

Manitoba Arts Education Curriculum Programming “Exemplars of Learning”



This exemplar includes



appropriate for grades

K **1** **2** 3 4 5 6 7 8

What is a monster?



An Early Years
Learning Experience



This exemplar includes student experiences in



Drama Visual Art

*Language,
Tools &
Performance
Skills*



Students used art media and processes to explore and demonstrate awareness of line, colour, texture and shape.



*Creative
Expression*

Students experimented and organized their own ideas for dramatic monster movements.

*Understanding
in
Context*



Students experienced dramatic situations as participant and audience.



*Valuing
Artistic
Experience*

Students participated actively in all arts learning 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 a monster?

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 variety of age appropriate arts activities integrated 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.

Overview

of teaching and learning experiences

First the students

- asked inquiry questions about monsters

Next they

- expressed some of their ideas about what monsters looked like through visual art

Then they

- explored more ways of expressing ideas about monsters through drama, movement and sound

Finally the students

- worked in groups to create giant monsters

Teacher Comments about choosing the topic “Monsters” :

“ I needed to bring the students on board and have them motivated for this unit so I began listening to their conversations and watching their play at recess. I realized that there was a great deal of play about monsters, creatures and animals happening on the playground. I grabbed the idea and ran with it!”

First students discussed the inquiry question:

What is a MONSTER?

*What do we **KNOW**
about MONSTERS?*

- *How do they move?*
- *How do they sound?*
- *What do they look like?*
- *Where do they live?*



Student Comments:

“Monsters don’t live in our community they only exist in dreams and in make believe.”

“Monsters do bad things, weird things like kiss bunnies and stuff.”

“You know. Sometimes it is just a trick. People like to play tricks, like in Scooby Doo – it is always a guy in a costume just trying to scare people.”

They also discussed and recorded additional inquiry questions.

What else do we **WANT TO LEARN** about monsters ?

How do monsters make sounds?

How do monsters go down the slide?

Do monsters bite? scratch? rip?

How do monsters get to school?

How do monsters crush things?

How do monsters learn?

How do monsters eat? What do monsters eat?

the students
explored, developed
and expressed their
ideas about
Monsters through

creating
monster
sounds &
rhythms

Drama:
creating monster
characters, roles &
tableaux

creating
monster
movements

**Setting criteria and
reflection:**

*“How will I know I
have done an
excellent job?”*

Visual Art:
creating
individual
monster collages

Language Arts:
group discussion
and webbing



Next, in Visual Art the students created their own monsters.

Instructions :

1. Draw your own ideas for monsters. Choose your favorite monster idea & draw the monster shape onto cardboard (eg: cereal box cardboard). Cut around the monster shape with scissors.
2. Glue coloured tissue paper and textured items onto the cut out monster shape.

(Instructions continue on next slide)

In Art Language and Tools, use art media, tools, and processes to explore and demonstrate awareness of the elements of art: line, colour, texture & shape
K-2 A-L1.1





3. Examine and play with an assortment of craft supplies and invent how to make monster features and details like claws, fangs, hair, scary faces.
4. Glue them onto the cardboard monster.

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





Students also discussed criteria for successful completion of their monster collages.

‘How will I know I have done an excellent job?’

Student comments in response to the above question:

My monster will have:

