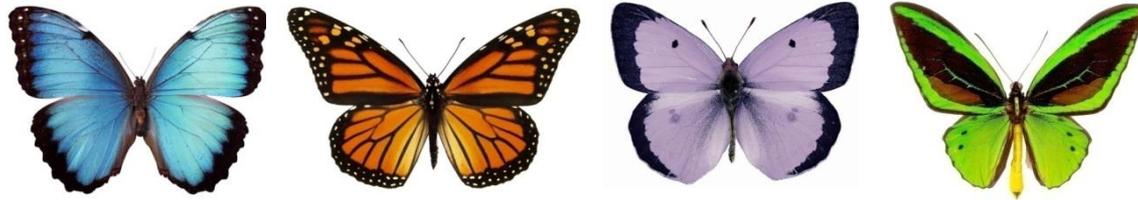


# Manitoba Arts Education Curriculum Programming “Exemplars of Learning”



*This exemplar includes*



*appropriate for grades*

K

1

2

**3**

**4**

**5**

**6**

7

8

# Novel Study with Art

*Kensuke's Kingdom*  
by Michael Morpurgo

A Gr. 3&4 Learning Experience



# This exemplar includes student experiences in



## Visual Art

### Art Language and Tools



Students use and compare a wide range of art media....



### Creative Expression in Art

...they make ongoing decisions about the use of art media on the basis of own purpose...

### Understanding Art in Context

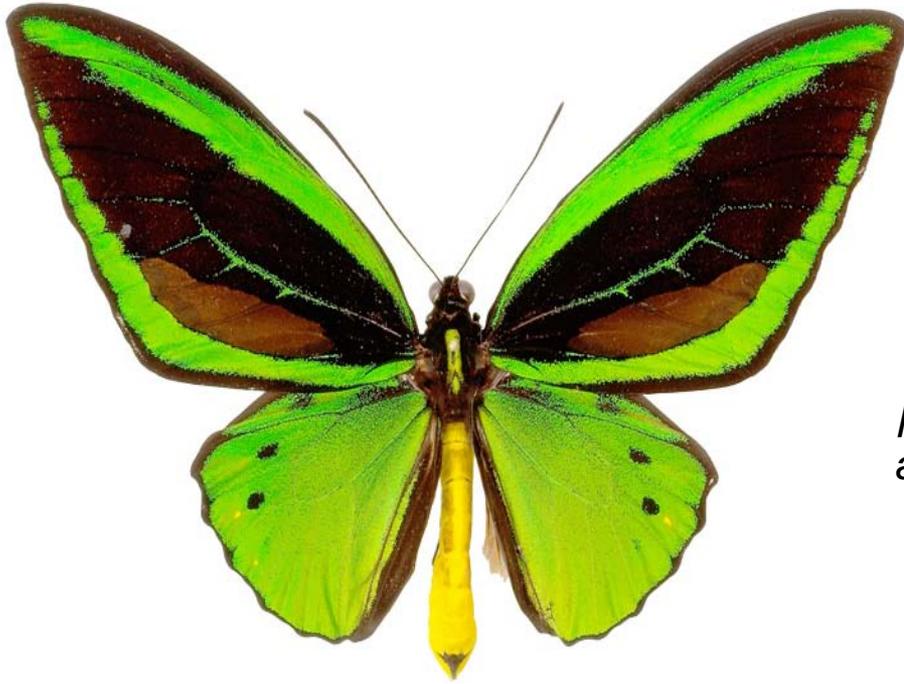


.....they demonstrate appreciation of art as a way of responding to a novel....

**Intent:** So students can make sculptures and to learn about size, shapes, textures and colours in their sculptures.  
**Criteria:** 1. To make it look as realistic as possible.  
2. Ask others when finished if they think it looks the way it should.  
3. Refer to your reflection sheet so you can make the changes you said you were going to.

### Valuing Artistic Experience

...and they participate in establishing criteria for their own work.



***Artistry is learned. All students have artistic potential. In developing the skills, understandings, and values identified within the visual arts learning outcomes, students convert their potential to reality.***

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

# The Learning Context

**The Big Idea:** How can we use art to show what we have learned about the characters, setting and events in a novel? [Kensuke's Kingdom](#) by Michael Morpurgo

**The students** were in a multi-age Gr. 3 & 4 class of 27 students. Most students were working at developmentally appropriate levels.

