

# Manitoba Arts Education Curriculum Programming “Exemplars of Learning”



*This exemplar includes*



*appropriate for grades*

**1 2 3 4**

**“Ship Inquiry”**



# This exemplar includes student experiences in



## *Visual Art*

*Art  
Language  
and Tools*



Students demonstrate understanding of and facility with visual art media, tools, and processes. ....



*Creative  
Expression  
in Art*

...they experiment constructively with grade-appropriate media to create a variety of images and objects...

*Understanding  
Art In Context*

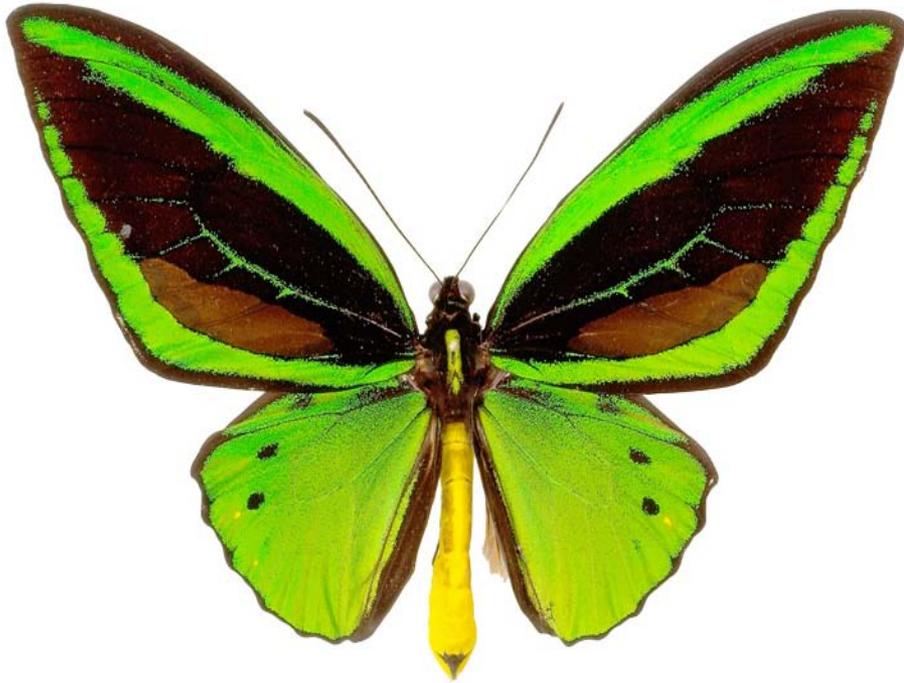


.....they demonstrate appreciation of art as a means of experiencing and exploring own and others' lives...



*Valuing  
Artistic  
Experience*

...and they reflect on, share, and explain ideas about meaning in own and others' artworks.



