **SPECIFIC EXPECTATIONS**  **D2.1** interpret a variety of art works, and identify the feelings, issues, themes, and social concerns that they convey  **D2.2** analyse the use of elements and principles of design in a variety of art works, and explain how they are used to communicate meaning or understanding  **GRADE 5 -VISUAL ART**  **OVERALL EXPECTATION**  -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 art works that express feelings and ideas inspired by their own and others’ points of view  **D1.2** demonstrate an understanding of composition, using selected 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 determine solutions to design challenges  **OVERALL EXPECTATION**  -apply the critical analysis to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;  **SPECIFIC EXPECTATION:**  **D2.2** explain how the elements and principles of design are used in their own and others’ art work to communicate meaning or understanding  **Exploring Forms and Cultural Contexts**  **OVERALL EXPECTATION**  -demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.  **D3.1** describe how forms and styles of visual and media arts represent various messages and contexts in the past and present  **GRADE 4 LANGUAGE**  **ORAL**  **OVERALL EXPECTATIONS**  **2.** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;  **Interactive Strategies**  **2.2** demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions  **Clarity and Coherence**  **2.3** communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form  **READING**  **OVERALL EXPECTATION**   1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;   **Demonstrating Understanding**  **1.4** demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details  **Extending Understanding**  **1.6** extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them  **GRADE 4 -** **MEDIA LITERACY**  **ORAL EXPECTATION**   1. demonstrate an understanding of a variety of media texts;   **SPECIFIC EXPECTATIONS**  **Purpose and Audience**  **1.1** identify the purpose and audience for a variety of media texts  **Making Inferences/Interpreting Messages**  **1.2** use overt and implied messages to draw inferences and construct meaning in media texts *(e.g., overt message on packaging for a video game:* In this adventure game, characters take big risks and perform amazing deeds; *implied message:* If you buy this game, you can share in the excitement and be more like the characters***)***  **Responding to and Evaluating Texts**  **1.3** express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions  **Point of View**  **1.5** identify whose point of view is presented or reflected in a media text, citing supporting evidence from the text, and suggest how the text might change if a different point of view were used  **OVERALL EXPECTATION**   1. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;   **SPECIFIC EXPECTATION**  **Conventions and Techniques**  **2.2** identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning  **OVERALL EXPECTATION**   1. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;   **SPECIFIC EXPECTATIONS**  **Purpose and Audience**  **3.1** describe in detail the topic, purpose, and audience for media texts they plan to create  **Producing Media Texts**  **3.4** produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques  **GRADE 5- LANUAGE & MEDIA LITERACY**  **READING**  **OVERALL EXPECTATION: 1. Reading for Meaning**  **1.** read and demonstrate an understanding of a variety of literary, graphic, and informational  **SPECIFIC EXPECTATIONS**  **Comprehension Strategies**  **1.3** identify a variety of reading comprehension strategies and use them appropriately before, during, and after  **Demonstrating Understanding**  **1.4** demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details  **Extending Understanding**  **1.6** extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them  **Responding to and Evaluating Texts**  **1.8** make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views  **OVERALL EXPECTATION**  **2.** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;  **SPECIFIC EXPECTATION**  **Understanding Form and Style**  **Text Features**  **2.3** identify a variety of text features and explain how they help readers understand texts GRADE 5 - MEDIA LITERACYOVERALL EXPECTATION **1.** demonstrate an understanding of a variety of media texts;  **SPECIFIC EXPECTIONS**  **Making Inferences/Interpreting Messages**  **1.2** use overt and implied messages to draw inferences and construct meaning in media texts  **Responding to and Evaluating Texts**  **1.3** express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions OVERALL EXPECTATION **2.** identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;  **SPECIFIC EXPECTATIONS**  **Understanding Media Forms**  **2.1** describe in detail the main elements of some media forms  **OVERALL EXPECTATIONS**  **3.** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;  **SPECIFIC EXPECTATIONS**  **Form**  **3.2** identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice  **Conventions and Techniques**  **3.3** identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message  **Producing Media Texts**  **3.4** produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques  **GRADE 4- MATHEMATICS**  **OVERALL EXPECTATIONS**  **Number Sense and Numeration**  -read, represent, compare, and order whole numbers to 10 000, decimal numbers to tenths, and simple fractions, and represent money amounts to $100;  -demonstrate an understanding of magnitude by counting forward and backwards by 0.1 and by fractional amounts;  -solve problems involving the addition, subtraction, multiplication, and division of single- and multi-digit whole numbers, and involving the addition and subtraction of decimal numbers to tenths and money amounts, using a variety of strategies;  -demonstrate an understanding of proportional reasoning by investigating whole-number unit rates.   * **SPECIFIC EXPECTATIONS**   **Quantity Relationships**  –represent, compare, and order whole numbers to 10 000, using a variety of tools;  –read and represent money amounts to $100 (e.g., five dollars, two quarters, one nickel, and four cents is $5.59);  –solve problems that arise from real-life situations and that relate to the magnitude of whole numbers up to 10 000.  **Operational Sense**  – add and subtract two-digit numbers, using a variety of mental strategies (e.g., one way to calculate 73 – 39 is to subtract 40 from 73 to get 33, and then add 1 back to get 34);  –solve problems involving the addition and subtraction of four-digit numbers, using student-generated algorithms and standard  Algorithms  – add and subtract money amounts by making simulated purchases and providing change for amounts up to $100, using a variety of tools (e.g., currency manipulatives,  drawings);  – solve problems involving the multiplication of one-digit whole numbers, using a variety of mental strategies (e.g., 6 x 8 can be thought of as 5 x 8 + 1 x 8);  –multiply whole numbers by 10, 100, and 1000, and divide whole numbers by 10 and 100, using mental strategies (e.g., use a calculator to look for patterns and generalize to develop a rule);  –use estimation when solving problems involving the addition, subtraction, and multiplication of whole numbers, to help judge the reasonableness of a solution.  **GRADE 5- MATHEMATICS** OVERALL EXPECTATIONS **Number Sense and Numeration**  –read, represent, compare, and order whole numbers to 100 000, decimal numbers to hundredths, proper and improper fractions, and mixed numbers;  –solve problems involving the multiplication and division of multi-digit whole numbers, and involving the addition and subtraction of decimal numbers to hundredths, using a variety of strategies;  **SPECIFIC EXPECTATIONS**  **Number Sense and Numeration: Quantity Relationships**  – represent, compare, and order whole numbers and decimal numbers from 0.01 to 100 000, using a variety of tools (e.g., number lines with appropriate increments, base ten materials for decimals);  –demonstrate an understanding of place value in whole numbers and decimal numbers from 0.01 to 100 000, using a variety of tools and strategies  –read and write money amounts to $1000 (e.g., $455.35 is 455 dollars and 35 cents, or four hundred fifty-five dollars and  thirty-five cents);  –solve problems that arise from real-life situations and that relate to the magnitude of whole numbers up to 100 000  **Number Sense and Numeration: Operational Sense**  –solve problems involving the addition, subtraction, and multiplication of whole numbers, using a variety of mental strategies  –add and subtract decimal numbers to hundredths, including money amounts, using concrete materials, estimation, and algorithms (e.g., use 10 x10 grids to add 2.45 and 3.25); Grade 4 - SOCIAL STUDIES **OVERALL EXPECTATION**  **B2.** Inquiry: use the social studies inquiry process to investigate some issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada (FOCUS ON: Perspective)  **SPECIFIC EXPECTATIONS**  **B2. Inquiry: Balancing Human Needs and Environmental Stewardship**  **B2.1** formulate questions to guide investigations into some of the issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada  **B2.2** gather and organize information and data from various sources to investigate issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada*)*  **B2.5** evaluate evidence and draw conclusions about issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in Canada  **B2.6** communicate the results of their inquiries using appropriate vocabulary | At the end of this lesson, students will be able to:   * Make comparisons of costs of producing a calendar, and publish it using the most economical means; * Create compositions which carry a message and a meaning; * View media texts (calendars, websites) with a critical eye; * Understand a diverse media such as a calendar as a form of media which can send a message to the viewer; * Distinguish between *an overt message or implied message;*      * Use colour, proportion, and placement in the background, middleground, and foreground of a composition to communicate ideas about water saving; * Illustrate examples of water saving techniques using a variety of art materials; * Reflect upon learning throughout the unit. | |
| Instructional Components and Context | | |
| Terminology Collage  Economical  Environmental footprint  Gallery Walk  Conservation  Consumption  Implied Message  Overt Message  Slogan  Water Resources Prior Knowledge Students should have an established understanding of how to:   * make a bar graph * read graphs * take notes * answer written questions * use art materials * follow classroom routines * work well with others | | Materials:   * BLM 8 Guidelines for Creating a Calendar (Student/Teacher Resource) Are these success criteria? Will they be developed WITH the students or BY the teacher? * BLM 9 KWL Anchor Chart (Teacher Resource) * BLM 10 Tips for Writing a Slogan (Student/Teacher Resource)Have these been co-constructed with the students after exploring a bunch of slogans? * Review BLM 10 Checklist for the Unit (Teacher Resource) |

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| Minds On (approx. 50 minutes) | Connections |