- *An interesting shape*
- *Spooky eyes*
- *4 different kinds of materials*

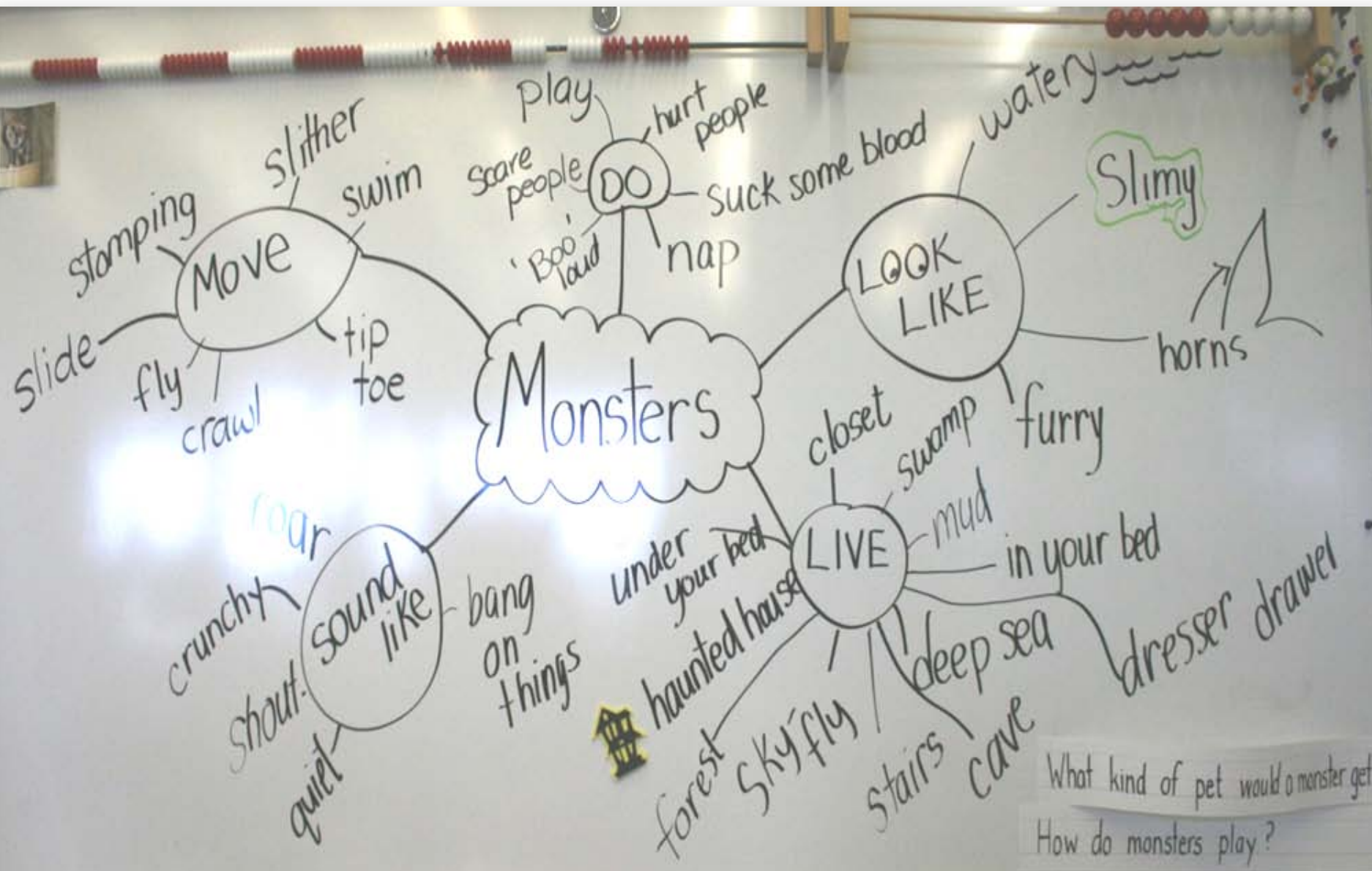
My Work Process:

- *“I thought of the monsters we read about and tried to add scary or interesting ideas to my monster.”*
- *“I will have stayed focused and finished my monster on time.”*

In Valuing Artistic Experience, students participate in discussing and establishing criteria for successful use of art media, elements, and processes K–4 A–V4.2



Students continued to discuss monsters and added ideas to their Monster web



What kind of pet would a monster get?
How do monsters play?



Each monster had their own story, likes, dislikes & favorite foods.

[View more student work](#)

Student Comments:

“My monster is a freaky dude with crazy hair.”

“My monster likes to whistle!”

“This is my monster: Tiny.”

Teacher Comments:

“What impressed me the most was the focus that the students demonstrated while they were working on their monster.”



In Understanding Art in Context, students demonstrate awareness of the intended meanings and/or purposes of artworks encountered in own ... artmaking experiences
K-4 A-U3.3



Then, In Drama the students

- experienced moving like monsters
- moved high & low
- imagined that one part of their body was glued to the ground with an imaginary glue but the rest of their body was free to move around



In Drama Language and Performance Skills, students use body, gesture, and movement to establish characters and roles and to express feelings K-4 DR-L2.1 AND students sustain a willing suspension of disbelief by staying focused and in character in play experiences K-4 DR-L2.8



Students

- worked in small groups and discussed monster moves with partners
- shared and discussed their ideas with the class

Teacher Comments:

“The students surprised me at how comfortable they were at dancing and moving like monsters.”



In Creative Expression in Drama, students collaborate with others in developing dramatic play experiences K–8 DR–C2.6

*In Dance Language & Performance Skills, students use movement to demonstrate understanding of the **body** in dance: body parts, body shapes, and body actions K–4 DA–L1.1*



The students also experimented on a variety of available instruments to improvise and invent monster sounds, rhythms and patterns.

Teacher Comments:

“There were several children who had a lot of difficulty just keeping a beat. Keeping the task simple was the best place to start.”