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

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

# The Learning Context

**The Big Idea:** What is a ship?

**The students** were in a very active Inner City Gr.2 class with a high percentage of boys.

## **Prior learning**

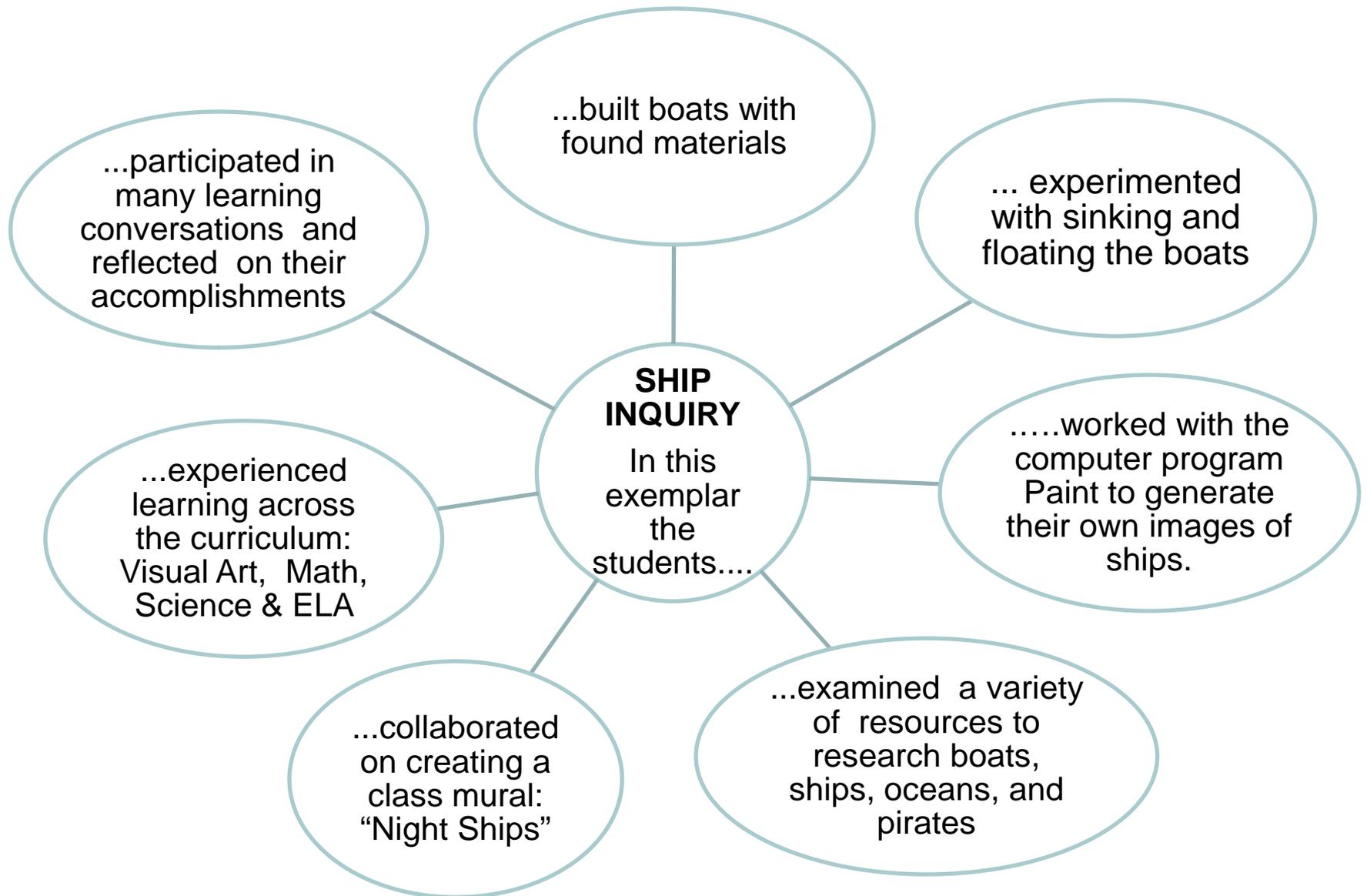
The students were familiar with the inquiry process and had prior experiences with a variety of developmentally appropriate activities in visual art.

## **The classroom setting**

All the learning experiences were carried out in the regular classroom setting.



# Overview of teaching and learning experiences



**Teacher comments:**

**The Inquiry Process :**

*“The ship inquiry was initiated by a boat building project designed to explore the properties of water (Gr. 2 Science: sinking and floating). Evident enthusiasm for ships led to ocean and pirate stories. We explored images of ships and boats by Inuit and First Nations artists, Paul Klee, Hundertwasser, and others.*

*Students created boat models with found materials. These inspired the creation of computer generated ship paintings which then led to a collaborative mural of ships in the night.*

*The process of creating the boats and the mural were of artistic value in and of themselves. As a classroom teacher, however, the value of the ship inquiry also lay in its cross-curricular potential. Science, Math and Language Arts outcomes connected easily to the ship inquiry.”*



# Building Boats

## First the students

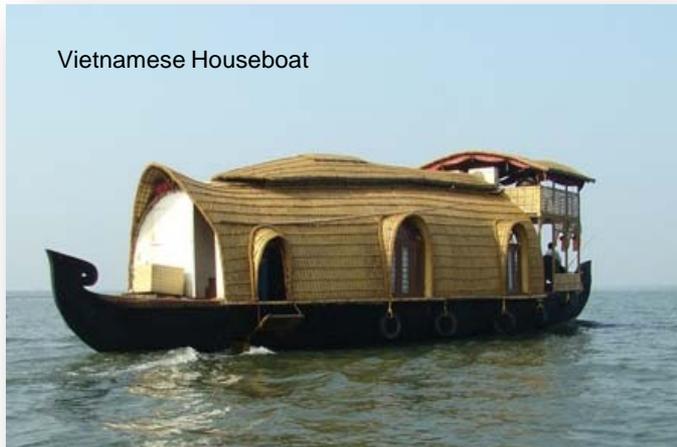
...examined a variety of resources to research boats, ships, oceans, and pirates



