

Manitoba Arts Education Curriculum Programming

“Exemplars of Learning”



This exemplar includes



appropriate for grades

K | 1 | 2

3 4 5 6 7 8



Exploring Shape in our World



This exemplar includes student experiences in

Visual Art

Language, Tools and Performance Skills



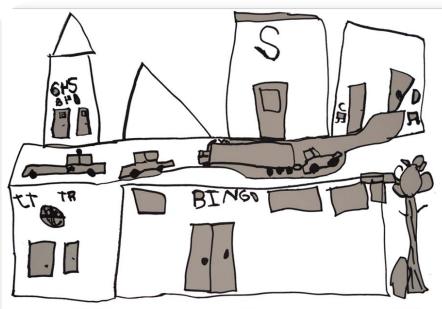
Students demonstrate awareness of the elements of art: shape

Creative Expression



Students experiment constructively with grade-appropriate art elements and media

Understanding in Context

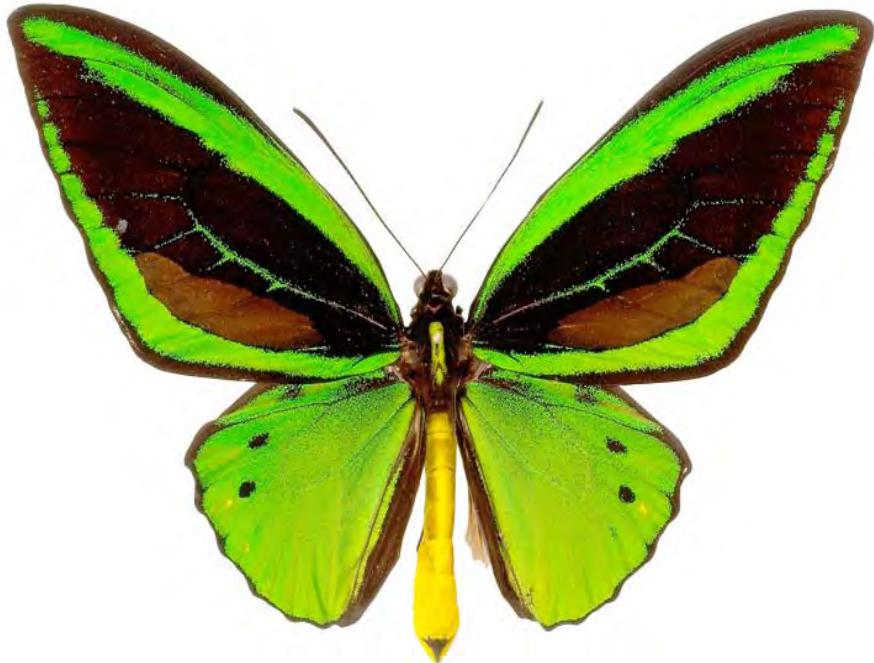


Students explore art as a means of experiencing and exploring own and others' lives

Valuing Experience



Students describe, with teacher guidance, own and others' artworks: subject matter, art elements, media



*The student is at the centre. Students' own feelings, perceptions, ideas, and expressions matter immensely. It is critical that these are valued, explored, and celebrated within all **ART** learning experiences.*

The Learning Context

The Big Idea: Exploring Shape in Our World

The students in this combined Nursery/Kindergarten class came from a wide range of backgrounds. Students ranged in age from 4 to 6 years old. There was a wide range of developmental levels.

Prior learning

The classroom teacher had adopted an arts-integrated methodology which had proven to be a very successful approach with the diverse needs, abilities and learning styles of her students.

The arts were infused into all curricular programming, and were viewed as powerful tools to engage *all* children.

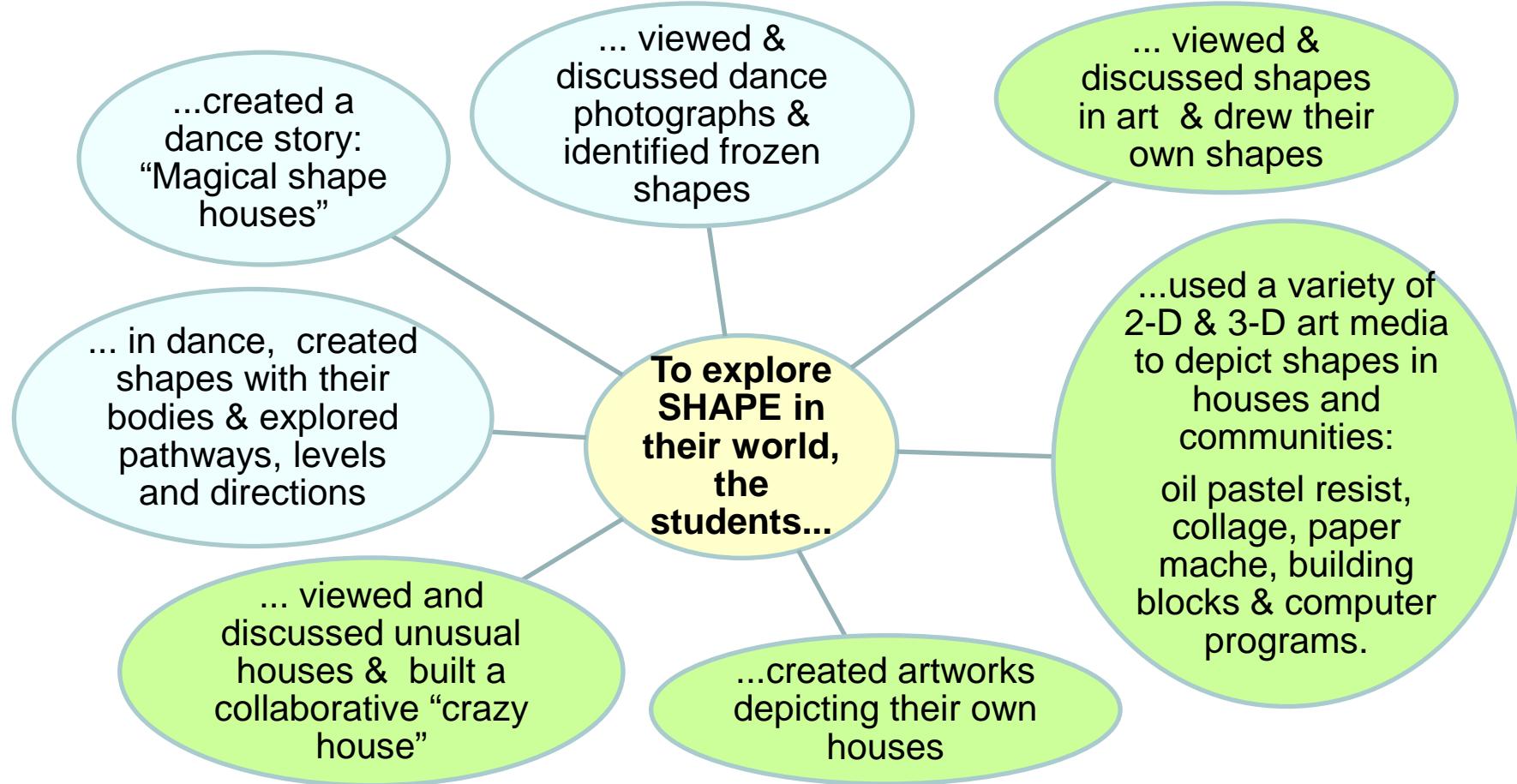
The classroom setting

All learning experiences took place in a regular Early Years classroom.



