

Title of Lesson or Unit: **“CONSERVATION” by Chris Paul**

Gr. 3/4

Type: Primary Intermediate Graduation Media

Big Idea(s): *select one or two of the Big Ideas from the curriculum.*

required

- *The arts connect our experiences to the experiences of others.
- *Creative experiences involve an interplay between exploration, inquiry, and purposeful choice.

optional

- *Dance, drama, music, and visual arts are each unique languages for creating & communicating.

What students will UNDERSTAND

Visit <https://curriculum.gov.bc.ca> to view the most recently published Arts Education drafts.

Curricular Competencies: What students will DO	Concepts & Content: What students will KNOW
<p><i>Students will be able to use the following creative process(es) to create and respond to art:</i></p> <ul style="list-style-type: none"> • Connect and engage with others to share and develop ideas (Communication) • Analyze and critique (Critical Thinking) • Relationships and cultural contexts (PPCI) • Contributing to community and caring for the environment (SR) • Learning involves recognizing the consequences of one’s actions (FPPL) <p>*Apply learned skills, understandings, and processes in new contexts *Interpret and communicate ideas using symbolism in the arts *Express feelings, ideas, and experiences in creative ways *Describe and respond to visual art pieces and provide constructive feedback</p>	<p><i>Students will know the following concepts and content:</i></p> <ul style="list-style-type: none"> • Elements in the visual arts, including traditional Coast Salish design motifs (circle, oval, crescent, trigon) • Technologies and techniques to support arts activities • Image development strategies • Symbolism as ways of creating and representing meaning <p>*Traditional & contemporary Aboriginal arts and arts-making processes *A variety of local works of art and artistic traditions from diverse cultures, communities, times, and places *Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment</p>

Materials & Technologies

Students will use the following materials, tools, equipment:

- Worksheets, templates
- Pencils, pencil crayons
- Red/black construction paper, glue, scissors
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Pre-Class Preparation

The teacher will need to make the following preparations prior to the class(es)

- Review Visual Thinking Strategies and videos
- Review Qwalsius Shaun Peterson videos
- Photocopy sets of worksheets; increase templates to desired size, and copy for students

Gather art materials
 Display print
 Set up and check TV, projector, laptop with YouTube capabilities

Resources & References
<p>-“Conservation” by Chris Paul: http://www.salishweave.com/gallery/chris-paul/conservation-0</p> <ul style="list-style-type: none"> • -Visual Thinking Strategies: http://uvac.uvic.ca/gallery/salishcurriculum/artwork-for-discussion/visual-thinking-strategies-2/ • -Qwalsius Shaun Peterson videos: https://youtu.be/Kc3K-MyH3xg OR https://youtu.be/OHNyktK4EqA • -Design Element Templates: http://uvac.uvic.ca/gallery/salishcurriculum/art-project/coast-salish-design-elements-templates/ • -Salmon Template: http://abed.sd79.bc.ca/curriculum-resourcess/coast-salish-image-library/outline-only/ • -NGC Assessment Guide: http://cybermuseum.gallery.ca/cybermuseum/teachers/plans/activity_assessment_e.jsp?lessonid=44&actpid=160 • -BC Performance Standards Gr. 3 Writing: https://www.bced.gov.bc.ca/perf_standards/writing_q3.pdf

LESSON (*Teacher Action/Student Action*)

- Introduce Coast Salish Design Elements with ELEMENT SORT. Ask students to name all the “shapes” they know. Then hand out sheets to sort into like groups, then glue onto chart with titles (circle, oval, crescent, extended crescent, trigon).
 - Display print, “Conservation” by Chris Paul (<http://www.salishweave.com/gallery/chris-paul/conservation-0>). Allow learners time to observe quietly. Begin guiding students through Visual Thinking Strategies: What do you see? Why do you say that? What else do you see? (15 mins.). Validate observations and connections by paraphrasing. Do not guide learners with teacher comments or observations (yet). Also wait for students to ask about the title or the artist. Do not reveal that information (yet). Allow students to “record” thoughts/ conversation using MIND MAP sheet.
 - Show video by Qwalsius Shaun Peterson <https://youtu.be/Kc3K-MyH3xg> or <https://youtu.be/OHNYktK4EqA>
 - Are there any shapes or images that you saw in both the art work and the video? Have learners point out and define the traditional design elements that are present in Coast Salish art (circle, oval, crescent, extended crescent, trigon). Count/ discuss the location of such shapes/ symmetry in the print (Perhaps learners will remember to consider the positive and negative spaces.)
- Return to the Visual Thinking Strategies discussion, as students may have more to add at this point. Suggested points of discussion could include the title of the piece, the biography of the artist, colour choices in the print, art medium, connections to personal learning or experiences with salmon, etc. Add more to Mind Maps as discussion continues.

On ARTIST STUDY sheet, learners will record facts about the print and artist. Students will also spend some time writing or drawing the most interesting points about the class discussion. Consider setting a time limit or number of ideas limit for writing in order to allow for the processing of new learning, but not discourage any child who may not embrace writing. Students could also use the space to design/plan their own “Salish elements” picture/ design.

Learners will be creating their own salmon art work using Salish elements. Depending on individual abilities, the teacher may wish to prepare some of the materials ahead of time.

Learners will trace the outline of the salmon shape on red or black construction paper as background form. Using the tracers for the design elements, learners will trace on and cut from the second colour of paper. They will design and fill the space of the fish with shapes demonstrating patterns shown in the video and in the print. The teacher may also demonstrate how certain designs are created by layering shapes on top of shapes (eye forms, body joints, gills, etc). The completed salmon may be glued onto a background paper, or be added to a bigger display.

For older grades, or with a teacher confident in print making, this same activity could be done with stamping/printing techniques and media (monoprints, block prints, etc).

For younger grades use prepunched die-cut shapes (design elements, salmon/fish), like those available in SD79.

Materials:

- Salmon form template (included)
- Design elements template (included)
- Red and black construction/ tag paper
- Pencil, scissors, glue

Learners may want to respond further about the art process, either in discussion or journal format.

Assessment/Evaluation

- Assessment Rubric adapted from National Gallery of Canada (included)
- BC Performance Standards, Writing Grade 3 (included)
- Self-evaluation at end of unit
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Adaptations/Modifications

- Allow students to draw their learning instead of writing.
- Audio record student learning as a discussion with teacher
- Precut materials ahead of time
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EXTENSIONS/POSSIBLE CROSS-CURRICULAR CONNECTIONS

- Science: reflect on similarity to salmon life cycle; dissection for salmon anatomy
- Math: geometry, symmetry
- Printmaking: How do artists make prints? What materials are used for printing? Sample video: <https://vimeo.com/171644819>
- * Social Studies: Renewable vs non-renewable resources; fisheries management; stewardship opportunities; food security.