Artist: [Pitseolak Ashoona](#)  
Title: Eskimos on Seal skin Boat 1972  
National Gallery of Canada

Artist: [Lucy Qinnuayuaq](#)  
Title: Spirit Boat 1972  
National Gallery of Canada

Vietnamese Houseboat



They also examined the physical properties of a variety of materials and discussed their suitability for boat building.

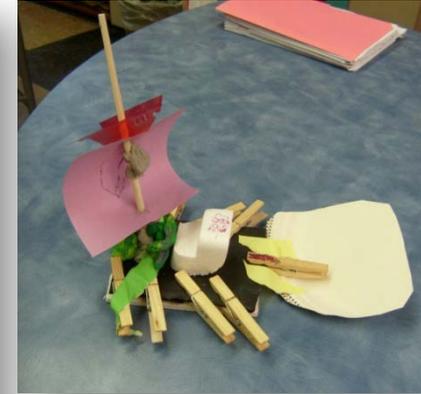




# Building Boats

The students experimented with a variety of materials such as egg cartons, straws, popsicle sticks, Styrofoam, canvas, modeling clay, bubble wrap, aluminum plates, and masking tape.

They then drew plans for their boats and selected materials to begin construction.



*In Creative Expression in Art, students make appropriate decisions about the selection and use of art media, elements, and subject matter in solving artmaking problems (K-2 A-C2.1) and Students incorporate serendipitous discoveries into own creative work, as appropriate (K-4 A-C2.5)*

# *Building Boats*

Then the students



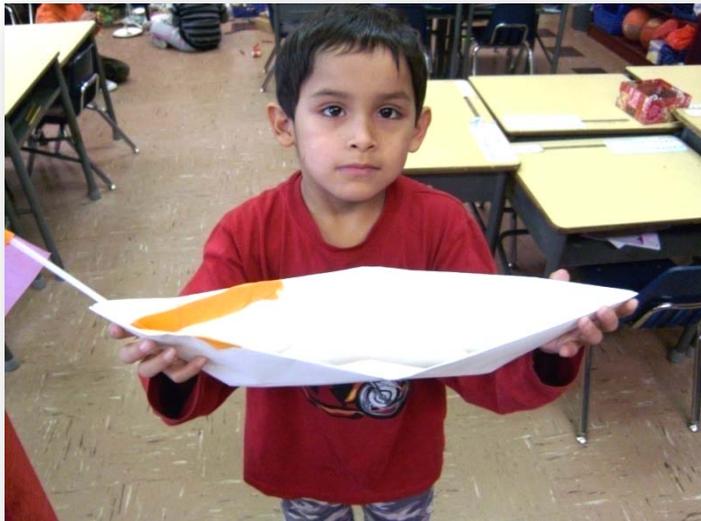
...built boats  
with found  
materials



# Building Boats

Some students joined 2 or 3 objects together, while others undertook more than one creation.

During construction, students kept in mind that floatation would later be tested.



