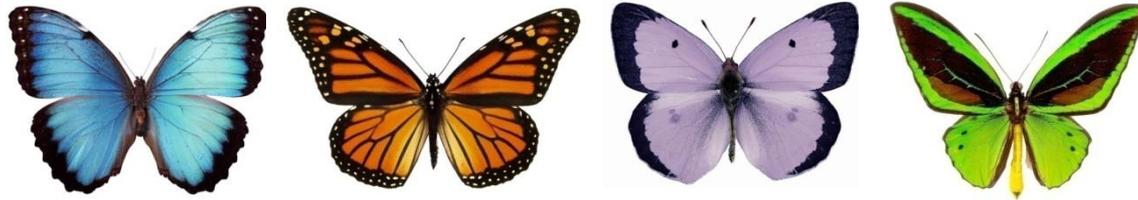


Manitoba Arts Education Curriculum Programming “Exemplars of Learning”



This exemplar includes



appropriate for grades



“Community Inquiry”

An Early Years Learning Experience

The Learning Context

The Big Idea: What is Community?

The students were in a grade 1 & 2 multi-age class. Most of the students had been together for two years . The school is situated in an urban suburb of Winnipeg in an area popular for new immigrants. Many of the children and their families came from very traditional school experiences in the countries of their origin and for these children, English was an additional language.

Prior learning: Students had been taught the use of many different art media and were comfortable expressing themselves with the language of art.

The classroom setting: The classroom was organized to encourage independent choices and small and large group work. Children were encouraged to solve problems together and work cooperatively to make decisions.

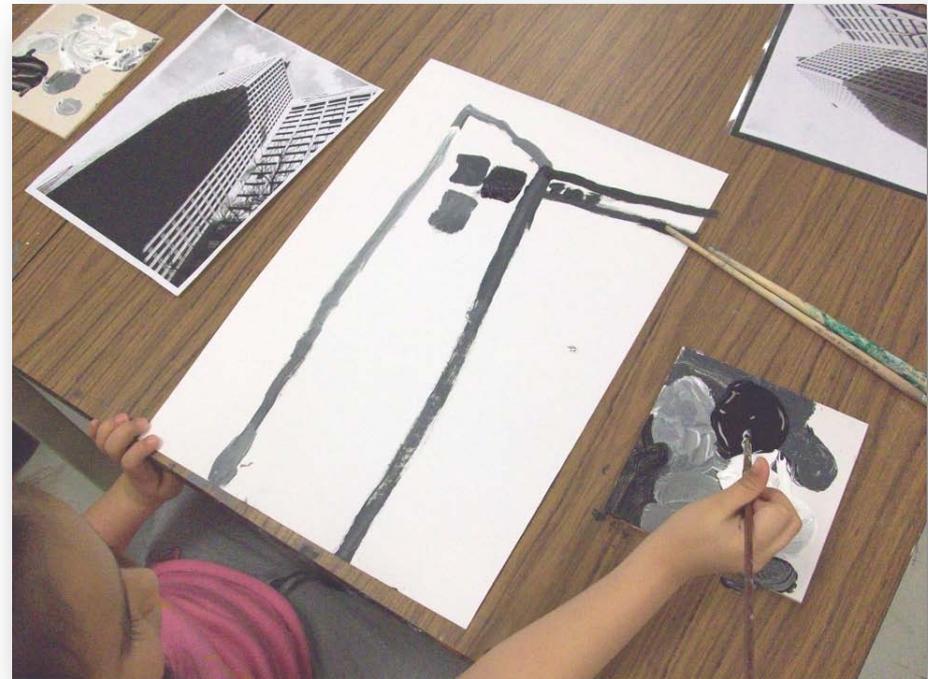
Overview of Essential Learning Areas: *In Art Language & Tools*

students learned about many different art materials and how to care for them. The students learned specific language, terminology, skills, techniques and the elements of each art form they used.

As part of the “City Mural” experiences, the children learned about painting and how to mix tints and shades.

They played with black and white on their palettes.

After a ‘greyscale’ lesson students practiced looking for greys in the black and white city photographs which they had taken on a field trip to Portage and Main. Their paintings later became part of the class mural.



