

Manitoba Arts Education Curriculum Programming “Exemplars of Learning”



This exemplar includes



appropriate for grades

K

1

2

3

4

5

6

7

8



Fantasy

Creating creatures, characters and drama

An Early Years
Learning Experience



This exemplar includes student experiences in



Drama and Visual Art

*Language,
Tools and
Performance
Skills*



Students are introduced to and develop skills in all arts areas.



*Creative
Expression*

Students search for and discover ideas for art making through experimentation with art elements and media.

*Understanding
the Arts in
Context*



Students demonstrate understanding of ways to interact appropriately in dramatic situations as participant, audience member, and performer.



*Valuing
Artistic
Experience*

Students express own preferences regarding art experiences.



*Every student is an artist, one whose growth and learning are best facilitated within rich, open-ended, hands-on **ARTMAKING** experiences, and rich, open-ended, participatory **DRAMA** experiences.*



(from: Framework of Outcomes for Arts Education , The Young Artist)



The Learning Context

The Big Idea

What is fantasy? How can we create fantasy creatures, characters and stories?

The students in this Grade One class came from a wide range of backgrounds. As the unit was implemented in the fall term, several students were still 5 years old and many others were still very young 6 year olds.

Prior learning: students had previously experienced a unit on “Monsters” which also integrated a variety of age appropriate arts activities into learning across the curriculum.

The Classroom Setting: all learning experiences were carried out in a regular classroom setting. The children were accustomed to the inquiry process and child centered learning. The classroom teacher organized several volunteers to assist with costume construction and sewing.

The Learning Context:

Across the Curriculum

The main goal for this unit on “Fantasy” was to give students the opportunity to experience a holistic context for combining learning through the Expressive Arts and the English Language Arts curriculum.

The experiences started with creative play, working in student journals and with an open-ended costume making “workshop”. These activities helped the students form their own imaginative ideas and stories about fantasy creatures and characters.

As the children developed their own characters, their own stories and ideas began to emerge. The classroom teacher then designed a series of rich learning experiences to respond to the students’ interests and abilities. A large variety of Drama, Art, Dance and ELA curriculum outcomes were covered in this exemplar.

The Learning Context:

Across the Curriculum

Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation

Creating a Literacy-Rich Environment - Part 2

Teaching Literacy through Imaginative Play

Literacy learning in the Early Years is embedded in play. Early childhood educators have always recognized the value of play for social, emotional, intellectual, and physical development. Oral language develops through social interaction and through play at the sand and water table, and at other traditional Early Years centres.

Play is recognized as an important vehicle for developing all aspects of literacy because it provides a functional, meaningful setting for language development. Teachers promote and extend students' reading, writing, speaking, listening, viewing, and representing skills by helping them create imaginative centres around themes in the classroom.

Overview



of teaching and learning experiences

First the students

- participated in experiences dealing with fantasy: play, discussion, stories, writing & drawing in their Fantasy journals

Next they

- developed their ideas about fantasy characters by creating their own fantasy costumes
- wrote or dictated a dramatic “Fantasy News” story featuring their character

Then they

- participated in a morning of dance and drama “workshops”
- rehearsed & performed their own dramatic “Fantasy News” stories
- participated in individual & group reflection, setting criteria & planning next steps

Finally the students

- created collage backgrounds for their “Fantasy News” stories
- refined & performed their “Fantasy News” stories for the purposes of recording and photographing the stories for a Photo Story presentation
- reflected on their experiences and shared their creations with others

First the students

- participated in fantasy play and listened to fantasy stories
- created ideas for their own fantasy creatures or characters
- recorded ideas in their journals

What does your creature
look like?



Panibow unicorn.

Where does your creature
live?



rocket house

How does your creature
get around?



fly invisible

What does your creature
wear?



KAIDE
VI

OK OK

In Creative Expression in Art, students create images and objects in response to ideas derived from a variety of stimuli (e.g., from imagination) K-1 A-C1.1



Next the students developed ideas about fantasy creatures by creating their own costumes.