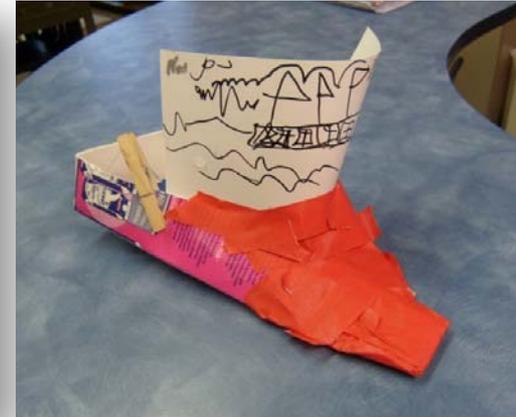
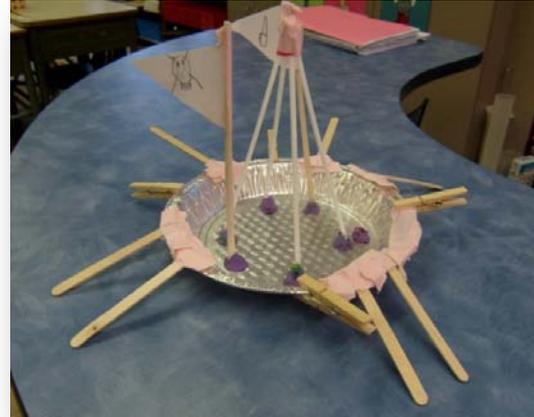
*In Valuing Artistic Experience, students demonstrate interest, curiosity, and engagement while experiencing art in a variety of contexts. A-V1*