| Whole class- 20 minutes **Teacher will**:   * Provide examples of a variety of real-life examples of calendars and draw from students own experiences. * Ask students:   *a. What features are the same for all calendars? (months bolded, dates listed, major holidays)*  *b. What features are unique to various calendar publications? (Sometimes: they have a theme with pictures, photographs or drawings, only dates without pictures, are for different purposes awareness of issues or fundraising, have slogans).*  *c. What is a slogan? (A slogan is a short and striking or memorable phrase used in advertising.)*  *d. How do exaggerated images or the size of images help to convey a particular message?* Whole Class: Creation of the Calendar Art In this part of the lesson, the emphasis will be on creating an image that shows exaggerated ways of wasting water, along with a slogan which states what we should do to conserve water.  **Teacher will**:   * Ask the students to recall information from their research specifically what are inappropriate ways to handle water in the yard, kitchen, bathroom, etc. (e.g., water the lawn when it is raining, with an exaggeration of a sprinkler going while using the watering can, talking on the phone with the bathtub and sink running, with an exaggeration of fish and sailboats on the floor of the bathroom because the water is left running in the bathtub)? * Explain the guidelines for a slogan and collage for the calendar outlined in **BLM 8)**   . | Guiding Questions:  Ask the students to think about:   * How size, proportion, contrast, emphasis, or variety be used to capture the viewer’s attention and communicate your message?   Assessment:  Assessment of Learning   * List of water saving ideas * Individual distance perspective sheets * Presentations * Discussion * Calendar Assignment * BLM 10 Checklist for the Unit one per student for assessment |
| Action! | Connections |
| **Whole Class (15 minutes) Teacher-Modeled Instruction**  **Teacher will:**   * Model technical skills which relate to creating diminishing perspective. * BLM 7 Diminishing Perspective will serve as a visual aid to support the lesson. * Communicate the following information using **BLM 7** Diminishing Perspective to support the lesson:  1. Varying the size of object: Near objects are larger. Far objects are smaller. 2. Varying the placement: Near objects are lower, Far objects are higher. 3. Varying the colour value and intensity: Near objects are darker and sharper in colour, Far objects are lighter and less intense. 4. Objects are the same size and occupy the same space. 5. Overlapping: Near objects are in front, Far objects are behind. 6. Near objects are larger, lower on the page, darker, more detailed, and sharper in colour. Far objects are smaller, higher on the page, less detailed, and less intense in colour  * Discuss exaggeration and proportion as techniques used to emphasize a print in media/graphic texts. * Review and remind to recall the work about collage artists and artistic style like Surrealism studied in Lesson #3 as they build the layers of their collages   **Students will**:   * Create a rough plan for a landscape illustrating a scene about water over-consumption, (e.g. a sprinkler running while it is raining) using in pencil a variety of magazines and /or calendars in their journals.   **Teacher will:**   * Instruct students about how to compose a collage on a page by assembling the various grounds before gluing them (First place a background on a page, followed by a middleground, and then foreground.).   **Students will**:   * Engage in this process using cutouts from bathroom and kitchen magazines and combine images with pencil crayon, marker, or pastel to illustrate an interior scene that illustrates water over consumption. (e.g. Take for example a surreal art work of a large bathtub overflowing with water, with fish swimming on the bathroom floor could serve to communicate a clear message about water consumption and harm overconsumption can cause to the natural environment). Students may wish to help create a slogan for their art work. Use **BLM 8 Guidelines for Creating a Calendar.** | . |

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| Consolidation | Connections |
| **Producing the calendar**:  **Teacher will:**   * *Ask:* How much do you think it costs to produced each calendar? * Introduce **BLM 9 KWHLW Anchor Chart** to assist students research about finding the most economical colour printing options.   **Students wil**l:   * Complete the first three columns of the **BLM 9 KWHLW Anchor Chart** to research about finding the most economical colour printing options; * Research pricing for colour printing, and the type of paper they would like for their calendar; * Work in mixed ability pairs or small groups, to obtain prices from various sources such as Staples and Shopper’s Drug Mart; * Refer to sites under *Materials list* or check other print shops; * Choose their own illustration and 11 others to make up their Calendar; * Determine a sale price to ensure profitability if using the calendar as a fund raiser  Whole Class Discussion **Teacher will:**   * Ask students to share their work in a large group setting explaining the purpose of their art works to their classmates and will help to solidify their understanding of the process and the topic;   Complete the last two columns of **BLM 9 KWHLW Anchor Chart** to reflect upon research activity. | Resources:  Websites for Shoppers Drug Mart and Staples   * Shopper’s Drug Mart: Printing the Calendar <http://www.shoppersphoto.ca/Help.aspx> * Staples Copy Centre: <http://www.staplescopyandprint.ca/printonlineinfo/calendarinfo.aspx> * Gallery Walk http://www.edu.gov.on.ca/eng/curriculum/elementary/arts18b09curr.pdf |
| Notes: Students can each pay for a calendar if they choose to produce them individually. As an extension, they can use the calendars as a fundraiser. | |