Overview of teaching and learning experiences.

This unit illustrates how the mathematical concept of shape can be woven through visual art and dance.



The presentation: **Exploring Shape in our World: Dance** focuses on *Dance*.

First the students looked at shapes in art

The students

- viewed, discussed and identified **shapes** (see appendix) in a variety of art works by artists such as: Joan Miro, Vassily Kandinsky, Alfred Pellan and Norval Morrisseau
- “outlined” various shapes observed in the artworks on the SMART BOARD
- drew their own shapes and tried to draw simple shapes blindfolded, just as Joan Miro’s art teacher once asked him to do!



Student Comments:

“I see curvy lines. And the lines look like a snake.”

“Like starfish. And snakes.”

“I see lots of circles.”

“It’s like a rainbow”

“It’s like the planets”



Artist: Alfred Pellan
National Gallery of Art, Canada

In Valuing Artistic Experience, students demonstrate understanding that noticing details enhances thinking about and enjoyment of artworks K-4 A-V2.4

Students practiced creating shapes using the SMART board, and other hands-on media.





Next the students

Built 3-D houses. They experimented with a variety of blocks, building interesting houses and structures. They used their Idea Books to re-represent their 3D house structures.

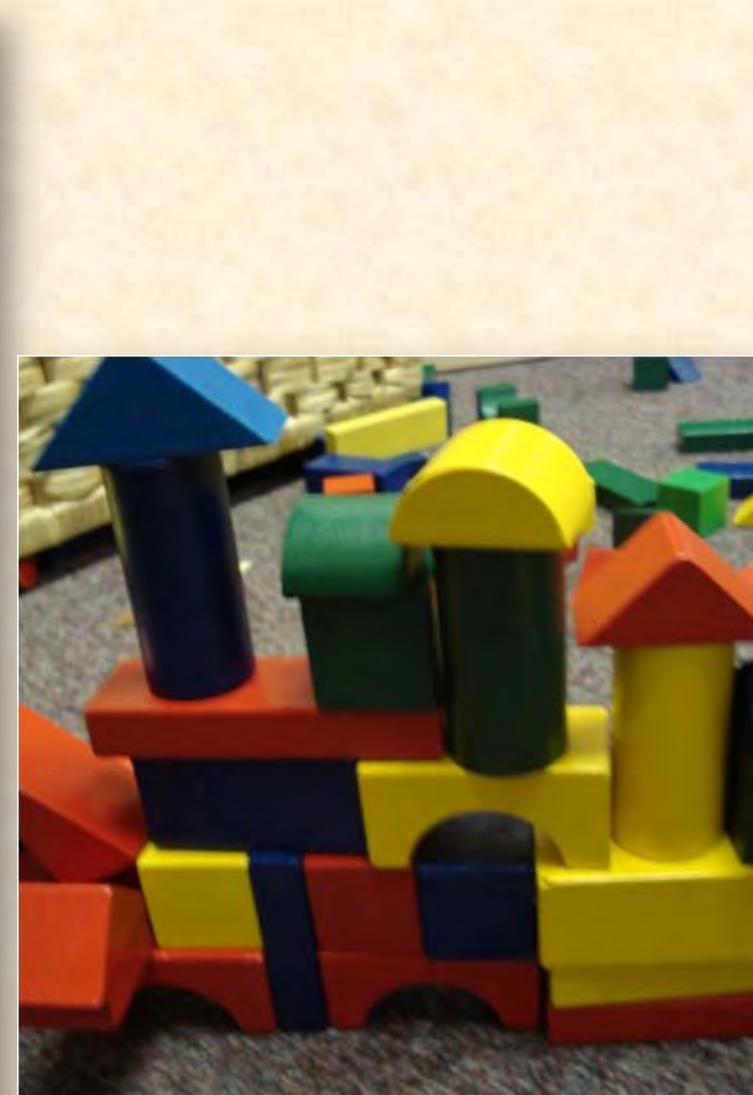


In Art Language & Tools, students use art media, tools, and processes to explore and demonstrate awareness of the elements of art: line, colour, texture, shape, form, and space K-2 A-L1.1

Student Comments:

"Look at my tower that I made. It can balance. I have a window like that on my house."
(points to semi-circle)







Then the students

created oil-resist drawings of their homes. No images were provided at this point, students had to use their visual memory to represent shapes and details found in their houses.

The teacher created a simple structure for students to read which included their name and address. EG: "This is Dallas' house. He lives at 123 Third St."

Children's work was posted around the room, so that they would become familiar with their own addresses.





They also experimented with **texture and colour** (see appendix) .



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

Next: shapes in houses

The teacher and students took digital pictures of each student's home.

Students attached a sheet of clear transparency paper over each house image.

They then used dry-erase markers to outline and identify each shape on their house.



In Art Language & Tools, students draw and paint, demonstrating understanding that lines can depict the edges of observed, recalled, or imagined shapes and forms K–1 A–L3.2



Student Comments:

"My house has a lot of rectangles. Ten rectangles."

