

<b>Title:</b> Fine Arts: Emphasis on Community		<b>Date:</b> Nov. 27, 2013	<b>Session:</b> Gr. 1
<p><b>General Outcome:</b> <i>Composition - Component 7.</i> Emphasis: Students will create emphasis based on personal choice.  A: An active, interesting part of a theme can become the main part of a composition.</p> <p><b>Secondary Outcome:</b> <i>Social Studies 1.1.5</i>- distinguish geographic features in their own community by explaining and reflecting on : familiar landmarks and places in the community.</p> <p><b>Rationale:</b> <i>Student will use colour in a self-created composition to emphasis important places in their neighbourhood that they have identified.</i></p>			
<p><b>NOTES:</b> This inter curricular lesson is designed to build artistic competencies while supporting the Social Studies learning through visual exploration, reflection and community understanding.</p>			<p><b>RESOURCE NOTE:</b> Water colour paints are shared in table groups.</p>
<p><b>Alternative options:</b> Students requiring enhanced learning can help create the bulletin presentation board while students with behavioural challenges may be required to use markers rather than watercolour paints.</p>			
Time	Instructor Activities	Learner Activities	Resources
5 mins	<p><b>Discussion:</b> Ask students about who lives near the school? or far? what is one of the things they see on the way to school each morning? Instructor shares one thing they love in the community.</p>	Participate in discussion questions.	
5 -7 min	<p><b>Brainstorm Web</b> - In a large group (at carpet), brainstorm locations in the neighbourhood that are important. Write the words clearly on poster paper with possible images to support the location.</p>	Students generate several locations that are important to them: home, school, pool, mall, library.	Markers, poster paper,
5 min	<p><b>Painting with Emphasis:</b> Show students art samples that use colour as a tool for emphasis in composition. Ask students what their “eyes notice” first when they see each painting. What makes the colour more noticeable? Point out how each artist uses colour differently to add emphasis.</p>	Students engage in discussion questions	3 Visual samples of colour emphasis: Matisse, Hiroshura, and photograph.
5 min	<p><b>Painting Prep:</b> Students choose a pre-cut neighbourhood form and group into table groups of 3-4 to share watercolour resources. Instructor shows sample of neighbourhood project.</p>	Students choose their four locations and pick which one they want to emphasis with colour.	Watercolour, paper, exemplar, water.
20-25 min	<p><b>Community Painting:</b> Instructor moves through class providing assistance, encouragement and support for students as they complete their project. Identify any high achieving painters for additional projects.</p>	Students take time to paint their 4 locations, added colour emphasis based on skill level (see accommodation notes).	

Time	Instructor Activities	Learner Activities	Resources
5-10 min	<p><b>Reflection:</b> All artwork requires an artist statement. Provide each student with an artist statement to fill out.</p> <p><b>NOTES:</b> This simple project will provide the artistic framework for the entire “My World: Home, School and Community” Unit. This project would be the anchor visual on the classroom bulletin board that marks the classes progression through this unit.</p> <p>Each 4 building chain will be added to other student's chain and separated by a painted “road”. This, in addition to other projects, will create a visual mural created in a collage style. This mural/collage will end up meeting an additional Fine Arts Outcome (Component 10-iii).</p>	Students express and explain to instructor their choices for locations and colour emphasis. Students record their choices on the artist statement card using a card that asks “Guess what place I emphasized?”	Artist Statement Card Bulletin Board
<p><b>Advanced Learners:</b> Highly artistic students can have the added challenge is to add colour emphasis to each building as well as to their overall favourite. This provides two levels of colour emphasis to include in the learning outcomes.</p>			
<p><b>Formative Assessment #1:</b> Instructor communicates with student to learn what locations were chosen and the method of colour emphasis that was used.</p> <p><b>Summative Assessment #1:</b> Students complete artist statement card.</p> <p><b>Summative Assessment #2:</b> Student has completed colour emphasized artwork.</p>		<p><b>What Worked Well/What needs Revision:</b></p>	