Overview of Essential Learning Areas: *In Creative Expression in Art*

students learned to be creative. They had many opportunities to be experimental and make choices about their own art.

As part of the “Wow City” experience, students created their own buildings.

This is a Police Station for the class 3D city. The student used many bits of recycled materials available to him during Explorations Time.

He looked at numerous buildings and had driven past the outside of the Winnipeg Police Station.

He designed his building with intention.



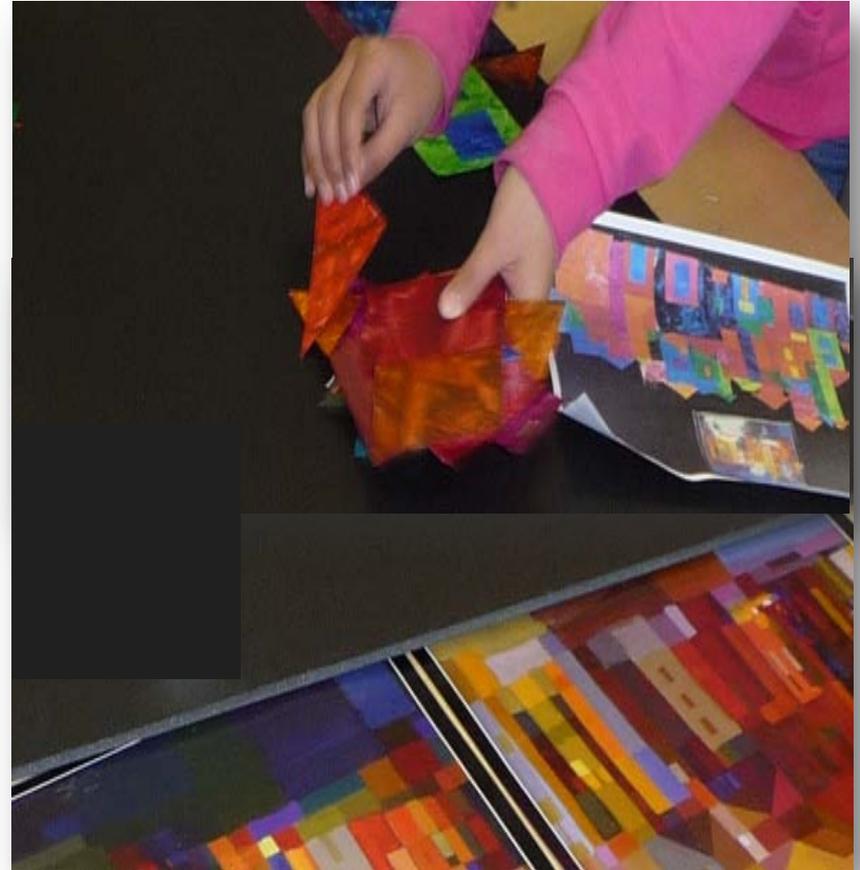
Overview of Essential Learning Areas: *In Understanding Art in Context*

students experienced art and learned about artists, their places, times and art works.

As part of the “City Mural” experience, students examined and were inspired by the work of other artists who had painted and designed buildings.

Hundertwasser and Ton Schulten were artists in particular that appealed to the children.

They created many coloured paper shapes using the process of crayon melt (explained in the “City Mural” slide show) and used the shapes to build a 2-D collage city inspired by the work of this artist.



Overview of Essential Learning Areas: *In Valuing Artistic Experience*

students learned to think critically about their own and others' art.

As part of all the art experiences, the teacher and students made the time to pause and reflect.

Here the students looked at the work of their collective pieces and noticed and described art elements like shape, line and texture. They mentioned interesting things that surprised them when they looked at and marvelled at the progress of their city.

During discussion and sharing time they became respectful listeners, learned from each other and experienced thinking and talking about art. They learned much from each other.