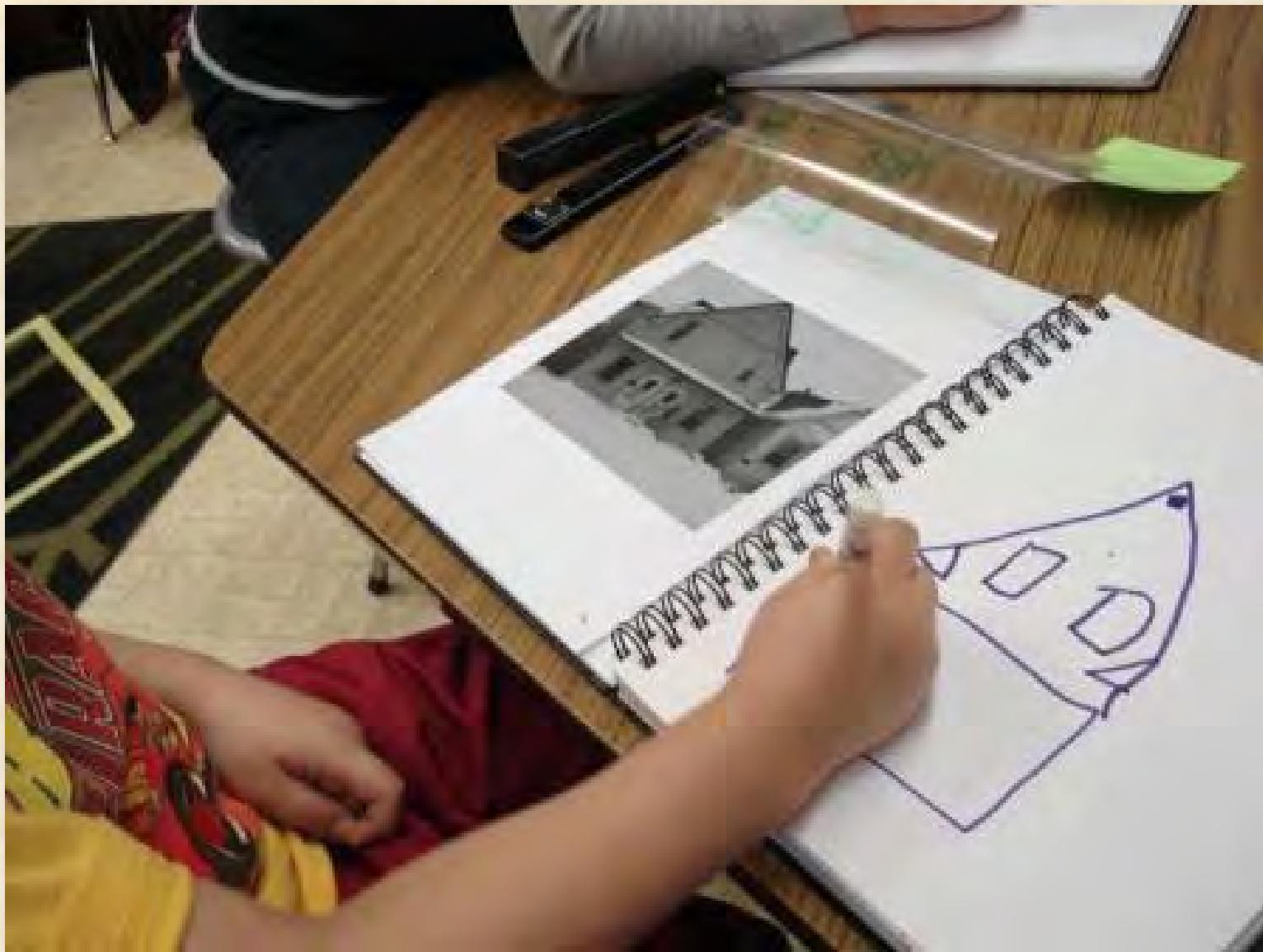


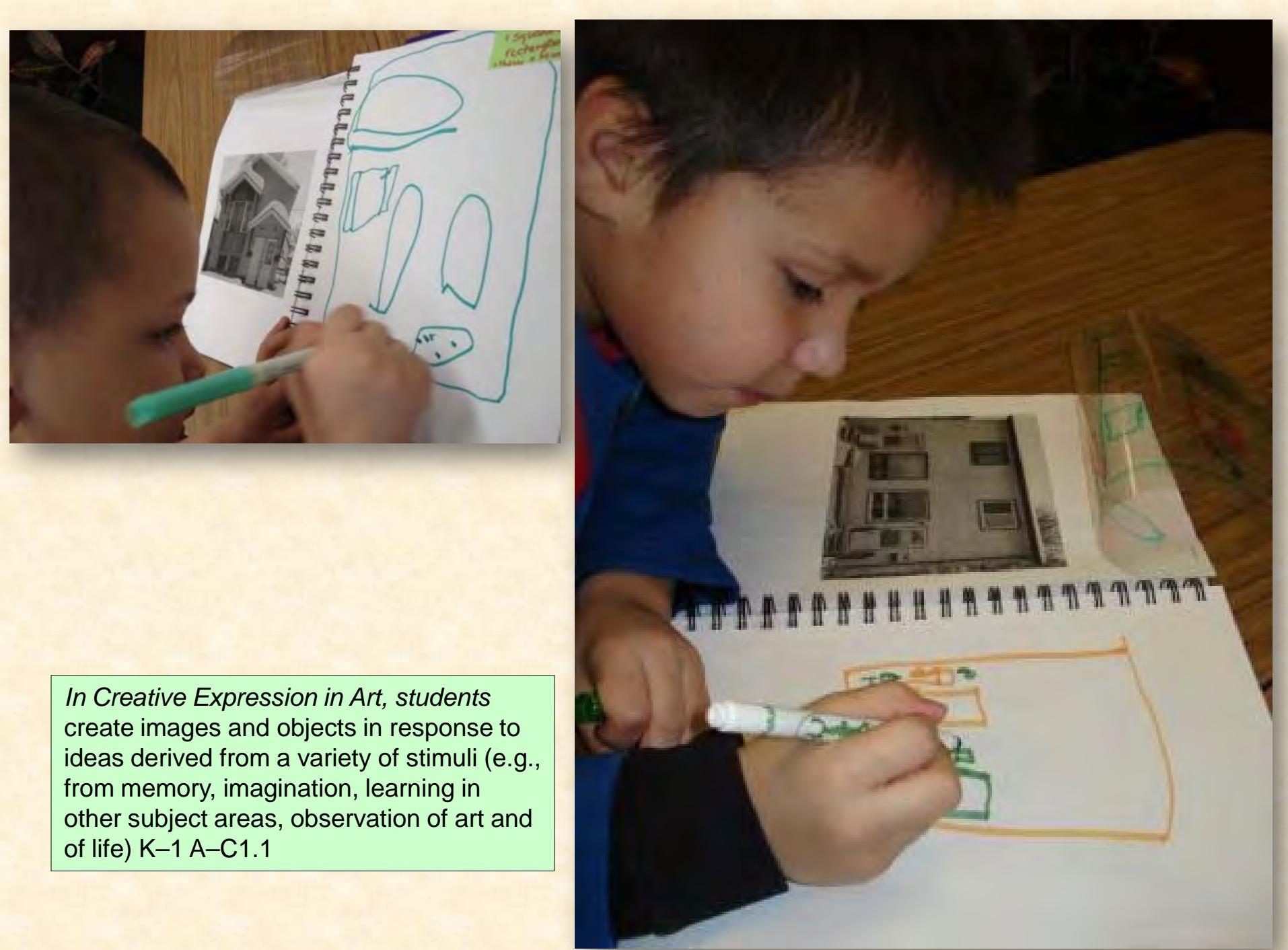
Student Comments:

"My house gots a square, and a roof, and a half-circle and a rectangle. And Lisa shovelled."