# Building Boats

Next the students

... experimented  
with sinking and  
floating the boats



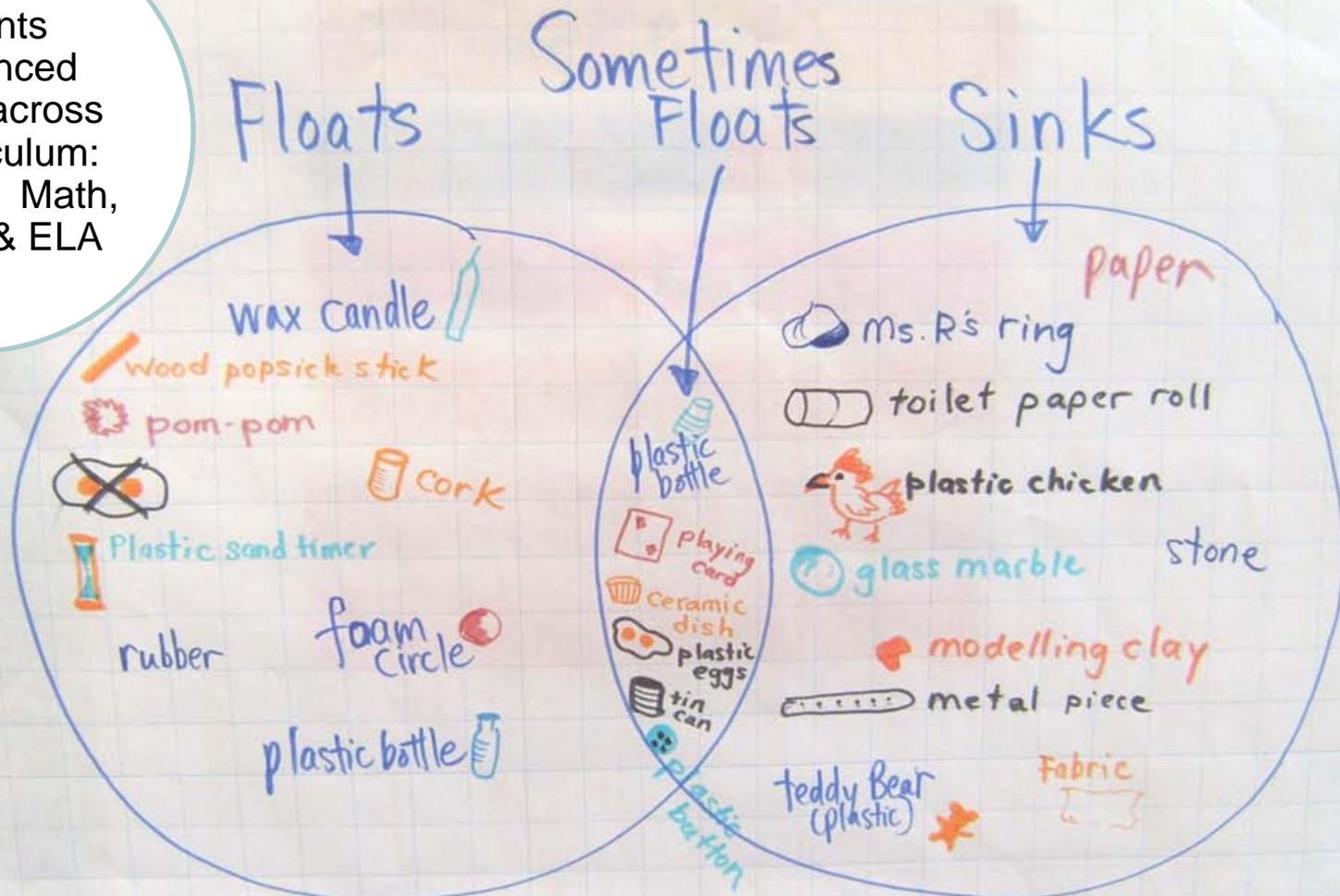
They

- chose from a selection of materials and objects, and made predictions about whether the objects would sink or float
- noticed that the shape of objects had an effect on their ability to float
- observed that ocean liners and some other ships and boats are made out of metal, but still float
- used a Venn diagram to record the results



# Results of Floatation Experiments

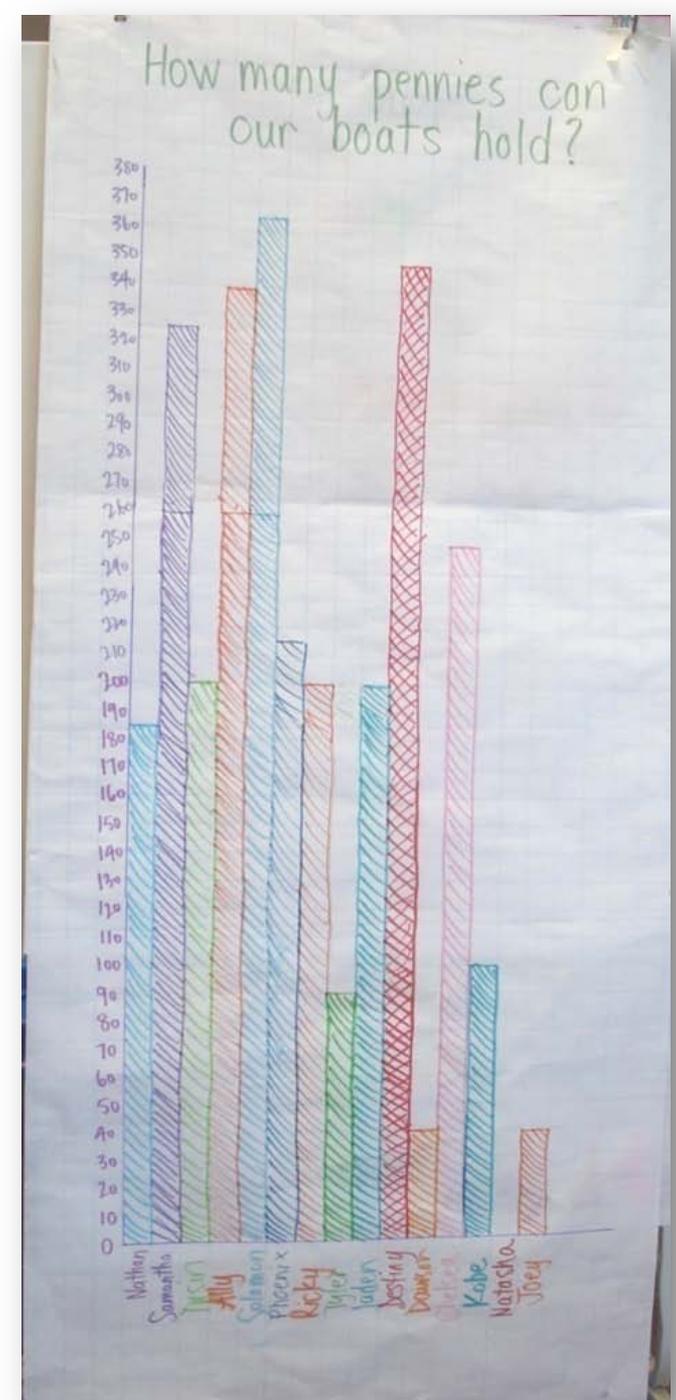
Students experienced learning across the curriculum: Visual Art, Math, Science & ELA



# Building Boats

## the students

- tested the ships by floating them in a large metal bowl. Students loaded their own ship with 10 pennies at a time to see how many they would hold before sinking .
- discussed the reasons for sinking (tipping, leaking, absorption...) and made suggestions for how they might have improved the design of their boats
- recorded individual results on a graph. Boats held between 40 (capsize!) and 350 (slow sink) pennies!