## **Prior learning:**

Students had several previous experiences with doing research projects based on the inquiry process. They also had many prior experiences with various art media including work with observational drawing, plaster bandage sculpture and plasticine sculpture. They were aware of the elements of art and could use art language appropriately. They were comfortable discussing and sharing their ideas about learning and experiences with art.

## **The classroom setting**

All learning experiences were carried out in the regular classroom. Students worked in multi age co-operative table groups and took ownership of set up, maintenance and clean-up of the group supplies and resources. A parent volunteer was available to help out and monitor distribution of materials for the plastercast sculptures.

# Overview of teaching and learning experiences

## ***First the students***

- participated in an inquiry project based on the novel *Kensuke's Kingdom* by Michael Morpurgo
- researched different Science and Social Studies topics related to the novel
- discussed different ways to use art to show characters, setting and events from the novel, and then, as a class, chose to use the medium of plastercast sculpture
- gathered ideas, wrote and drew plans and images for their sculptures
- made a plasticine planning model (a maquette) of their ideas for a final sculpture

## ***Next they***

- were introduced to the tools, materials and process of sculpting with plastercast
- established criteria for their final sculpture
- made the tin foil & plaster sculpture
- compared & contrasted their plastercast experiences to previous experiences with plasticine
- reflected on what it meant to be an artist

## ***Then they***

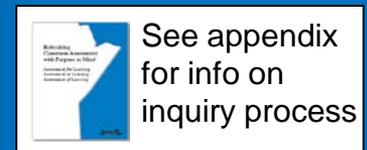
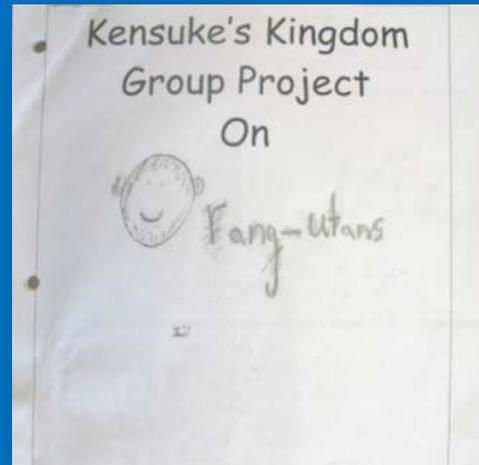
- painted their sculptures and added finishing touches with markers, tissue paper & model magic
- assembled their work

## ***Finally they***

- created criteria for final presentations
- shared their final research projects and presented their findings to the class
- used their own criteria to evaluate each other's projects and presentations

# First the students

- brainstormed for possible research projects in response to the novel, made choices about their own topic and worked in small groups to start researching their topics
- found information and images by looking in books and on the internet
- collected information about their topic and made drawings of the images they found