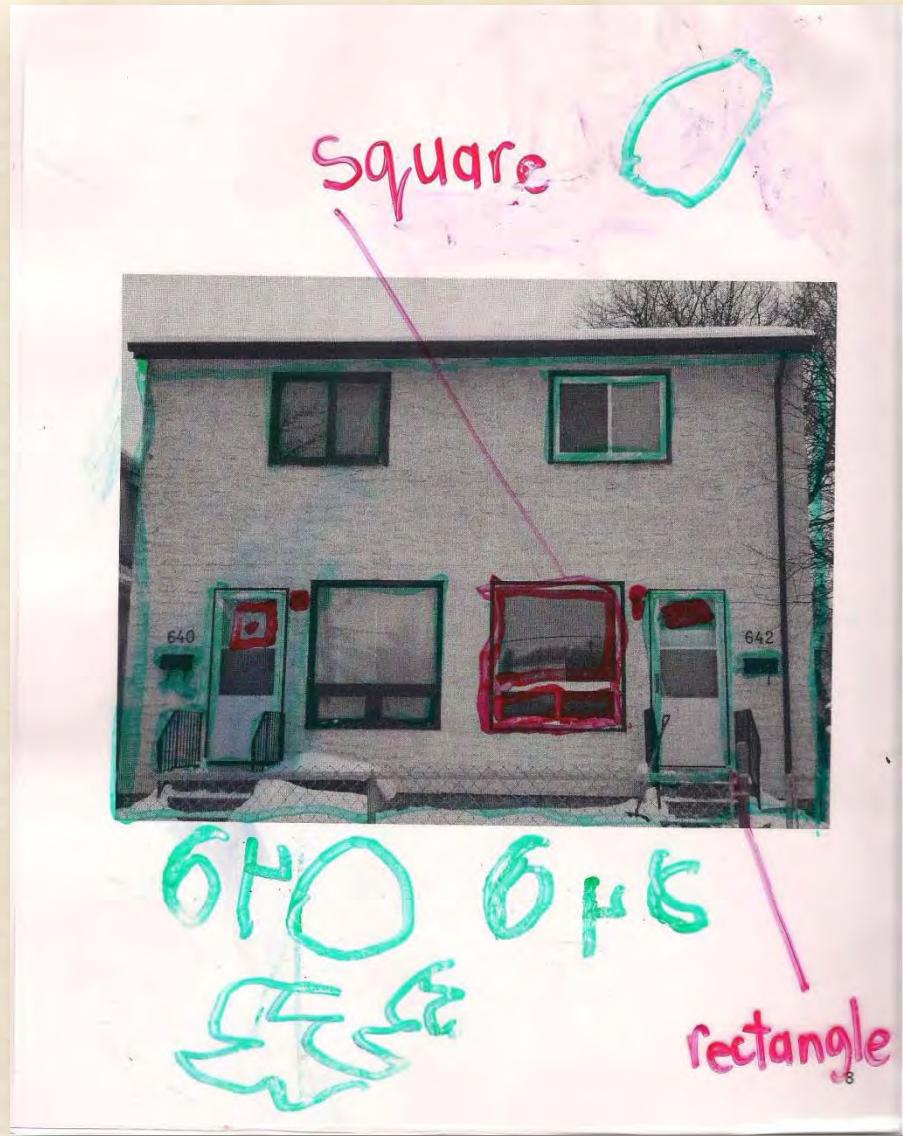
In Art Language & Tools, students use the words line, colour, texture, shape, and space appropriately
K-1 A-L1.2

Students also used the images to do a “look-draw” of their house.





In Creative Expression in Art, students
create images and objects in response to
ideas derived from a variety of stimuli (e.g.,
from memory, imagination, learning in
other subject areas, observation of art and
of life) K–1 A–C1.1



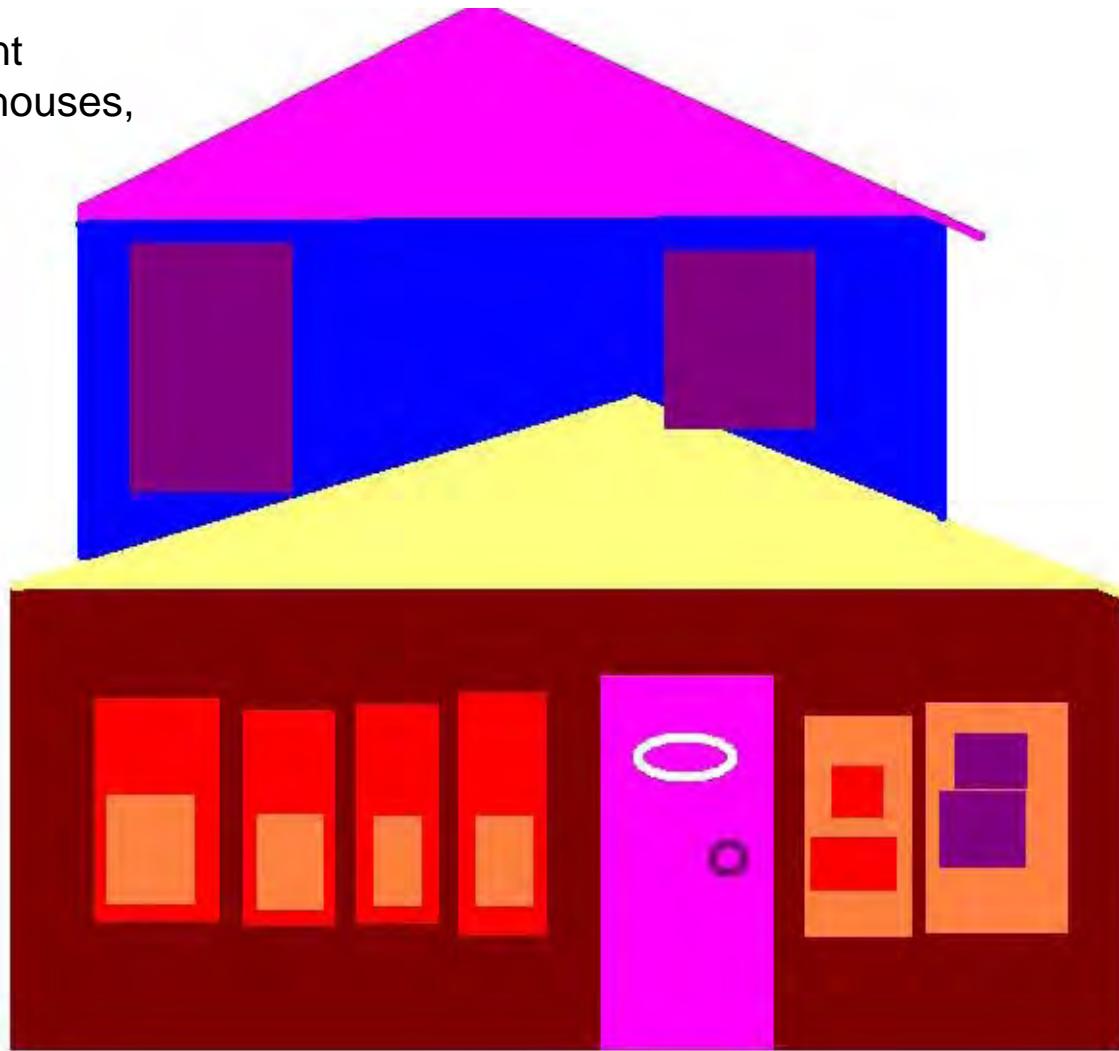
In Art Language & Tools, students describe lines, colours, textures, and shapes observed in artworks and in own surroundings K-1 A-L1.3

