

## Lesson Plan Template

Name: Lydia Chandra

Grade 3  
Date Thursday Dec. 12, 2013

Topic Social Studies/Art  
Allotted Time 10:50-12:20 (only need 1 hour)

### Cite sources used to develop this plan:

- Roy Henry Vickers art
  - Raven Brings the Light by Roy H. Vickers & Robert Budd
  - Eagle Dancer Enterprises Porthole 1994 Calendar
- Heather Pastro Value Art Lesson (EDPB 501)

### 1. Rationale: *Why is this lesson relevant at this time with these students?*

The lesson is relevant at this time with these students because we have been doing a Social Studies unit on British Columbia. This week we have been looking at First Nations culture. Doing a lesson on Roy Henry Vickers, a First Nations artist, will expose the children to both First Nations culture and art technique.

### 2. Provincial Learning Outcome(s): *What IRP outcome(s) does this lesson develop?*

- Art: Create images that show the use of the following visual elements and principles of design, alone and in combination, to produce a variety of effects (colour, shape, line, texture, pattern, radial balance)
- Social Studies: Identify characteristics of Canadian society

### 3. Assessment

Lesson Outcome What will students learn?	Sources of Evidence What product or action will show what students have learned?	Criteria What will you look for in this evidence?
<ul style="list-style-type: none"><li>– Students will create a painting using value and silhouettes.</li></ul>	<ul style="list-style-type: none"><li>– A painting</li></ul>	<ul style="list-style-type: none"><li>– Painting has variations of the same colour (i.e. light and dark blue)</li><li>– Painting has construction paper silhouettes glued on (nature-related)</li></ul>

#### 4. Resources, Material and Preparation: *What resources, materials and preparation are required?*

##### Resources:

- Raven Brings the Light by Roy H. Vickers & Robert Budd
- Eagle Dancer Enterprises Porthole 1994 Calendar

##### Materials:

- Tempera paint (white, blue, yellow, green, black)
- Paint brushes
- Paper plates for paint
- White paper
- Black construction paper (for backing and silhouettes)
- Paper towel
- Cups & water
- Scissors
- White glue (if paintings still wet) or glue stick (if dry)
- Newspaper

##### Preparation:

##### Make sample

Have all supplies in the classroom on Wednesday

Cut white paper into circles

During snack time, take a tally of who wants to do what colour

During recess, prepare paint trays (white and colour), hang art samples

During recess, write steps and criteria on board

During recess, put newspaper on each desk

#### 5. Lesson Development

##### Pacing

<ul style="list-style-type: none"> <li>• <b>Introduction:</b> <i>How will you introduce this lesson in a manner that engages students and activates their thinking?</i></li> <li>- Review what we have learned about First Nations legends (stress nature component) and drama.</li> <li>- Introduce Roy Henry Vickers and his art               <ul style="list-style-type: none"> <li>○ First Nations artist from the West Coast (art gallery in Tofino)</li> <li>○ Uses aspects of his culture in his paintings (nature, totem poles)</li> <li>○ Inspired by nature and his culture</li> <li>○ Famous and known around the world (the Queen and many presidents around the world have his artwork).</li> </ul> </li> </ul>	<p>2 minutes</p> <p>2 minutes</p>
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<ul style="list-style-type: none"> <li>• <b>Teaching/Learning Sequence:</b> <i>What steps and activities are you going to use to help students acquire and practice the knowledge, skills and/or attitudes needed to meet the outcome?</i></li> </ul> <p><b>Instruction</b></p> <ul style="list-style-type: none"> <li>– Show sample and explain what we will be doing (Roy Vickers inspired paintings, value, nature silhouettes)</li> <li>– Tell students about value (using different shades of one colour)</li> <li>– Show students on a piece of paper on the board how to mix the colours and how to do the horizontal <b>brush strokes</b></li> <li>– <b>Be careful with the black paint.</b> Tell them to first get some of the paint off on the newspaper before they paint their painting</li> <li>– Remind them that if/when they clean their brushes to make sure that the brush isn't too wet</li> <li>– Let circle <b>fully dry</b> before gluing on to backing, but you can glue your silhouettes on.</li> <li>– Tell students about silhouettes (black outlines/shapes)</li> <li>– Silhouettes will be related to nature and BC. Brainstorm ideas on the board about the things we have learned about BC (aspects of first nations legends, things we saw on our virtual road trip of the island)</li> <li>– Go over criteria and instructions on board</li> </ul> <p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>• Different shades of one colour</li> <li>• Horizontal brush strokes</li> <li>• 2 or more silhouettes cut-outs (nature)</li> </ul> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Paint your circle</li> <li>2. Silhouettes: trace, cut, glue</li> <li>3. Glue circle onto black paper (when dry)</li> <li>4. Write name on black paper in white pencil crayon (<b>demonstrate:</b> small print, bottom left corner)</li> </ol> <ul style="list-style-type: none"> <li>– Go over working expectations</li> </ul>	<p><b>10 minutes</b></p> <p>2 minutes</p> <p>2 minutes</p> <p>5 minutes</p> <p>3 minutes</p> <p>1 minute</p>
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## Pacing

- **Closure:** *How will you solidify the learning that has taken place and deepen the learning process?*

- Tell me what you noticed about your artwork? Comments?

*If you run out of time today...*

- Next day, when paintings are displayed on board, have students comment on the artwork that they see (commenting on colour, silhouette, variety)

3 minutes

5. **Accommodations** (adaptations, extensions, other): *How will you plan for students who have learning/behaviour difficulties or require enrichment?*