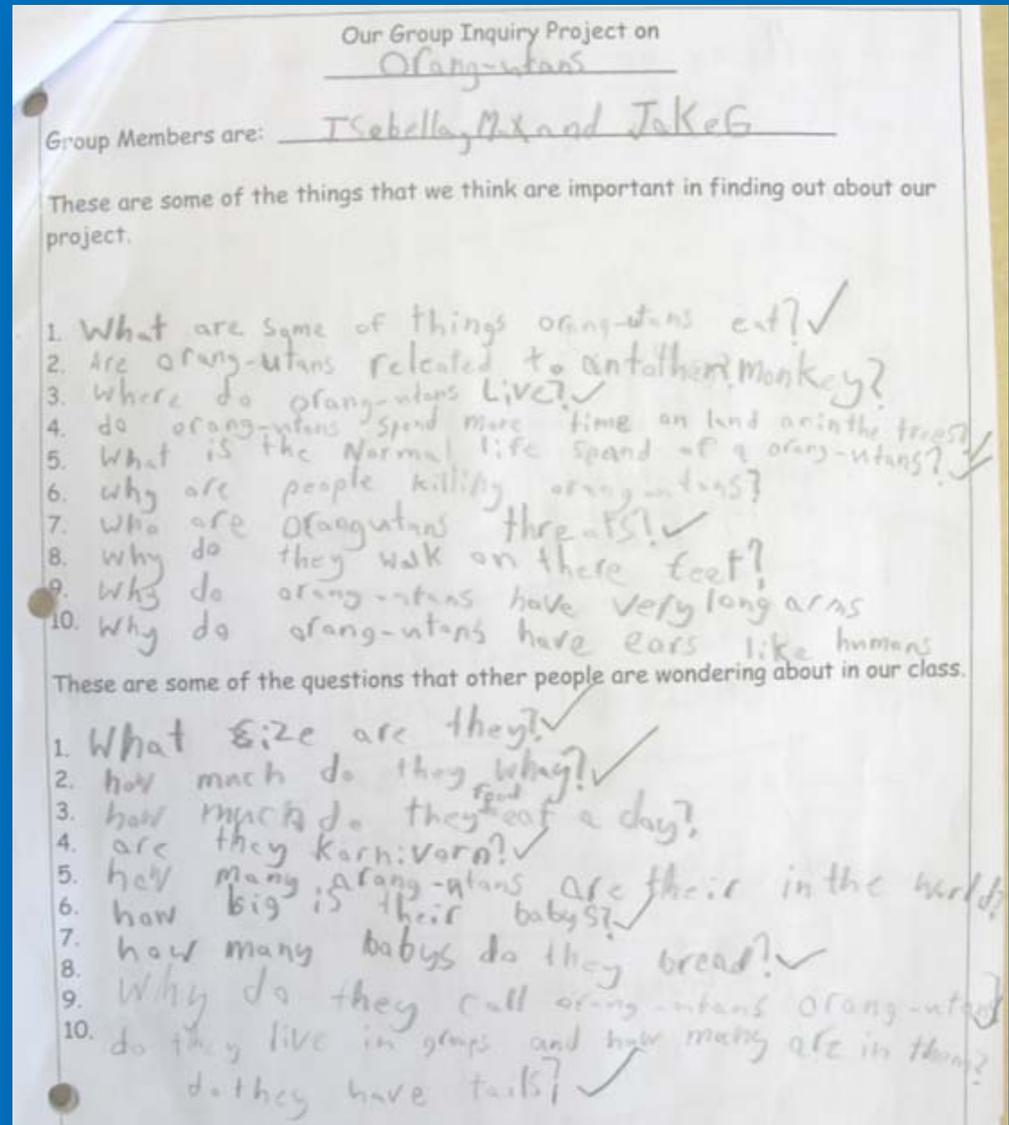


See appendix for info on inquiry process

*In Art Language and Tools, students develop skills in observation and depiction.A-L3*

# the students

- created a list of questions that they had about their area of inquiry
- read their questions to the other group members
- shared their questions with the whole class
- asked questions they were wondering about to the other groups
- recorded the questions that the other students had to their inquiry logs



*In Creative Expression in Art, students collect visual and other information for use in stimulating and developing own art ideas* 2-4 A-C1.5

# they

- gathered more ideas and wrote and drew plans for their sculptures
- completed their research and recorded the information in their inquiry logs
- made a planning model (a maquette) for their sculpture out of plasticine



Some Interesting Facts

- person of the forest Malay language
- most alike to humans
- live in the barao and the Sumatran
- they spend more time in trees than chimpanzees or gorillas.
- its arms <sup>as times</sup> 25 as long as its legs.
- its hands and feet are hairless
- it walks on its side feet because it cant keep its feet on the ground
- males are about 4 1/2 feet (1.2 meters) tall
- build nests in trees
- make waly waly 130 to 200 pounds
- a female is able to produce a baby when she is eight or nine
- females are protective to there young.
- A certain anthropologist named burate takes care of young orang-utans
- a baby wheet about 3 pounds
- when these babies are 2 years old they wheet 18 pounds
- they carry umbrellas and where rain coats
- very messy hair
- love fruit
- females are about 12 inches shorter than a female
- favs - figs, plums and mango
- great memories
- they carry a map of their territory in their mind

When their plasticene planning model was finished, they wrote a reflection on what had been easy and what had been difficult. They also applied what they had learned to their plans for the next step.

*In Valuing Artistic Experience* students reflect on and describe own process in creating art, and use art vocabulary appropriately to explain what worked well, problems encountered, and solutions found  
2-4 A-V4.3

Reflecting on your Maquette Alessia

1. Now that you have created a smaller sculpture out of plasticene, what details are missing that you will need to look closer at for your larger sculpture?

The lines on the Trunk of the tree. I need my leaves / prongs to be sticking up instead of across.

2. What part of making your sculpture was easier than you thought it was going to be?

The Trunk was pretty easy because all you basically had to do was roll it into a straight thick trunk.