Shapes in the neighbourhood

After a walk in the neighbourhood, children used marker and tempera paint to draw buildings in the community.



Students also used the Paint program to represent their houses, using shape tools only!



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

They cut out their drawings and used them to create a 3-D representation of their neighbourhood.

Student Comments:

"We have lots of places to go in our neighbourhood. Like Jemy's. You can get egg rolls there. And candy. You can go to the fire station. And you can go to Safeway."

"Some people live in houses. Some people live in apartments. I live in an apartment with my family."

"You can go to the doctor's. It's downtown."

"There's big, high buildings downtown."

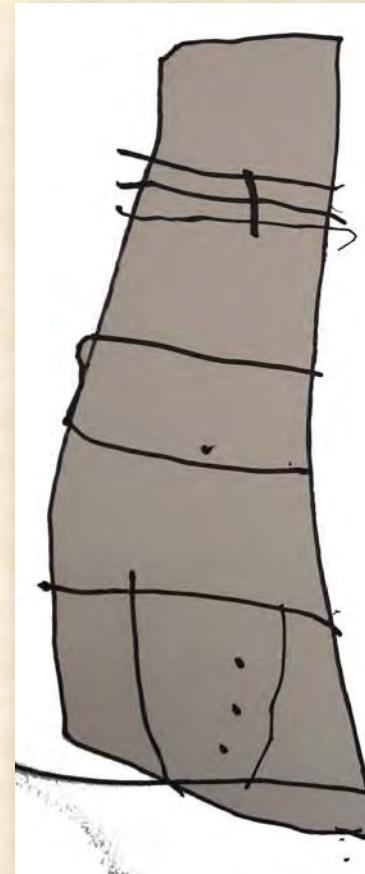
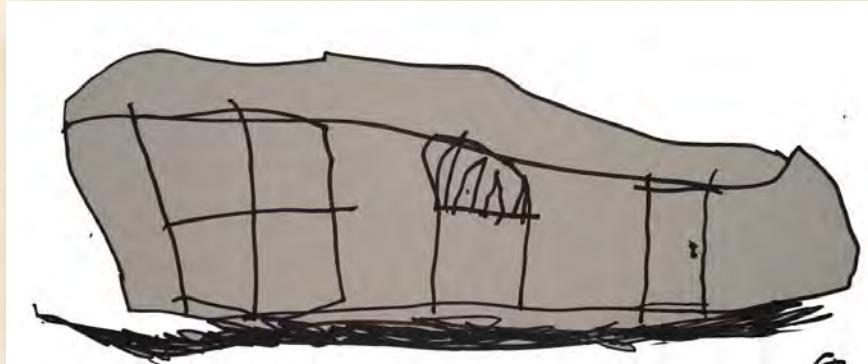


In Understanding Art in Context, students describe works of art and design experienced first-hand in own community K–2 A–U1.3

Google Earth in the neighbourhood

After walking through the neighbourhood, noticing all the important places and people, students wondered what their neighbourhood would look like from a bird's view.