They

- brainstormed and discussed different ways to create their own costumes
- chose own fabric from the “Fabric Store”: a collection of remnants spread out in the hallway
- were instructed on the safe use of materials, space, scissors and safety pins
- were introduced to two adult volunteers with sewing machines who acted as “seamstress” and “tailor”

In Art Language & Tools, students practise safe and appropriate use of various art media, tools, and processes K-4 A-L2.1



Choosing and working with the available fabrics helped children develop more ideas for their creatures.



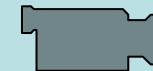
In Creative Expression in Art, students experiment constructively with grade-appropriate media to create a variety of objects K-1 A-C1.2



They had opportunities to play, discuss and plan out their own ideas for their own costumes.



Select photo



for video

In Creative Expression in Art, students incorporate serendipitous discoveries into own creative work, as appropriate K-4 A-C2.5



“Sea Monster” collected his fabric and arranged the pieces on the floor.



He then lay down on top of the pieces to make sure they would fit his body size & shape.



Students requested help from the teacher & other adults to assist with various tasks.



Student Comments:

“What fabric would be good for a fairy?”

“Will you help me make a bear?”

“Can you sew these two pieces together?”

In Creative Expression in Art, students experiment constructively with grade-appropriate art elements and media to create a variety of images and objects K-1 A-C1.2

By the end of the first morning, costumes, characters and ideas for drama were taking shape.



In Drama Language & Performance Skills, students select and use real and imaginary costumes, props, and objects to support and enhance dramatic play K-2 DR-L3.5

They reflected on the process through drawing.

I made a Dragon
Costume.



I chose my fabric and
cut it just right.

I pinned it together.
Then an adult sewed for
me.

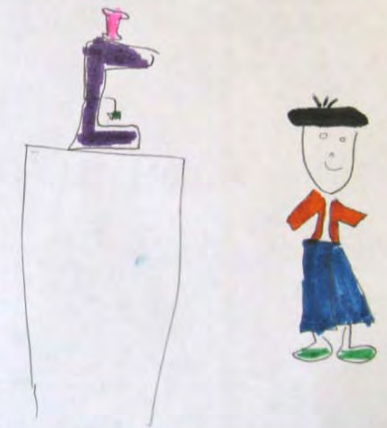


I made a Fairy
Costume.



I chose my fabric and
cut it just right.

I pinned it together.
Then an adult sewed for
me.



In Art Language & Tools, students describe own use and experience of art media, tools, and processes, using appropriate terminology K-2 A-L2.2



They reflected through discussion.

Learning Conversation:

“Tell me what you have done so far?”

“What is special about the creature you are making?”

“What was easy / hard ?”

“How did you solve ?”

“What do you want to do next?”

“Perhaps you would like to ...”



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for video

In Valuing Artistic Experience, students reflect on and describe own process in creating art K-1 A-V4.3

They also invented "Fantasy News" stories about their creatures and dictated them to older students.

Fantasy News



By: KAIDEN

My News Story

Title: King sea monster

Last night a evil swamp monster

Broke into a castle and tried

to steal the crown and to be

the king of the estuary swamp but

the sea monster cast a spell that

would freeze the swamp monster.

Then the swamp monster was frozen

and on a sunny day he melted
and died.



Next

the students participated in a full morning of “Fantasy Workshops”.

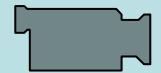
In **DANCE**, they “became” their creature.

They

- moved high & low
- moved fast & slow
- demonstrated how their creature would move
- responded to a variety of musical segments



Select photo



for video

In Music Language & Performance Skills, students use movement to explore music concepts, enhance music-making, and express ideas (e.g., use movement to show high and low, steady beat)K–4 M–L1.8

In Creative Expression in Dance, students experiment with dance to communicate ideas derived from a variety of stimuli K–1 DA–C1.3