# “Sinking the ship” video clip



Select photo



for video



# Building Boats

## Finally the students

- following the sinking of the ships, discussed the results of the activity both from a floatation point of view and from an artistic point of view
- commented on what they noticed about each other's boats and especially noted the great variety of designs
- reflected on what changes they might make to their boats if they were to do this activity again



### **Student Comments:**

*"If I was on a ship, I would sail to the jungle to see the lions."*

*In Valuing Artistic Experience, students to 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



## *To continue the inquiry ...*

Due to the enthusiasm for the boat building project, students further investigated ships. a pirate ship tangent was explored. (Several students had designed their ship models with pirates in mind.)

The class read ship and pirate stories

*The Man Whose Mother was a Pirate* by Margaret Mahy, illustrated by Margaret Chamberlain

*Nathanial McDanial and the Magic Attic: Big Beard's Hook* by Evan Solomon, illustrated by Bill Slavins

*Lost and Found* by Oliver Jeffers

Students viewed YouTube video clips of stormy seas on the Drake Passage

*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*



# Night Ships

## First the students

- explored and discussed artwork depicting ships and boats from around the world
- were very interested in Paul Klee's "Abenteuer Schiffe" (Adventure Ship). Klee's artwork may have been the motivation to create images of ships at night



*In Understanding Art in Context, students engage thoughtfully with artworks from various times, places, and peoples (K-8 A-U1.1) and Students demonstrate understanding that the visual arts exist in many different forms (e.g., drawing, painting, sculpture, applied arts such as architecture, graphic design). K-2 A-U2.1*

## Additional ship and ocean inspirations:



Paul Klee *Departure of the Ships*

Katsushika Hokusai  
*The Great Wave at Kanagawa*

Vincent Van Gogh  
*Fishing Boats on the Beach at Saintes-Maries*



Artist: Unknown (Inuit Artist)  
Title: *Man in Kayak* c. 1900-1960  
National Gallery of Canada