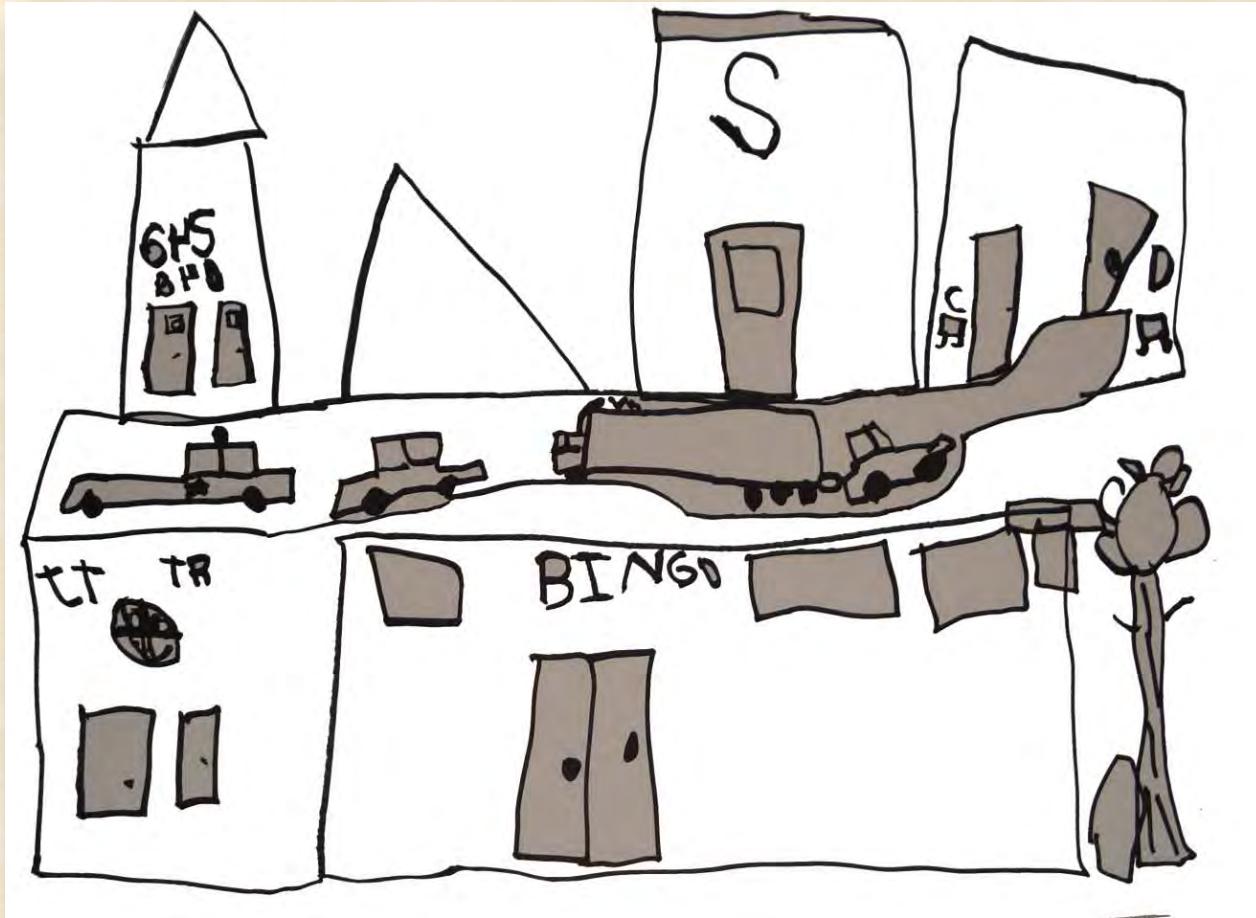
They used Google Earth to look at their neighbourhood from above, and students used the SMART Board to move up and down the many streets. Next, they created their own "bird's eye" maps, and told stories about their neighbourhood.



Student Comments:

"That's my dad's. It's high. That's my house. I just move in this house. 1 house, 2 house."

"bird's eye" maps



Student Comments:

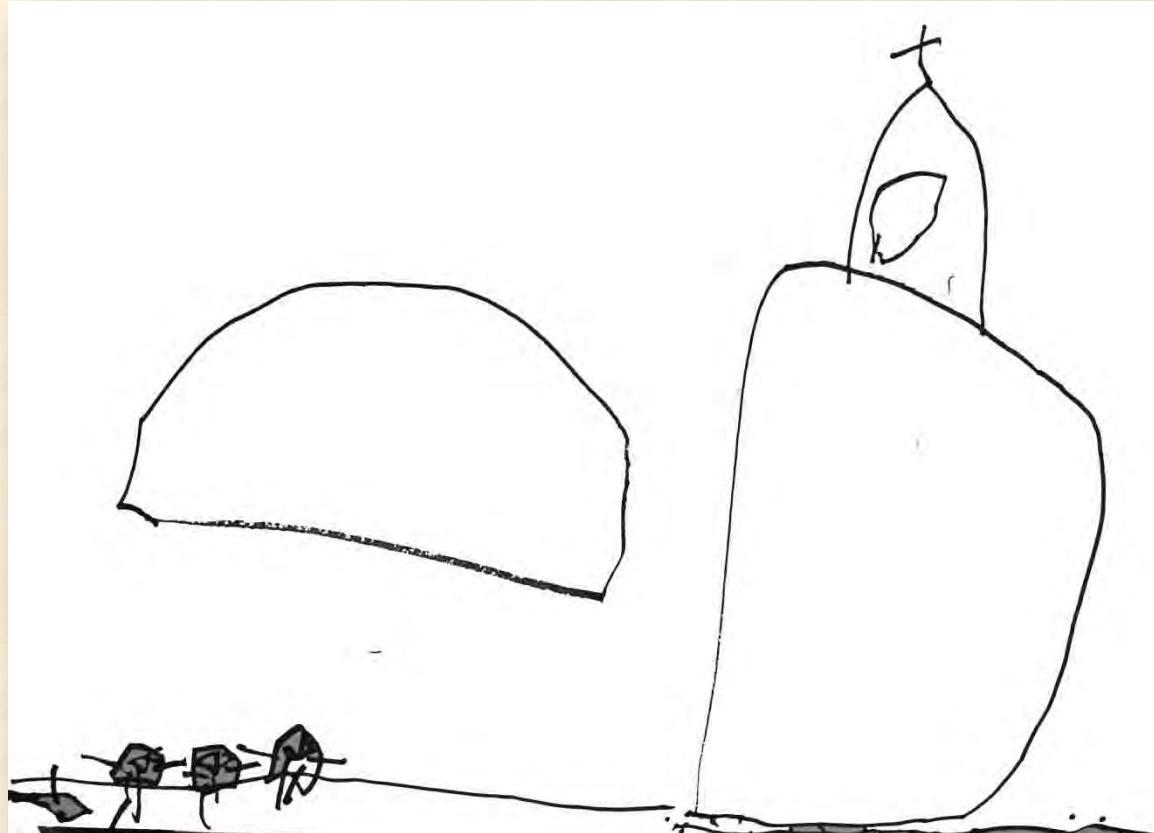
"I go to Bingo. And I see Orlando's mom there."

"I have toys, games, and computer in my house. I go to Wal-Mart to buy my toys."

“bird’s eye” maps

Student Comments:

“Here’s the road. Look at all the bumps. The road is bumpy. There’s a monster under here, under the sidewalk. He’s a good monster.”



“bird’s eye” maps



Student Comments:

“It’s like space. (observing his neighbourhood from above, using Google Earth) It looks like a butterfly. (pointing to round-about on perimeter highway, using Google Earth).