In **DRAMA** the students

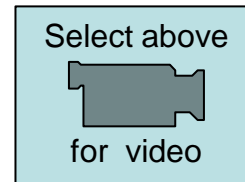
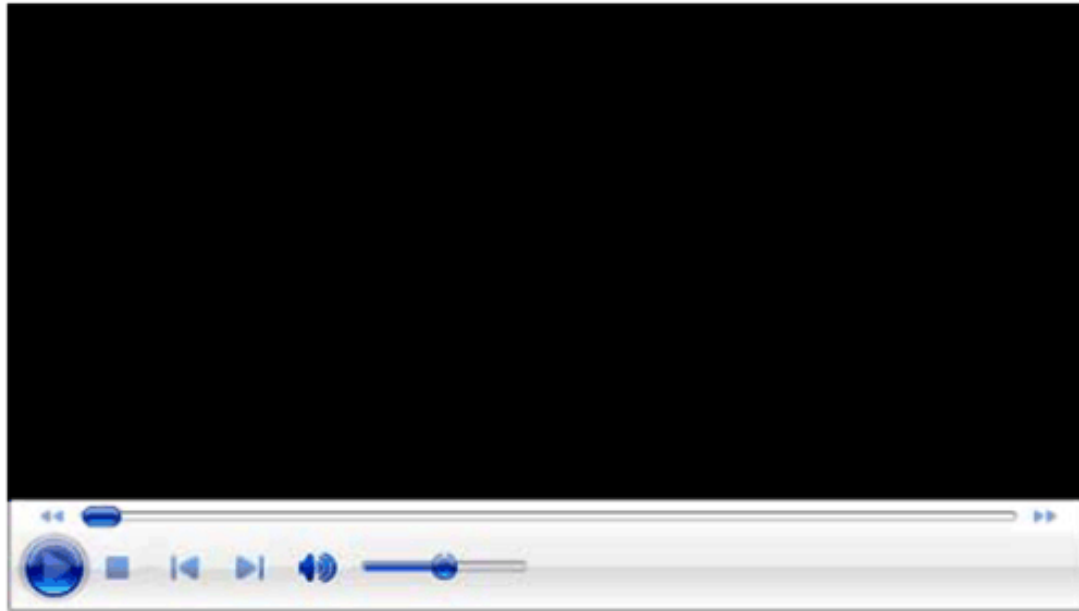
- experimented with a variety of facial and body expressions for their creature
- imagined what their creatures would see & do in fantasy land and what they would be happy or sad about
- listened to and acted out each of their “Fantasy News” stories



In Drama Language and Performance Skills students use voice, dialogue, body, gesture, and movement selectively to establish characters and roles and to express feelings K-4 DR-L2.1



Some students were also able to act as “directors” for their classmates.



Written by:
“Fuzzy Bear”

Acted by:
“Fuzzy Bear”
“Tiger”
“Tinkerbell”

Directed by:
“Sea Monster”

Read by:
Classroom teacher

In Drama Language & Performance Skills, students demonstrate understanding of beginning, problem, and resolution as basic components of dramatic play 1–8 DR–L3.1 and share own ideas and respectfully consider the ideas of others in the creative process K–8 DR–C1.6

Students reflected on the process



In Valuing Dramatic Experience, students identify and describe the characters in dramatic play experiences and presentations K-1 DR-V2.2

My favourite part of fantasy workshop was music



In the picture I am SHEEN THE CASE. I feel _____.

In Valuing Musical Experience, students reflect on and share personal responses (e.g., feelings, thoughts, images) evoked by various pieces of music and music-making experience K-1 M-V3.1

My favourite part of fantasy workshop was moving



In the picture I am moving. I feel happy.

My favourite part of fantasy workshop was dancing



In the picture I am ama mermaid. I feel happy.

