

Assignment 2A: Unit/Lesson Plan

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EDCI 307A A01
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March 11, 2021

Unit Name:
Nature in Art

Unit Theme:	Grade(s):
In what ways can we incorporate the natural world around us into art?	1

#	Lesson Title/Description	Content	Competencies	Big Ideas	Resources	Interdisciplinary Connections
1	Creating Your Own Stamps	<ul style="list-style-type: none"> - visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition 	Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play	Engagement in the arts creates opportunities for inquiry through purposeful play.	<ul style="list-style-type: none"> - Paper - Paint - Brushes - Found materials for stamping 	Science 1 <ul style="list-style-type: none"> - Demonstrate curiosity and a sense of wonder about the world - Observable patterns in the sky and landscape
2	Make Your Own Paint	<ul style="list-style-type: none"> - processes, materials, movements, technologies, tools and techniques to 	Explore elements, processes, materials, movements, technologies, tools, and techniques of	People create art to express who they are as individuals and community.	<ul style="list-style-type: none"> - Brightly coloured flowers - Kettle 	Science 1 <ul style="list-style-type: none"> - Matter is useful because of its properties - Specific properties of materials allow

		support arts activities	the arts			us to use them in different ways
3	Sun Prints	<ul style="list-style-type: none"> - visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition 	Develop processes and technical skills in a variety of art forms to nurture motivation, development, and imagination	Dance, drama, music, and visual arts express meaning in unique ways.	<ul style="list-style-type: none"> - Found materials - Paper - Saran wrap/plexiglass 	<p>Science 1</p> <ul style="list-style-type: none"> - Light and sound can be produced and their properties can be changed - Natural and artificial sources of light - Make and record observations
4	Water absorption	<ul style="list-style-type: none"> - visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition 	Reflect on creative processes and make connections to other experiences	Engagement in the arts creates opportunities for inquiry through purposeful play.	<ul style="list-style-type: none"> - Found materials - Watercolours - Brushes 	<p>Science 1</p> <ul style="list-style-type: none"> - Matter is useful because of its properties - Specific properties of materials allow us to use them in different ways

Lesson Title/Brief Description:	Time:	Grade(s):
Creating Your Own Stamps!	60 minutes	1

Previous knowledge students need:
<ul style="list-style-type: none"> - Discussion on respecting the community and environment - How texture, line, and shape play into design

After the lesson the students will be able to:
<ul style="list-style-type: none"> - Create their own stamps using various natural materials found in their environment - Explain why their print looks the way it does based off of the material chosen

Learning Outcomes:
<ol style="list-style-type: none"> 1. Students will be able to observe, understand, and identify different observable elements (textures, line, shape) between found materials. 2. Students will be able to predict what their prints will look like and compare their results with their predictions. 3. Students will be able to work respectfully alongside their peers while also giving each other positive feedback and constructive criticism. 4. Students will gain a respect/appreciation for nature and the environment through inquiry, purposeful play, exploration, and experimentation.

	Curricular Connections:
Content	<p>Art:</p> <ul style="list-style-type: none"> - Visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition <p>Science:</p> <ul style="list-style-type: none"> - Structural features of living things in the local environment
Competencies	<p>Art:</p> <ul style="list-style-type: none"> - Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play <p>Science:</p> <ul style="list-style-type: none"> - Experience and interpret the local environment. - Compare observations with predictions through discussion.

	<ul style="list-style-type: none"> - Identify simple patterns and connections.
Big Ideas	<p>Art:</p> <ul style="list-style-type: none"> - Engagement in the arts creates opportunities for inquiry through purposeful play. - People create art to express who they are as individuals and community. <p>Science:</p> <ul style="list-style-type: none"> - Observable patterns and cycles occur in the local sky and landscape. - Living things have features and behaviours that help them survive in their environment.

	Resources:
Electronic & Print	Print out or use some examples from previous years to show students what their finished product could look like.
Art Materials	<ul style="list-style-type: none"> - Paint brushes - Paint (tempera should be fine) - Containers to put paint in - Stamping materials: leaves, flowers, pine cones, orange slices, apples cut in half, black berries, strawberries, corn on the cob, etc. - Paper to stamp the designs on to
People & Places	If you're lucky enough to work at a school near a park or forest you could start class by taking your students for a quick nature walk to pick up some stamping materials.
Other Resources	n/a

Lesson Plan	Time	Teaching Cues
<p>Introduction/Set Up:</p> <ul style="list-style-type: none"> - Take students on a quick nature walk to pick some stamping materials to use during the art lesson. - Once back in the classroom have students lay out their stamping materials on their desks and distribute the stamping materials you brought in to any students 	20 minutes	<ul style="list-style-type: none"> - Consider conducting this lesson right after recess so that the students are already lined up outside therefore saving time on transitions. - The nature walk is also a great opportunity to talk about why the plants around us grow the ways they do (ex. Flowers grow petals to help pollinate the plant so it

