

Olivia Anacleto and Sarah Tedford

EDCI 307A: Art in the Elementary and Middle School Classroom

Unit Plan

April 7, 2021

Names: Olivia Anacleto and Sarah Tedford

Grade Level: 2

Big Idea: Creative expression develops our unique identity and voice.

First Peoples' Principle of Learning: Learning involves patience and time.

Content Expectation:

- Element of Design: Colour
- Aspect of that Element: Secondary colours are made by mixing two primary colours together.

### **Discovery:**

Curriculum Competency:

- Exploring and Creating: Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play.

Materials:

- “Colour Dance” by Ann Jonas
- Music and music player
- Space to run around
- Juggling Scarves (red, blue, and yellow) – 1 scarf per student



Instructions:

Begin by reading “Colour Dance” by Ann Jones. This book reminds students what primary colours are, and how they can mix to create secondary colours. It also introduces interpretive dance, and the illustrations contribute to the discovery activity the students will participate in.

This discovery is a cross-curricular activity with physical education and dance. The students will choose a coloured scarf and dance around the open space to the music. When the music stops, they must find another student with a different coloured scarf. The students can hold the scarfs together and yell out the secondary colour they see by mixing the primary-coloured scarfs (to show that they understand the concept of colour mixing).

### Formative Assessment:

The students will yell out the colour they see when they mix their scarves. The teacher can observe this to notice if the students understand the concept. Using a clipboard with a list of student names, the teacher can make note if students are saying the correct colour, or if they are confused. This activity is used to confirm that students are using the correct vocabulary and understanding the concepts.

### **Consolidation:**

#### Curricular Competency:

- Communicating and documenting: Describe and respond to work of art

#### Critical Analysis Process:

Artist: Norval Morrisseau

Name of Work: Soul Floating in the Cosmic Sea

Date: N/A \*We were unable to find the original date this piece was created

URL: <https://cowleyabbott.ca/artwork/AW27563>



#### 1) Initial Reaction:

- How does this art make you feel?
- What do think when you look at this art? Do you like it? Why or why not?

#### 2) Description:

- Does this art look like anything you have seen before?
- Does any part of the art stand out to you where the artist was creative to make this piece unique?

#### 3) Analysis:

- What colours do you see? Primary or Secondary or both?
- Why do you think he chose these colours for his piece?

#### 4) Cultural Context:

- Norval Morrisseau was a Canadian, Indigenous artist.
- He is known for his art containing thick black lines and bright colours.

- Morrisseau lived from 1931 - 2007. He developed his style of art throughout these years, and his art became bolder and brighter as he got older. This shows that with patience and time, you can make your art more unique and creative.
- This art shows the traditions of his Indigenous culture and the relationship between people and nature.
- Questions:
  - What do you think about the bright colours Norval Morrisseau includes in his art?
  - What did you learn about the artist that you can see in his art?

5) Informed Point of View:

- How do you feel about this art now?
- Can you see how this art takes patience and time to create? Why?

Formative Assessment:

While participating in the critical analysis, the students can pass around a talking stick when they would like to answer the question. This can demonstrate the First Peoples' principle of patience, as they need to wait their turn to talk. Also, the talking stick will help the teacher clearly recognize who is speaking. The teacher will have a clipboard with a class list and when a student contributes to the critical analysis, the teacher will check off their name. After the critical analysis is over, the teacher can look at who participated and who did not. For those who did not, the teacher can ask those students a few questions about the element of design. The teacher can aim to talk to 3-5 students per class (for a few classes over the unit), until all the students have a chance to share their thoughts. When checking in with the students, the teacher can have a printed copy of the artwork so the students can answer the following questions:

- How do you feel about this piece of art?
- Can you see any secondary colours in this art? What are they?

**Practice Activity:**

Curricular Competency:

- Exploring and Creating: Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play.

Process: For the practice activity, the students will have the chance to experiment at 2 out of the 4 stations. They will need to stay at their station for at least 15 minutes before they move to another one.

- Activity 1: Plasticine Sculptures

- Materials:

- Plasticine - red, blue, yellow
    - Newspaper (to cover the tables)

- Instructions:

- The students will mix the three primary colours of plasticine to make secondary colours.
    - They can make a sculpture out of plasticine using the three secondary colours (and some of the primary colours, but it must have the secondary colours as well).
    - The sculpture can be anything they want (if they are struggling with what to make, suggest an animal).