In Valuing Dance Experience, students reflect on and share personal responses (e.g., feelings, thoughts, images) evoked by various dance performance and viewing experiences K-1 DA-V3.1

Finally

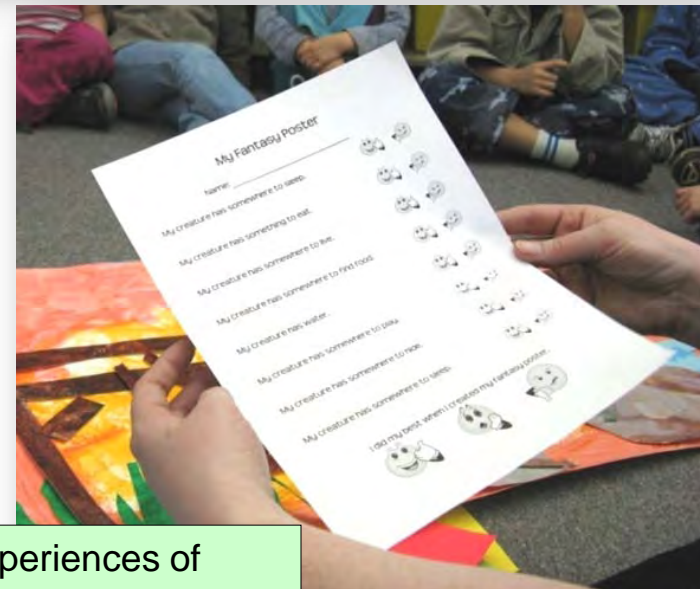
the students created collage posters to be used as backgrounds for their “Fantasy News” stories.

They

- recalled previous experiences learning about Eric Carle and the collage process
- reviewed criteria they had established for what to include in their posters
- reviewed their knowledge of collage techniques

Instructions for collage:

1. “Cut and draw your shapes with scissors” (freehand cutting / do not draw first).
2. Make the biggest shapes first / add the details last.
3. Arrange the main parts of the collage picture before gluing them down.



In Understanding Art in Context, students recall and describe own experiences of individual artworks K-2 A-U1.2



My Fantasy Poster

Name: _____

My creature has somewhere to sleep.



My creature has something to eat.



My creature has somewhere to live.



My creature has somewhere to find food.



My creature has water.



My creature has somewhere to play.



My creature has somewhere to hide.



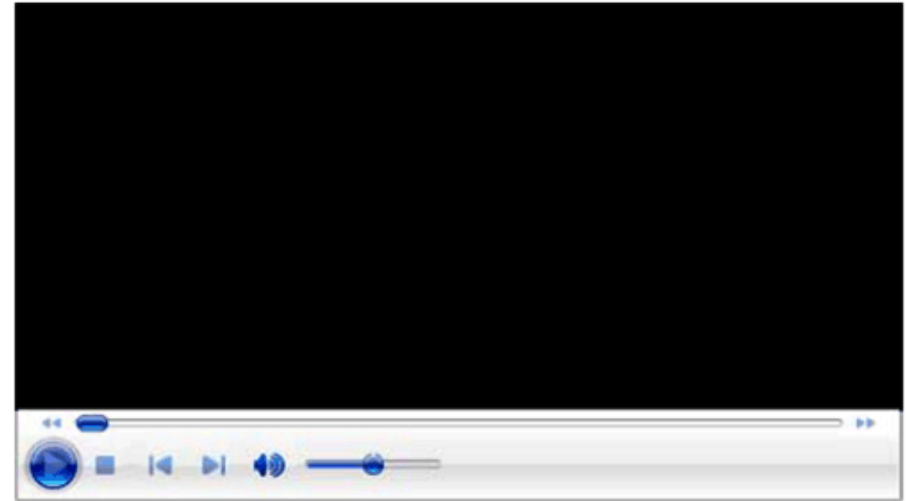
In Valuing Artistic Experience, students compare own learning in art to identified learning goals and criteria K-4 A-V4.4




The students

- practiced reading and performing their own and others' "Fantasy News" stories
- recorded the final versions their own stories
- created tableaux from their own and others' stories

Every child recorded their own "Fantasy News" story and performed in one or more skits. Adult assistance was used to photograph the tableaux, to assist with voice recording & to help students work with *Photo Story 3 for Windows*.