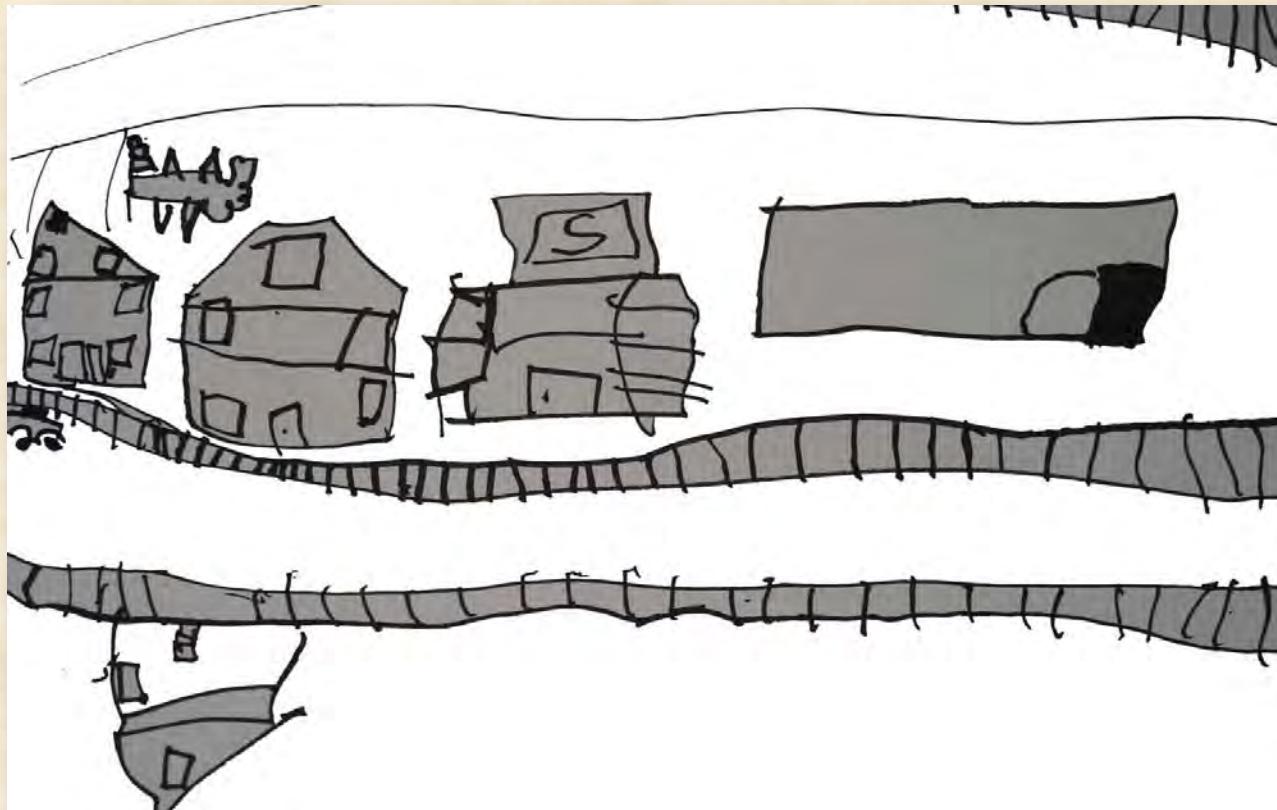
I go to the bank. And Dollarama. My mom and me go there.”

Student Comments:

"The road goes right over here to my School. There's a kind of road here out the back, and we have to turn at the sidewalk. And there's a big giant house there, and right at the side – it's Safeway. I don't know who's house it is. There a store on the corner where we buy egg rolls and candy. It's Jemy's.

Here's the fence where the dogs are. Some are black and some are brown. I don't go there. There's a tree in back of my house."

“bird’s eye” maps



In Understanding Art in Context, students demonstrate appreciation of art as a means of experiencing and exploring own and others' lives (e.g., feelings, values, stories, events, cultures) K–4 A–U3.4

Then

the students explored [Eric Carle's](#) website to watch a [step-by-step process](#) of the famous illustrator's fingerpaint collage technique.



In Understanding Art in Context, students recall and describe (verbally or in other ways) own experiences of individual artworks (Eric Carle collages) K–2 A–U1.2

They made finger paint texture swatches to use for their own collages.



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

Students

- cut the finger paint texture swatches into various shapes
- looked at images of their houses to find and match the shapes they needed for their home
- created their own house collages using the shapes





Student Comments:

“My house has squares and straight lines.”



Student Comments:

“My house has a big triangle.”

In Valuing Artistic Experience, students participate actively in art learning experiences
K–4 A–V1.1

Student Comments:

"My house has triangles and squares and rectangles, and there's a house back there."

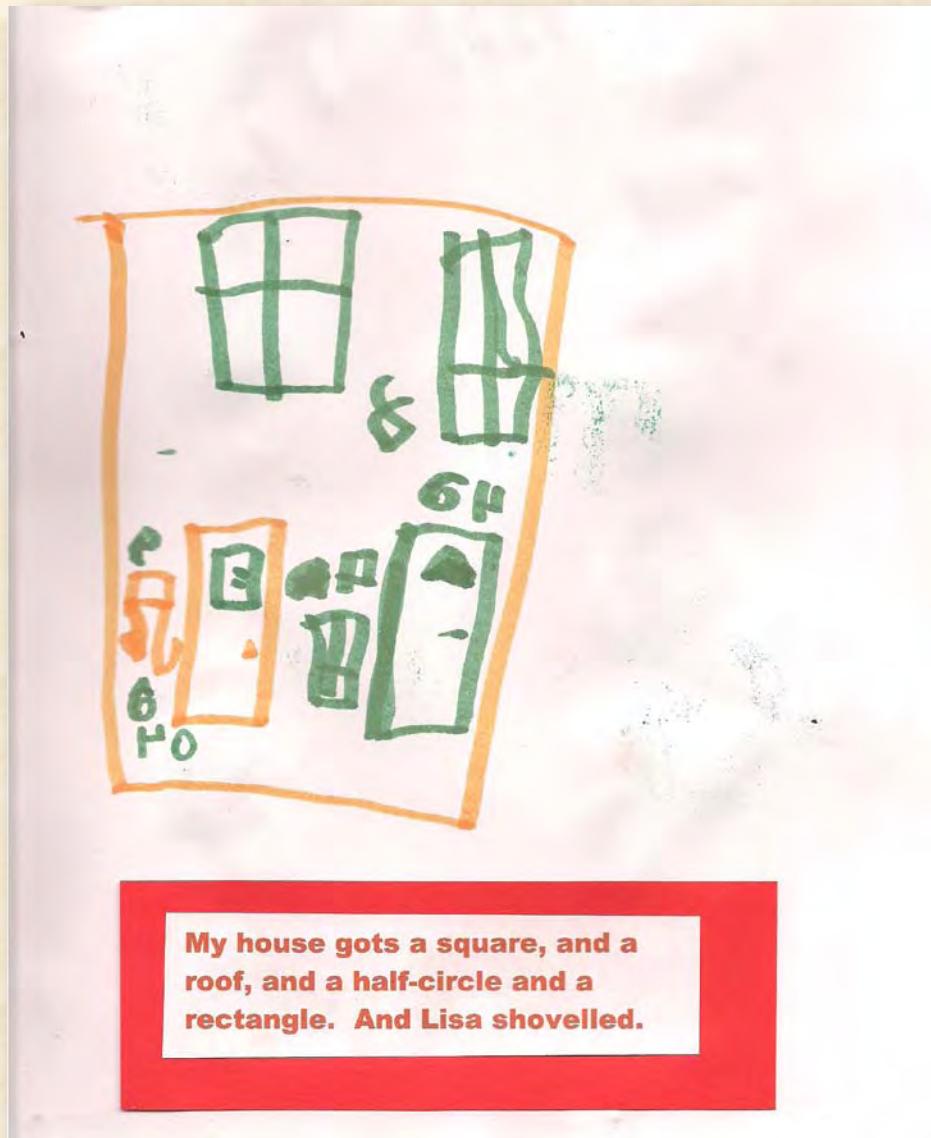


My house has triangles and squares and rectangles, and there's a house back there.