3. What part of making your sculpture was more challenging than you thought it was going to be?

I think making the coconuts was a little challenging because I had to add a little hair with a tooth brush. But it didn't really work out the way I wanted it to.

4. What will you do differently tomorrow now that you have made a model of your sculpture?

Definitely the leaves because palm leaves at the end are supposed to be attached to the branch with makes it stick up.



# Next the students

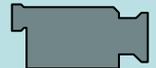
- created criteria for their final plastercraft sculpture
- used the criteria to guide them to successfully create their plaster cast model sculpture



## **Guiding Conversation:**

*“Now that you have created a model of your sculpture, what will you need to look at more carefully for your final sculpture?”*

Select above



for video

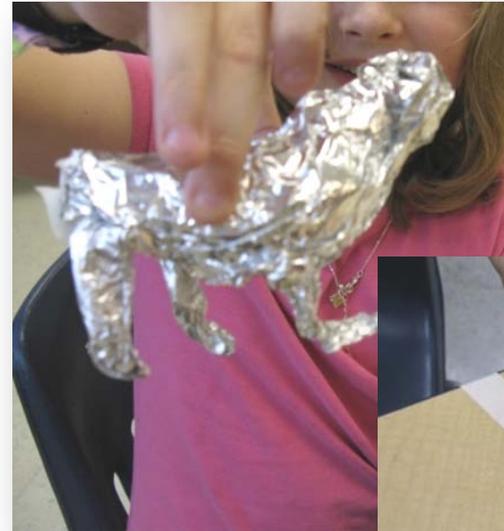
*In Valuing Artistic Experience, students participate in discussing and establishing criteria for successful use of art media, elements, and processes K-4 A-V4.2*



The students listened to, watched and discussed instructions with their teacher before starting work with the plastercraft.

## Instructions

1. First make a tin foil base, or armature. Look at your maquette carefully to help you decide how to shape your sculpture. Tape loose parts of foil together with masking tape.
2. Cover the foil & tape armature with plastercraft. Dip the pre-cut strips into water, place over the armature and then smooth the wet plaster with your fingers.
3. Add details last with smaller pieces of plastercraft bandage.





### **Art Toolbox tips:**

*When making the armature, pre-cut tin foil into various lengths and also have plenty of masking tape cut into various lengths at each table so that students are not waiting for materials.*

*Before their hands are wet, have children pre-cut all the plastercast bandages they will need into strips of various lengths about 3-4 cm wide.*

*Once wet work starts, have a pail of water at each table and plenty of paper towels.*



Student work:  
**“A coral reef”**



*In Creative Expression in Art, students search for and discover ideas for art making through experimentation with art elements, principles and media. 2–4 A–C1.2*



The students compared the progress of their foil and plaster sculpture to their plasticene maquette.



*In Art Language & Tools, students describe and compare a wide range of art materials, tools, and processes, using appropriate terminology. 3–4 A–L2.2*

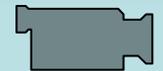


## The students

- problem solved during the creative process
- worked collaboratively in making decisions with partners
- used knowledge of past experiences with media to assist in completion of their sculptures



Select photo



for video

*In Creative Expression in Art, students explain own decisions about the selection and use of art media, elements, and subject matter in own ongoing artmaking. 3–4 A–C2.3*



# The students

- compared & contrasted their current experience to previous experiences with sculpture
- reflected on what it meant to be an artist

## ***Learning Conversation:***

*“Why did you feel like an Artist today?”*

*“How did you use materials that were more complicated?”*



Select above



for video

*In Valuing Artistic Experience, students reflect on and describe own process in creating art, and use art vocabulary appropriately to explain what worked well, problems encountered, and solutions found.*  
2–4 A–V4.3



# Then the students

- painted their sculptures and put on finishing touches using permanent markers





They added other materials such as plasticene and tissue paper and assembled their work.