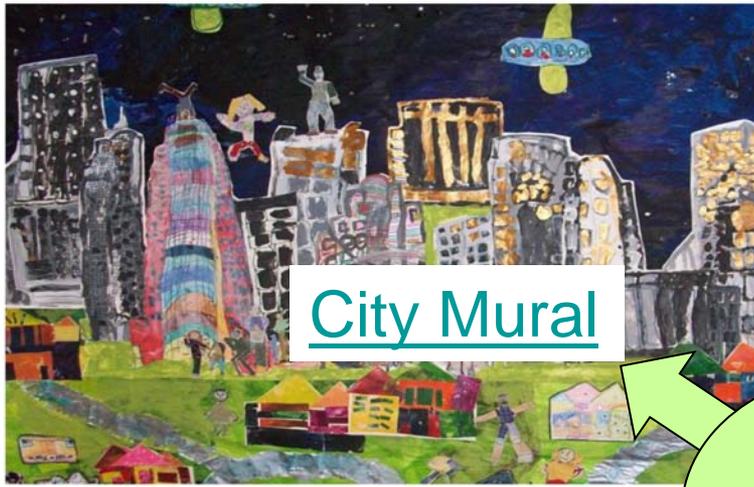
Select photo for
link to slide show
describing
classroom setting



Continue to
next slide to
view art
experiences

Overview of art experiences

The students explored many related and connected topics in their Community Inquiry. The following slide shows examine different aspects of the inquiry:



Select titles
for links to
slide
shows



Appendix: Resources

ArtsJunktion

ArtsJunktion mb Inc. is a community-based, charitable organization committed to redistributing reusable materials that can be used for a variety of art experiences. Click [ArtsJunktion](#) for more information.

312 B William Ave.
(East Side, Loading Dock Entrance)
Winnipeg, Manitoba, Canada
R3A 1P9

Email: info@artsjunktion.mb.ca

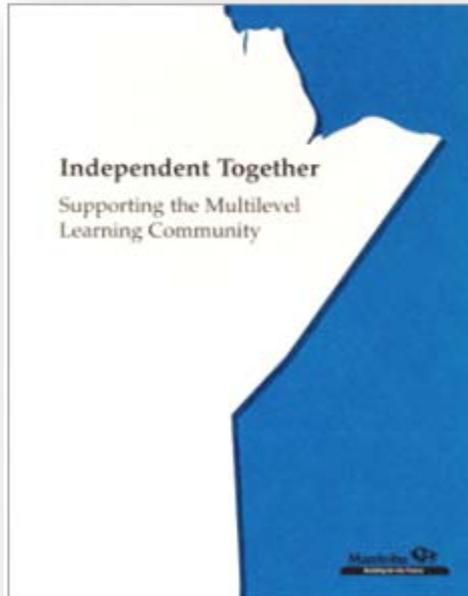
Phone: 942-JUNK (5865)

Tools, materials & other resources

- see slide show links for details

Appendix: Manitoba Education Resources

Independent Together: Supporting the Multilevel Learning Community



For more information, see:

[Independent Together:
Supporting the Multilevel
Learning Community](#)

The Inquiry-Based Learning Community

“Inquiry is the cornerstone of instruction in multilevel classrooms. In an inquiry-based classroom, learning grows out of students’ natural inclination to question the world. Inquiries may be brief, resolved by referring to a book in the library or an Internet search, or they may lead students to an in-depth study that engages them for an entire year or more. Building classrooms around inquiry engages students, integrates process and content from all disciplines, and fosters self-directed learning.

The basic inquiry process is similar for students of all ages. Students

- pose questions and explore ways to answer them
- locate and manage information from various sources
- process and synthesize their findings
- share their findings on an ongoing basis, supporting each other in their research
- reflect on and celebrate their inquiry findings with a community

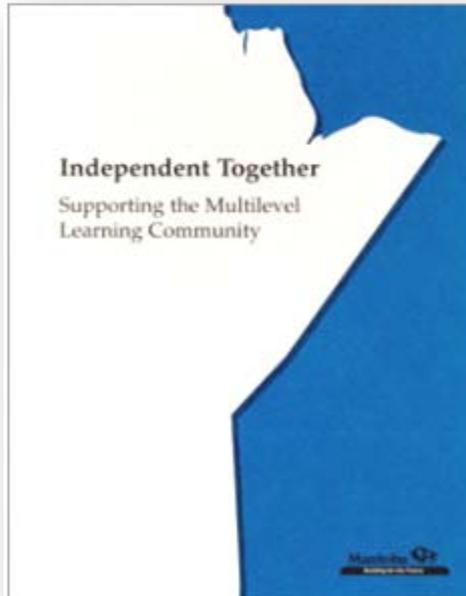
Audience

Regardless of age, less-experienced students may need more support from the teacher in moving through the inquiry stages. More experienced students, while working with the same thematic focus, usually pose questions of greater depth, explore a wider range of sources, create more complex products, and work with greater autonomy. This sort of differentiation can be managed by using the workshop format for instruction .”