<p>who need a few more or a better variety.</p> <ul style="list-style-type: none"> - Discuss with students how you will be painting one side of their stamping materials and then pressing it onto a piece of paper to create a print. <p>Main Activity:</p> <ul style="list-style-type: none"> - Have students choose one stamping material and on one side of a paper draw a prediction of what they think their print will look like when completed based on the prominent features. - Once students have completed their prediction, have them do the actual print on the other side of the paper. - Have students work in partners or small groups to find the differences between their predictions and their prints. 	<p>15 minutes</p>	<p>may propagate).</p> <ul style="list-style-type: none"> - Remember to explain to students how more prominent features on their stamping materials will appear more drastically (ex. The veins on leaves). - Could definitely have students do more than one prediction depending on timing. - You can also encourage students to discuss why they think the print features look different than the drawing features.
<p>Culminating Activity:</p> <ul style="list-style-type: none"> - First, check for student understanding of how the features of their stamping materials appear on the paper. - Once students understand, allow them to use their stamping materials to create their own designs, pictures, landscapes, etc. with their stamps. - Have students show a partner their finished product, before setting it to dry, and 	<p>15 minutes</p>	<ul style="list-style-type: none"> - May need to go over an example again and re-explain why certain features appear better on the paper. - This is the point where students can really let their creative juices flow, so allow them to use any ideas that come to mind! - Having students do two stars and a wish results in students gaining confidence from compliments but

<p>have each student give their partner two stars and a wish.</p> <p>Reflection:</p> <ul style="list-style-type: none"> - To solidify students' learning you can encourage students to come to the front of the classroom and explain to the class reasons why their print turned out the way it did. - Once the students have shown their work, finish off the class by discussing once again how the stamps work to clarify for any students who still are struggling to understand. 	<p>10 minutes</p>	<p>also helps them learn to take constructive criticism without being offended.</p> <ul style="list-style-type: none"> - This is a great chance to have students practice presenting in front of their peers and can give them an opportunity to show their work to everyone.
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<p>Assessment/Evaluation:</p>
<p>Project based evaluation:</p> <ul style="list-style-type: none"> - Assess student's ability to try different types of materials and create various stamps showcasing design (shape/texture/line/pattern) - Class discussion: assess student ability to share their learning through explaining the process of the activity and the reasoning for their print looking the way it does based on elements of design

<p>Extension:</p>
<p>Art:</p> <ul style="list-style-type: none"> - Think of other objects with unique textures that can be used in this lesson. - Use a variety of stamps created by collected materials to design a storybook page (try to make connections between the theme of the page and materials used). - Add more details on the stamp print to make a new drawing (e.g. add two wings on an oval to make a bird). - Use a sheet of paper to collect every student's stamp print. Hang this sheet of paper on the classroom wall so that it includes every student's unique stamp-signature on one sheet of paper. <p>Science:</p> <ul style="list-style-type: none"> - Compare observations with predictions through discussion. - Structural features of living things in the local environment

- Experience and interpret the local environment.

Mathematics:

- Looking at the same object from different perspectives may result in different shapes.
- Repeating patterns with one or more objects.
- Simple number concepts (1-20).
- Comparison of 2D shapes and 3D objects.

Social Studies:

- Relationship between a community and its environment.
- Natural and human-made features of the local environment.

English Language Arts:

- Engage actively as listeners, viewers, and readers.
- Using sources of information and prior knowledge to make meaning.
- Expressing ideas orally.

Enrichment:

For students who are comfortable and active with doing art works:

- Give them freedom to explore on their own after achieving lesson objectives.
- Suggest them to help students who need additional support.

For students who are not confident in doing art works:

- Check for understanding.
- After demonstrating the process to the whole class, slowly guide them through each step but not over interfering with their own exploration.
- Give them extra time in class or after class to work on this art work.
- Always be supportive and encourage them to try out new things and explore.

For students who are too shy to present their works:

- Let them know it is totally optional for students to present their works.

References:

Lesson adapted from:

Stephens, Cassie (nd). 12 ways to integrate science and art. Retrieved from

<https://artclasscurator.com/12-ways-to-integrate-science-and-art-activities/>

British Columbia Ministry of Education, (nd). *Arts education K-9*.

<https://curriculum.gov.bc.ca/curriculum/english-language-arts>

Artwork Examples:

<https://happyhooligans.ca/nature-art-stamping/>



<https://www.funlittles.com/art-activities-kids-citrus-stamping/>



<https://www.familyeducation.com/fun/earth-day-activities-crafts/nature-prints>



https://www.mommy-labs.com/creative-kids/art_craft_projects_kids/12-fun-stamping-ideas-for-hours-of-open-ended-art/