In Creative Expression in Music, students experiment with music to communicate ideas derived from a variety of stimuli (e.g., a remembered or an imaginary experience; a poem or a story; music-listening experiences) K-2 M-C1.3





Finally, the students

in small groups, constructed monsters and created a tableau, or a “frozen monster picture”.

They moved away from their “frozen pictures” when music (identify music) was played and stopped when the music stopped.

They moved back to the “frozen picture” when the music was resumed.



To conclude, the students then divided into two groups.

Each group created a monster movement to scare the other team.

In Creative Expression in Dance, students experiment with dance to communicate ideas derived from a variety of stimuli (e.g., a story; a remembered or imaginary experience) K–1 DA–C1.3

In Creative Expression in Drama, students use a variety of idea sources (e.g., themes) for dramatic play experiences K–1 DR–C1.1

Commentary: Teachers

Teacher Comments:

“Assessment is an ongoing process with grade one students. As we were working on our learning experiences I made many changes along the way based on what I was observing in the students.

Assessment is easy when criteria are established with the students ahead of time or during an activity. The art criteria we established as we began.

The criteria for music, drama and dance evolved as the students worked in these areas. It was very hard for them to think of criteria that were important to them when they had not experienced these types of activities before.

Afterwards it was quite easy for them to pick out the important things they needed to do. That is why it is so important to allow students to go back and rethink or try a different way of working through a task.

The process is what the students enjoyed the most. The product holds more meaning when students are proud of their accomplishments through the process.”

Appendix: Learning Across the Curriculum

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.

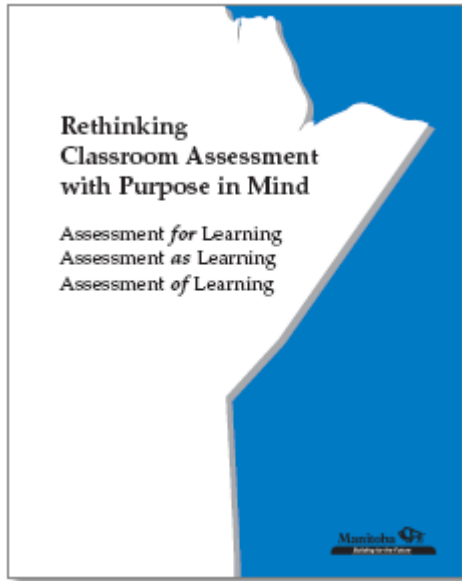
**From: Kindergarten to Grade 4 English Language Arts Goals:
A Foundation for Implementation**

**Implementation Overview: K-4
Creating a Literacy-Rich Environment - Part 2**

Teaching Literacy through Imaginative Play

Appendix: Manitoba Education Resources

Rethinking Classroom Assessment with Purpose in Mind



“Assessment can enhance student motivation by

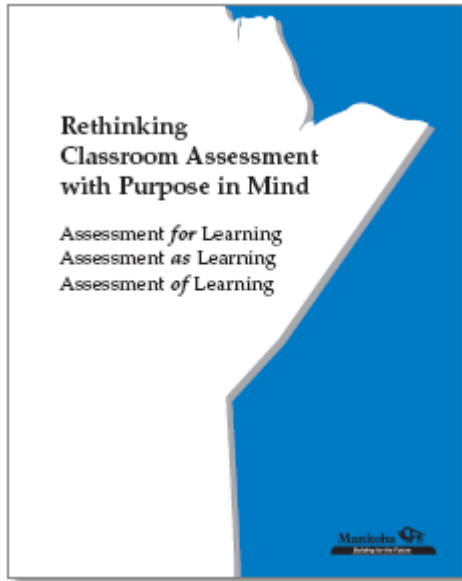
- emphasizing progress and achievement rather than failure
- providing feedback to move learning forward
- reinforcing the idea that students have control over, and responsibility for, their own learning
- building confidence in students so they can and need to take risks
- being relevant, and appealing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

Rethinking Classroom Assessment with Purpose in Mind, page 7

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

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Rethinking Classroom Assessment with Purpose in Mind



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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 used body, gesture, and movement to establish monster characters and roles and to express feelings. They stayed focused and in character in their play and tableau experiences. In Art they demonstrated understanding of and facility with the medium of collage and the art elements of shape, colour and texture

Creative Expression

Students generated, developed, and communicated ideas about monsters and performed their drama creations for each other. In Art they developed their own designs for monsters by creatively combining available collage media, and art elements



Understanding in Context

Students connected their art and drama to their own interests and understanding of the topic of monsters.

Valuing Experience

Students discussed and reflected on their own dramatic work, they established criteria for art and used the criteria to reflect on their own artistic creations.