Independent Together 6.3

Appendix: Manitoba Education Resources

Independent Together: Supporting the Multilevel Learning Community



For more information, see:

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Learning Community](#)

Constructing Criteria for Quality Art making

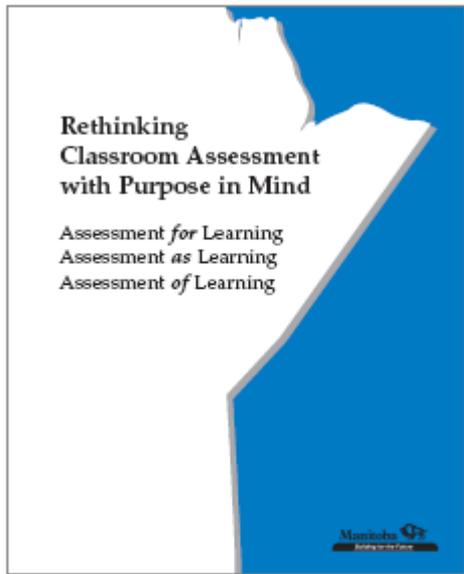
(adapted from: Constructing Criteria for Quality Journal Writing 2.5)

- Students understand the artmaking task and learning outcomes.
- Students and teachers identify and share exemplars of quality art works related to planned task and outcomes. Examples can be from art history, contemporary art, examples found on the internet and selections from their own portfolios or journals.
- Students discuss and identify the powerful qualities of these examples of quality work. Asking students to identify the qualities of a successful piece of work calls on them to think critically and fosters ownership.
- Students discuss and generate specific criteria for their own art making.
- As work progresses, students and teachers use these criteria to provide feedback. Students to use the criteria as a reference in self-assessment, reflection, and goal setting.
- Criteria are not static. Guide students to refine and revise these criteria over time, continually raising the bar..”

Independent Together

Appendix: Manitoba Education Resources

Rethinking Classroom Assessment with Purpose in Mind



For more information, see:

[Rethinking Classroom Assessment with Purpose in Mind](#)

“When learning is the goal, teachers and students collaborate and use ongoing assessment and pertinent feedback to move learning forward. When classroom assessment is frequent and varied, teachers can learn a great deal about their students. They can gain an understanding of students’ existing beliefs and knowledge, and can identify incomplete understandings, false beliefs, and naïve interpretations of concepts that may influence or distort learning. Teachers can observe and probe students’ thinking over time, and can identify links between prior knowledge and new learning. Learning is also enhanced when students are encouraged to think about their own learning, to review their experiences of learning (What made sense and what didn’t? How does this fit with what I already know, or think I know?), and to apply what they have learned to their future learning. Assessment provides the feedback loop for this process. When students (and teachers) become comfortable with a continuous cycle of feedback and adjustment, learning becomes more efficient and students begin to internalize the process of standing outside their own learning and considering it against a range of criteria, not just the teacher’s judgement about quality or accuracy.”

Rethinking Classroom Assessment with Purpose in Mind, page 5

The Community Inquiry was a valuable experience because:

In Art Language and Tools

students used a variety of different art media, for example they used different shaped boxes, tape, recycled materials and glue to design the shape of their buildings and painted their buildings with acrylic paint. SLO: K-2A-L1.1

In Creative Expression in Art

students enjoyed many workshop times while they designed the buildings. They had seen pictures of many buildings and been involved on a bus trip throughout the city to inspire. They could make their building in any way they wanted. SLO K-1A-C1.1

*In
Visual
Art*

In Understanding Art in Context

students demonstrated understanding that the visual arts exist in many different forms (e.g., drawing, painting, sculpture, applied art such as architecture, graphic design). SLO: K-2A-U21

In Valuing Artistic Experience

students asked relevant questions and contributed to discussions of art learning experiences during the many art talks they participated in. SLO: K-4 A-V1.2