19







**My house gets a square, and a
roof, and a half-circle and a
rectangle. And Lisa shovelled.**

Students watched a slideshow featuring some of the most unusual houses in the world and recorded their comments to describe the architecture

Strange

Select to view

Houses

In Understanding Art in Context, students engage thoughtfully with artworks from various times, places, and peoples K–8 A–U1.1

Students used their imagination to create a collaborative, 3D structure, incorporating many interesting shapes.



Student Comments:

“It feels like goo.”

“Like smooshy.”

“It’s cold, and gooshy
and smooshy.”



In Creative Expression in Art, students contribute parts to group artworks K A–C3.3



Once completed, students had fun imagining who might live in their castle. They explored ideas of dragons, kings and queens. Some students chose to “write” about their ideas in their Idea Books. Others had fun telling stories to one another.



In Valuing Artistic Experience, students describe, with teacher guidance, own and others' artworks in terms of subject matter and art elements and media K–2 A–V2.1

Commentary

Teacher Comments:

I have observed that children “know more than they can say” as once expressed by Polyani, and that “the arts help children say what cannot be said” as articulated by Eisner. Through visual art and dance, children have opportunities to show what they know in non-traditional ways, often surprising me beyond my imagination. Children who ordinarily have difficulty with language shine as they construct meaning and communicate their understanding through movement and art. I have observed greater cooperation, improved listening skills and focus when children are engaged in artistic activity. With an integrated approach, my students discover the interconnectedness of our world, deepening their understanding of the big ideas that transcend individual disciplines. They think, communicate, and share through multiple sign systems, solving problems creatively by drawing on knowledge and methods from various disciplines. As students express themselves creatively, they bring joy and wonder into their world. The arts awaken the senses, as children experience their world through sound, texture, image and movement. In the arts, we learn to solve problems through multiple perspectives, and there is not always one right answer. Children cooperate and work together to find solutions to complex problems.

Commentary

Teacher Comments:

We share our work on our class blog site (although at this time, pictures of children are not permitted)

We have had comments from across the world: Australia, England and the United States!

Children are eager to share and talk about their work with others, and it is especially motivating when they hear comments from others outside their immediate community.

Currently, we are exploring the possibilities of VoiceThread and Skype to engage in Art Talks with other kindergarten children around the world.

Appendix: Resources

Art Tools and materials

- Pastels
- Paper
- Dry-erase markers
- Transparency paper
- Fingerpaint and fingerpaint paper
- Digital Camera

Architecture Shapes, by Michael Crosbie and Steve Rosenthal

I Spy Shapes in Art, by Lucy Micklethwait

Resources

Art works by Miro, Kandinsky, Pellán, Morrisseau, etc.

For additional artworks, search:
National Gallery of Canada

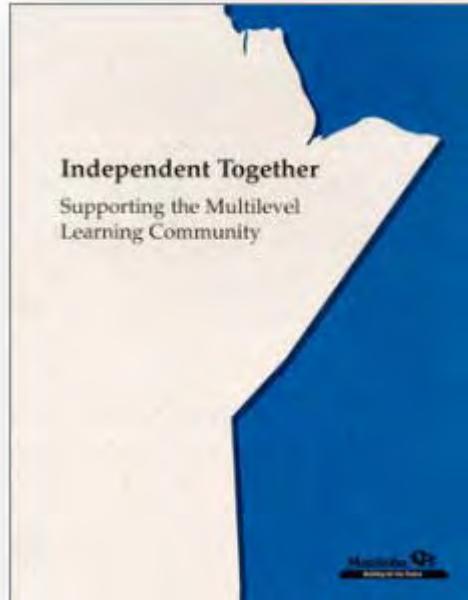
Appendix:

Key Concepts: Elements of Art for Kindergarten to Grade 4

Element	K-2	3-4
Line	Line weight (thick/thin, light/heavy, varied) Line character (physical and emotive qualities)	Contour lines (primary, secondary, cross) Implied lines
Colour	Manipulating tints and shades (altering the value of colours with white or black, and by thinning) Primary colour as the basis for mixing secondary and other colours Warm and cool	The colour wheel Complimentary colours Analogous colours Manipulating colour intensity (adding grey/adding complimentary colour)
Texture	Texture character Texture rubbings Textured media	Creating and manipulating visual and real textures
Shape and Form	Geometric/organic Soft and hard edges	Positive/negative shapes Symmetrical/asymmetrical shapes and forms
Space	Depth (near and far) Picture plane (top/bottom/right/left)	Positive/negative spaces Foreground/middle ground/background

Appendix: Manitoba Education Resources

Independent Together: Supporting the Multilevel Learning Community



For more information, see:
[Independent Together:
Supporting the Multilevel
Learning Community](#)

"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 ."

Independent Together 6.3

Appendix: Manitoba Education Resources

Independent Together: Supporting the Multilevel Learning Community



For more information, see:
[Independent Together:
Supporting the Multilevel
Learning Community](#)

“While inquiry is often student-led, it is also teacher-facilitated. Teachers ensure that curricular outcomes are met, that the learning needs of individual students are identified and addressed, that adequate resources are available, and that students’ learning processes and products meet criteria for quality work. Thus, the teacher plans what curricula to integrate, what learning outcomes to assess, and what possibilities the inquiry may include to facilitate instruction and learning..”

Independent Together, 6.4

Why was this exemplar a valuable learning experience?

Art Language and Tools

Students demonstrate understanding of and facility with visual art elements, principles, and media.

Understanding Art in Context

Students connect the visual arts to contexts of time, place, and community, and develop understanding of how art reflects and influences culture and identity.

Creative Expression in Art

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

Valuing Artistic Experience

Students analyze, reflect on, and construct meaning in response to their own and others' visual art.