*In Creative Expression in Art, students finalize own artworks and make appropriate decisions as to whether own work is “finished” based on criteria created earlier by the students. 2–4 A–C3.2*



# Finally the students

- placed their finished sculptures on the island
- shared their final sculptures with the class
- shared their research with the class
- evaluated each group member on effectiveness using criteria created earlier

*In Valuing Artistic Experience, students analyze their own and others' artistic compositions and construct personal interpretations of their own and others' art works. A- V2 & A-V3*





# Commentary: Surprises

## **Teacher Comments:**

*“ One of the great surprises during this project was how invested the students were in recreating all the important elements of the novel.*

*After the students completed their group projects, many of them continued to work on other parts of the novel to further enhance the final class project.”*





# Commentary: Student reflections

## **Student Comments:**

*“ I felt like an Artist during this project because we got to use a lot of different materials and it was really complicated.”*

## **Student Comments:**

*“I liked working with someone else because if you had a problem with how to do something, you could work together.”*



*In Valuing Artistic Experience, students reflect on, share, and explain ideas about meaning in own and others' artworks. 2–4 A–V3.1*



# Commentary: Teacher observations

## **Teacher Comments:**

*“ If I were to do a project like this again, I would have the students choose the method and materials for their final sculpture.*

*We started with the plasticine for planning and to help show what they would need to consider for their final plastercraft sculpture, and it did help them with those concepts.*

*However, for some of the sculptures, the texture and colour of plasticine would actually have been more appropriate for the final art product.”*





# Commentary: Future Learning

## **Teacher Comments:**

*“ The tools, methods and problem solving that took place will help the students tremendously with future projects. Many of the students were surprised by the amount of problem solving that occurred.”*

*Giving students the opportunities to work collaboratively on an Art project will help them with future projects because they learned with someone else.”*



## **Student Comments:**

*“I was surprised by how challenging it was to work with the plastercast but it was really fun”*



# Appendix: Resources

## Tools and materials

- Plasticine
- Tempera and acrylic paints
- Paint Brushes
- Plastercast bandages cut into strips
- Small containers of water
- Shaping tools
- Tissue paper
- Tin foil
- Masking tape
- Newspaper

- Books and internet for images
- Project booklet for information recording and image gathering and reflections



# Appendix: Learning Across the Curriculum

## English Language Arts Grade 3 and Grade 4

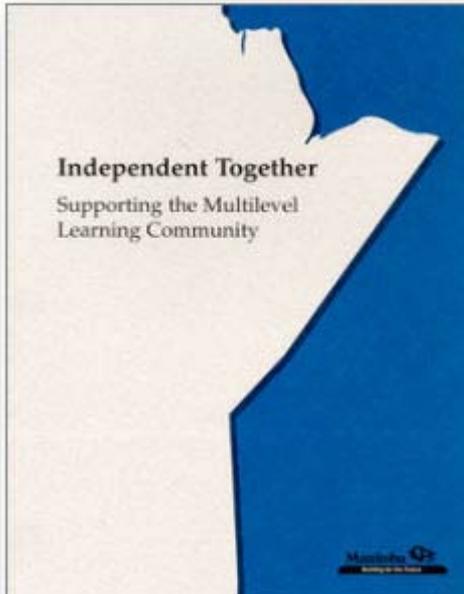
- **General Outcome 1:** Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.
- **General Outcome 2:** Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts.
- **General Outcome 3:** Students will listen, speak, read, write, view, and represent to manage ideas and information.
- **General Outcome 4:** Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.
- **General Outcome 5:** Students will listen, speak, read, write, view, and represent to celebrate and to build community.

## Science Grade 4:

- **Cluster 1** Habitats and Communities

# 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.

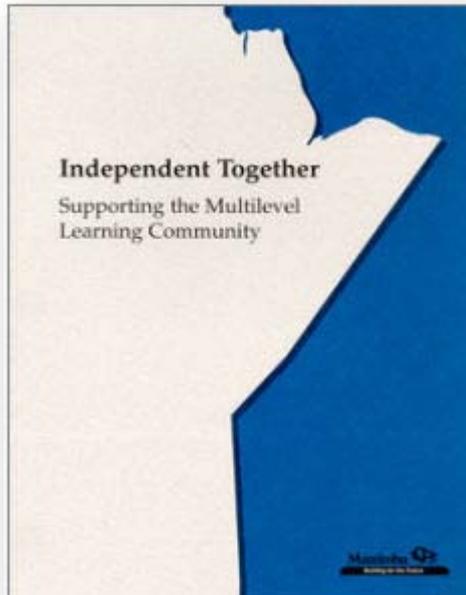
Students

- 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:

