

Title of Lesson or Unit: **“REINTERPRETATION” Project**

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*

- \*People from diverse cultures and societies share some common experiences and aspects of life.

**What students will UNDERSTAND**

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

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

**Materials & Technologies**

*Students will use the following materials, tools, equipment:*

- Handouts, templates
- Various art media and tools (paint, clay, paper, craft supplies, brushes, glue guns, popsicle sticks, etc)
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**Pre-Class Preparation**

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

- Photocopy sets of handouts for students
- Gather various art media to have on hand (paint, clay, paper, etc)
- Display prints and teacher notes around classroom.

**Resources & References**

- - Salish Weave Box Sets: <http://salishweave.com/sw2017/school-program>
- - Salish Weave Teacher Notes: <http://sd79.bc.ca/documents/2017/05/salish-weave-art-print-teaching-notes.pdf>
- - NGC Assessment Guide: [http://cybermuseum.gallery.ca/cybermuseum/teachers/plans/activity\\_assessment\\_e.jsp?lessonid=44&actpid=160](http://cybermuseum.gallery.ca/cybermuseum/teachers/plans/activity_assessment_e.jsp?lessonid=44&actpid=160)
- - Learning maps by Shelley Moore: <https://blogsomemoore.com/learning-maps/>
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## LESSON (*Teacher Action/Student Action*)

- This project is intended to come after a longer study of Coast Salish traditions, including artistic motifs, stories, places, and artists. See other sample lesson plans on this site for ideas.

- “Congratulations! You been accepted as the new curator of our school’s Coast Salish Art Gallery!”
- The purpose of this project is for students to synthesize the learning they have done during their Social Studies investigation in culture, specifically in Coast Salish culture and traditions, and how they relate to their unique perspectives on life and sense of identity. After selecting one print from the Salish Weave Box Sets (18 different prints), students will create an original piece of work inspired (not copied!) by their chosen print. They will re-imagine the piece of art from their own perspective.
- Around the classroom, display all prints from the Salish Weave Box Sets I and II alongside the corresponding Educator’s Notes. Allow time for in-depth observations and reading of Notes. Students may also wish to record some ideas or observations down on paper/ in journal. Remind students to consider traditional motifs, patterns or animals within the pieces, titles, possible colour choices by artist, etc. Have them do a quick Think/Pair/Share about halfway through the allotted time to trigger further ideas around the group.

Once students choose a single piece to guide their project (students can choose the same prints), then they can begin recording important information on the student handouts. Titles and artist names must be recorded and referenced often in order to give proper credit to the original artists. Again the teacher may wish to have learners share ideas part way through in order to clarify the purpose of the project, direction of planning, art media ideas, etc.

After the students have analyzed their print and articulated some early reasons why they chose it, learners will begin planning how they intend to reinterpret their piece into a new creation of their own. Perhaps they will choose to create a model, or a series of pictures drawn, or a painting, or some other artistic representation. Make a collaborative list on the board of all the difference types of creative materials, tools, and processes they could use to realize their plans.

Included in this sample plan is a rubric for assessing this project. We found it helpful for student understanding to go over the rubric in detail, giving examples of what it means to be successful. Students were again given the chance to go back and refine the ideas and plans they had made during previous conversations. Final proposals will be collected from students and discussed prior to approval.

Next step? ... Make art! Discuss art! Share art!

To help keep students focussed and on track, remind them to keep referring back to their original plans/intents and WHY they chose the print in the first place. Always give credit to the original artists. Label art creations accordingly.

### Assessment/Evaluation

- Assessment Rubric (included) adapted from National Gallery of Canada and Shelley Moore
- Self-evaluation at end of unit
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### Adaptations/Modifications

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

- \*This project does not include a final written component (good copy), but rather focuses on the creation of art and the discussions around artistic inspirations. If the learners love to write, then the teacher can decide which written components to include with the student art.
- \*We decided to host a Gallery opening in our school, and set up all the projects together in the Library. We invited the family and friends of the students, other classes, district trustees, Aboriginal Education department staff, and original artists to attend. We also served refreshments.