***Clips from the
"Grade One Fantasy
News Network"***

Select above

for video

In Understanding Drama in Context, students demonstrate understanding of ways to interact appropriately in dramatic situations as participant, audience member, and performance K-4 DR-U3.7

In Valuing Dramatic Experience, students engage consistently and constructively in drama learning experiences 5-8 DR-V1.1

Appendix: Resources

Tools and materials

- fabric remnants donated by a local clothing manufacturer
- sewing tools: scissors, safety pins, sewing machines
- drawing & collage materials

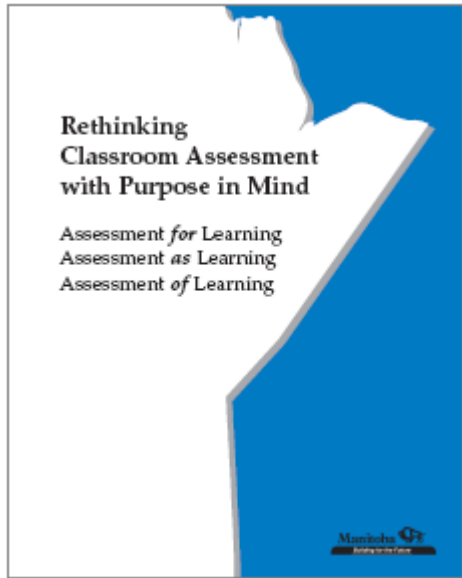
Other

Adults or older students:

- to help children cut and sew
- to scribe the fantasy stories dictated by the children
- to help children photograph and make voice recordings of their Fantasy News stories & to help edit the final PhotoStory presentation

Appendix: Manitoba Education Resources

Rethinking Classroom Assessment with Purpose in Mind



For more information, see:
[Rethinking Classroom Assessment with Purpose in Mind](#)

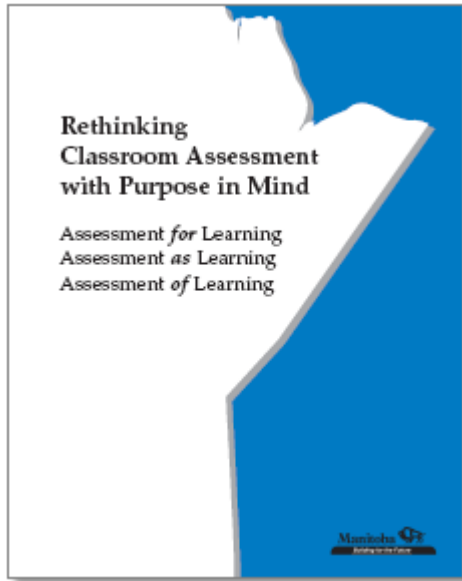
“Assessment can enhance student motivation by

- emphasizing progress and achievement rather than failure
- providing feedback to move learning forward
- reinforcing the idea that students have control over, and responsibility for, their own learning
- building confidence in students so they can and need to take risks
- being relevant, and appealing to students’ imaginations
- providing the scaffolding that students need to genuinely succeed”

Rethinking Classroom Assessment with Purpose in Mind, page 7

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“The teacher’s role in promoting the development of independent learners through assessment as learning is to

- model and teach the skills of self-assessment
- guide students in setting goals, and monitoring their progress toward them
- provide exemplars and models of good practice and quality work that reflect curriculum outcomes
- work with students to develop clear criteria of good practice
- guide students in developing internal feedback or self-monitoring mechanisms to validate and question their own thinking, and to become comfortable with the ambiguity and uncertainty that is inevitable in learning anything new
- provide regular and challenging opportunities to practise, so that students can become confident, competent self-assessors
- monitor students’ metacognitive processes as well as their learning, and provide descriptive feedback
- create an environment where it is safe for students to take chances and where support is readily available”

Rethinking Classroom Assessment with Purpose in Mind, page 43

Why was this exemplar a valuable learning experience?

Language, Tools and Performance Skills

Students develop awareness of and facility with a large variety of visual art media and elements, dramatic forms and elements of dance.

Creative Expression

Students individually and collaboratively generate, develop, and communicate ideas in creating visual art and drama for a variety of purposes and audiences.



Understanding in Context

Students connect the arts to the context of their own classroom community, and demonstrate appreciation of art as a means of experiencing and exploring their own and others' lives and stories.

Valuing Experience

Students demonstrate interest, curiosity, and engagement while experiencing all the arts in a variety of contexts.