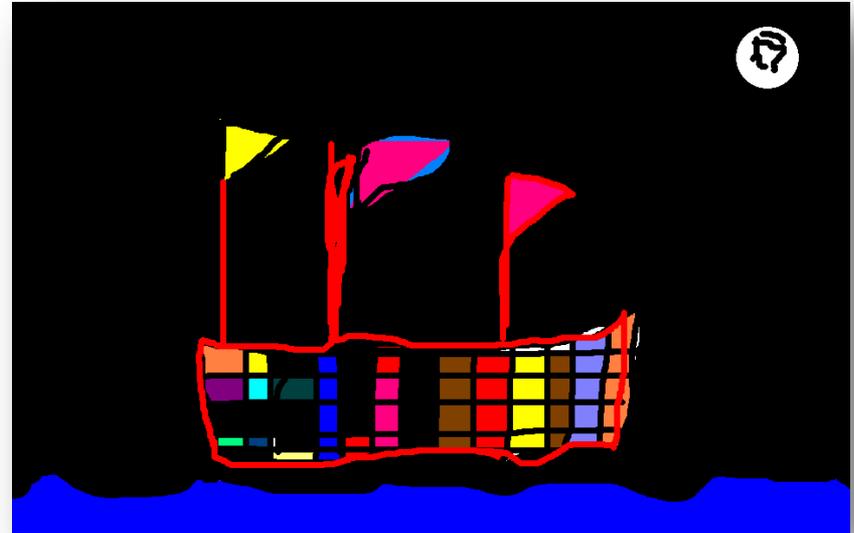




# Night Ships

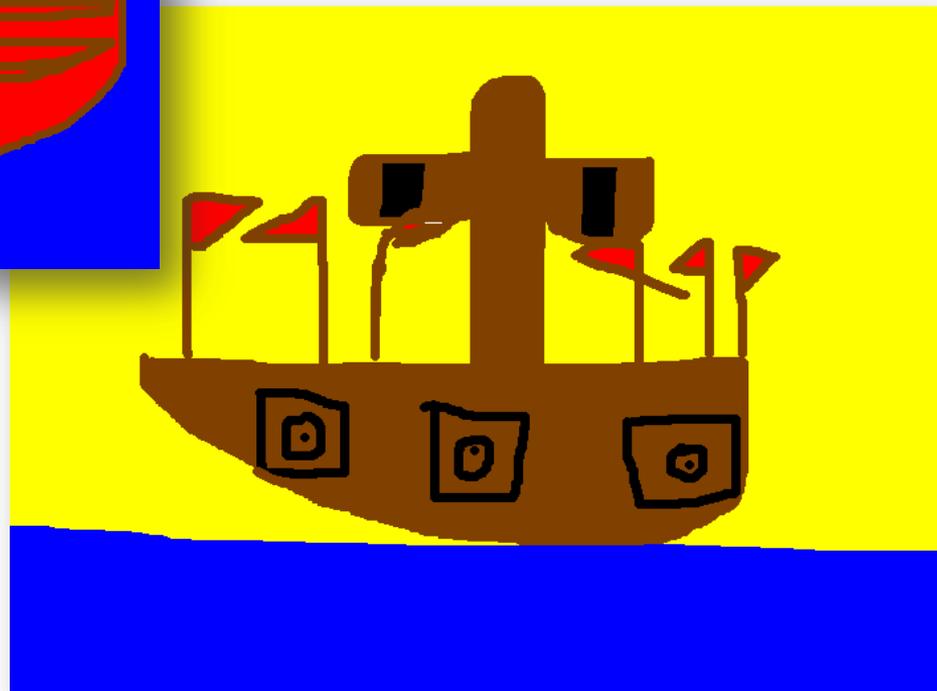
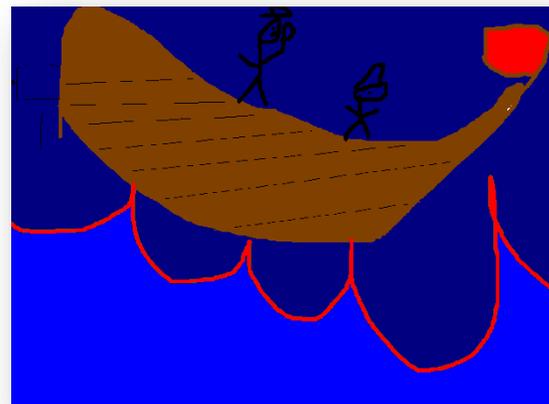
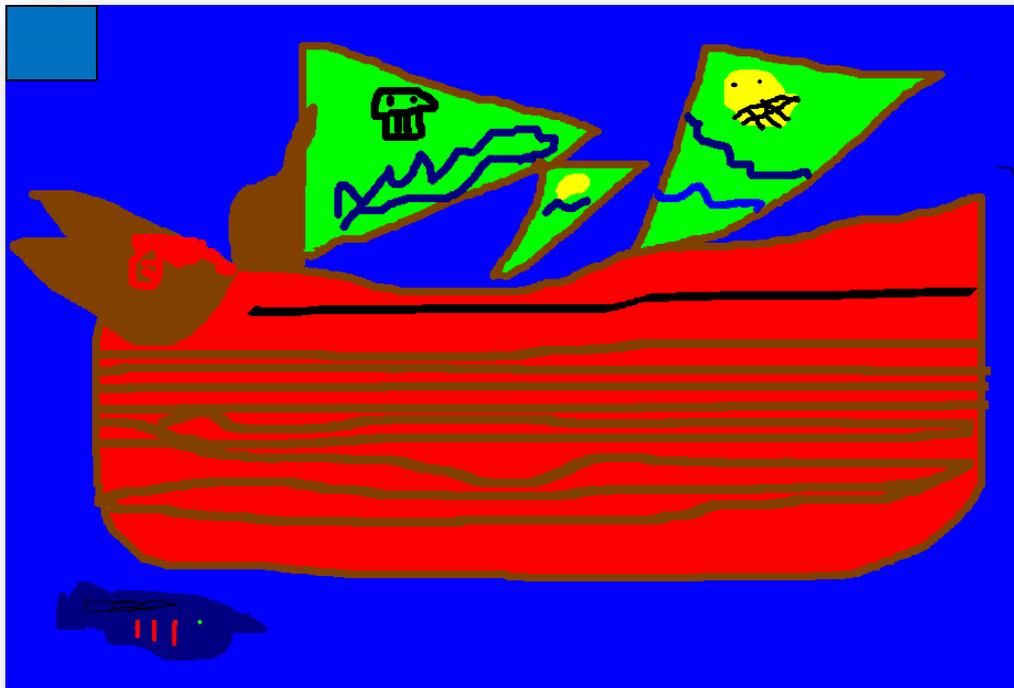
Next the students