- Activity 2: Paint Mixing Pictures

- Materials:

- Heavyweight paper
    - Paint brushes
    - Water
    - Paper plates for mixing paint
    - Paint – red, blue, yellow
    - Sticky notes
    - Pencils
    - Newspaper (to cover the tables)

- Instructions:

- The students will make a picture of whatever they like using only the three colours provided (if students are having trouble thinking of what to paint,

suggest their favorite animal). They will need to mix these primary colours to see what secondary colours they can make to add to their picture.

- To start, they can use a paper plate to mix the primary colours to create secondary colours.
- Once they have their secondary colours, they can create their picture on their heavyweight paper.
- When their picture is done, have students identify what secondary colours they made/used in their picture by writing them on a sticky note and placing this on the back of their image.

- Activity 3: Straw & Paint Mixing

- Materials:

- Heavyweight paper
- Straws
- Washable paint (with some water added to thin it) - red, blue, yellow
- Cups to put paint in
- Syringes (1 per cup of paint)

- Instructions:

- Have the students use the syringe to take a drop of paint and add it to their paper.
- They can place these drops on the page however they like (i.e., big drops, little drops, all over the page, in one section, etc.).
- Remind students to use all three colours of paint (red, blue, yellow).
- After they drop the colours on the paper, they can use a straw and blow the colours around on the page. They will be able to see the primary colours blend to create secondary colours.
- They can add more paint and continue to use the straw to blow until they are happy with their piece.
- \*Remind students not to add too much paint or else the colours will mix too much and become brown.

- Activity 4: Cellophane Pictures

- Materials:

- Cellophane – red, blue, yellow
- Heavyweight paper
- Scissors
- Glue Sticks



- Instructions:

- Give students one strip of each colour of cellophane (one of each of the primary colours) and one piece of paper.
- They can make a picture of anything they want (it can be a scene, object, or an abstract image).
- They will overlap the cellophane sheets in their picture to make the secondary colours.
- Give students glue sticks so they can glue the shapes that they cut out onto the piece of paper.

Formative Assessment: Non-judgemental Critique

Curricular Competency:

- Communicating and documenting: Describe and respond to work of art

The students will participate in a non-judgemental critique after the practice activity. This will occur in a future class after the artwork is fully dry. The students will have the choice to include their artwork or not. The teacher can take note of which students brought their work to the non-judgemental critique. This is not for marks, but so the teacher can encourage students who do not usually participate to share their work in the future. Here are some questions for the non-judgemental critique:

- Which pieces show secondary colours (purple, orange, and green) really well?
- Which artwork shows that the artist experimented with the materials and colours to make something unique?
- Which of these pieces look like they took a lot of time and patience to create?
- Which art do you see that has the secondary colours mixed very well?

In addition to the non-judgemental critique, the teacher can also put a sticky note on all the students' work with a comment telling them what they did well (positive feedback). This will also provide an opportunity for the teacher to look at the artwork and confirm that the students understand the concept. If it appears that a student does not seem to understand the concept, the teacher can go back and talk to them to discover where their misunderstanding occurred.

### **Inquiry:**

#### Curricular Competency:

- Exploring and Creating: Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play.

Inquiry Challenge: Can you make secondary colours by mixing primary colours to create a piece of art that shows something unique about yourself? You can use any of the materials we used throughout the unit.

- Materials:
  - Plasticine - red, blue, yellow
  - Paint - red, blue, yellow
  - Cellophane sheets - red, blue, yellow
  - Heavyweight paper
  - Straws
  - Scissors
  - Glue sticks
  - Paint brushes
  - Cups of water
  - Paper plates for mixing paint
  - Pencils
  - Cups to put paint in
  - Syringes
  - Newspaper (to cover the tables)

**Reflection:**Curricular Competency:

- Communicating and documenting: Describe and respond to work of art

In pairs, the students can have an interview-style reflection to describe their artwork. One student can ask the questions, while the other student responds. The students can take turns with each of the roles. These interviews can be filmed on a class-set of iPads. The students will answer the following questions:

- What is your artwork about?
- How did you use the Big Idea in your art?
- What secondary colours did you use?

Materials:

- The students' completed inquiry artwork
- iPads

**Summative Assessment:**

To assess the students' understanding, the teacher can watch the reflection interviews the students filmed on the iPads. The teacher will also look at the students' inquiry artwork to see if they understood the concept of secondary colours, as well as included the Big Idea of showing something unique about themselves.

## References

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