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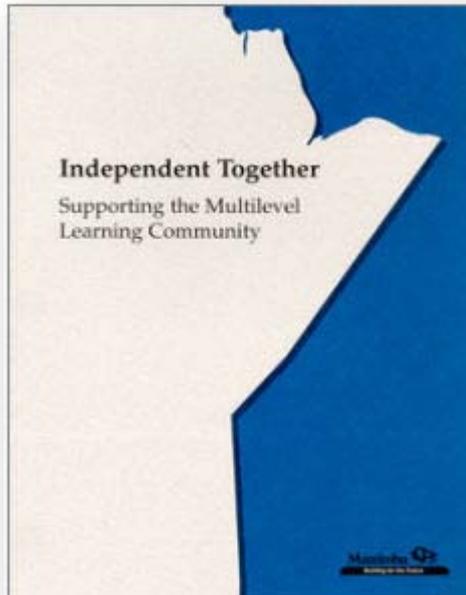
### “Self-Assessment

Self-assessment is key to independent learning. Rather than relying on others to tell them whether they are learning, students are taught to monitor their own learning. Self-assessment creates and reinforces students’ accountability for and ownership of their own learning. Students learn more effectively when they play a role in determining the direction of their learning, when they are active partners rather than passive recipients of what goes on in the classroom. Students who make significant decisions and pursue their own interests are engaged and motivated. When students are engaged, the classroom focus shifts away from behaviour management and towards learning. Self-assessment is not limited to filling out a questionnaire at the end of a major project, but is woven into the fabric of the classroom through goal setting, formal and informal conferencing, and reflective thinking that turns the responsibility for learning back to the student. Terms such as *reflection* and *quality work* are central to the vocabulary of the multilevel classroom.”

Independent Together, 2.4

# Appendix: Manitoba Education Resources

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### **“Facilitating Conferences**

Teachers confer with students through a variety of means:

**Over-the-shoulder conferences:** Much of the learning in a multilevel classroom occurs in the conversations that happen among students and between students and the teacher in the course of a day. These informal conferences may occur when the teacher is making the rounds during a workshop. These conversations allow teachers to watch and listen, and thereby learn about each student’s progress and needs. They also provide students with immediate feedback for learning..”

Independent Together, 2.9

## Constructing Student-Generated Criteria for Quality Work

BLM 2

The process of constructing student-generated criteria for *quality work* is a four- to six-week learning-teaching sequence. Develop only three to five criteria to reflect the targeted learning outcomes or essential learnings. Keep in mind that “less is more.”

- Clarify the purpose of a task and target the appropriate learning outcome(s).
- Share “exemplary” models of quality work.
- Guide students to identify and respond to “What’s powerful?” from a model or exemplar.
- Invite students to share “What’s powerful?” from their own work. Discuss “What is quality work?”
- Record responses on a class experience chart : EG: *A quality \_\_\_\_\_ looks/sounds like:*
- Continue to chart responses over several days/weeks to “see” the differences and gain a grounded sense of the qualities, characteristics, and development of the criteria.
- Use charted responses to Sort and Predict the BIG ideas (significant aspects of the task, essential questions, skills or behaviours being assessed). Repeat this process throughout the theme or unit over four to six weeks to enhance and deepen reflective thinking and raise expectations for quality work.
- Post a checklist or T-chart such as the following:

### Criteria for Quality Work

Met (M)

Not Yet Met (NY)

\*  
\*  
\*

- Have students use the checklist or T-chart for self-assessment and peer assessment. Use the same criteria for monitoring observations and summative assessments.
- Revise criteria constantly as learning becomes more sophisticated, *always raising the bar.*

Independent Together: Supporting the Multilevel Learning Community : BLM 2

Adapted, by permission, from Kathleen Gregory, Caren Cameron, and Anne Davies, *Setting and Using Criteria: For Use in Middle and Secondary School Classrooms* (Merville, BC: Connections Publishing, 1997), 7-14.

# Why was this exemplar a valuable learning experience?

## *Art Language and Tools*

Students worked with several 2D & 3D media and processes and demonstrated understanding of and facility with visual art elements, principles, and media.

## *Creative Expression in Art*

Students demonstrated their own purpose and intent for artmaking and made and explained their ongoing decisions about their use of art media, elements, and subject matter.

## *Understanding Art in Context*

Students demonstrated appreciation of art as a means of experiencing and exploring own and others' lives (e.g., feelings, values, stories, events)

## *Valuing Artistic Experience*

Students analyzed, reflected on, and constructed meaning in response to their own experiences with visual art.