....worked with the computer program Paint to generate their own images of ships.



*In Art Language & Tools, students practice safe and appropriate use of various art media (I.T.), tools (computer), and processes (Paint program) K-4 A-L2.1*

# Night Ships



# *Night Ships*

the students

- discussed what they might feel, hear, smell, and see if they were out on a ship at night

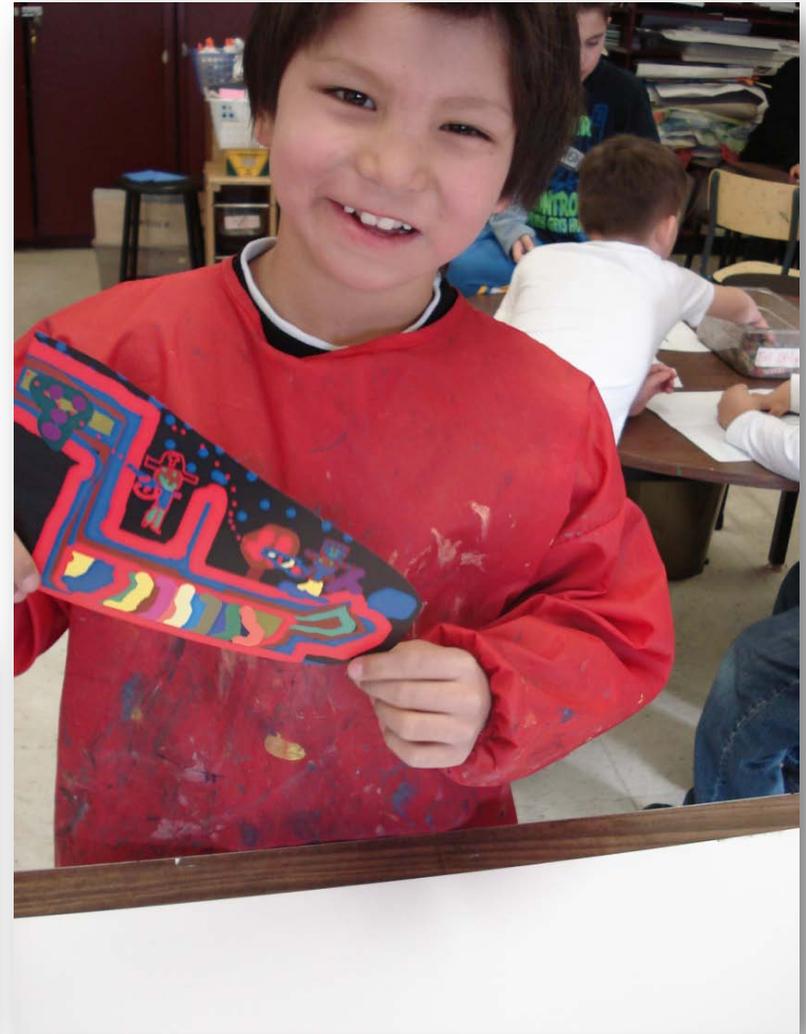




# Night Ships Mural

## Then the students

- discussed combining their ship paintings in a class mural. All students agreed on a night scene for the setting of the mural
- cut out their computer generated ship images and took turns gluing them onto a large chipboard panel



*In Creative Expression in Art, students work collaboratively to create and share group art projects*  
3-4 A-C3.3



# Night Ships mural

Students collaborated on creating a class mural: "Night Ships"

The students painted dark blue acrylic paint around the ships to "float" them into the stormy ocean waters

## **Student Stories:**

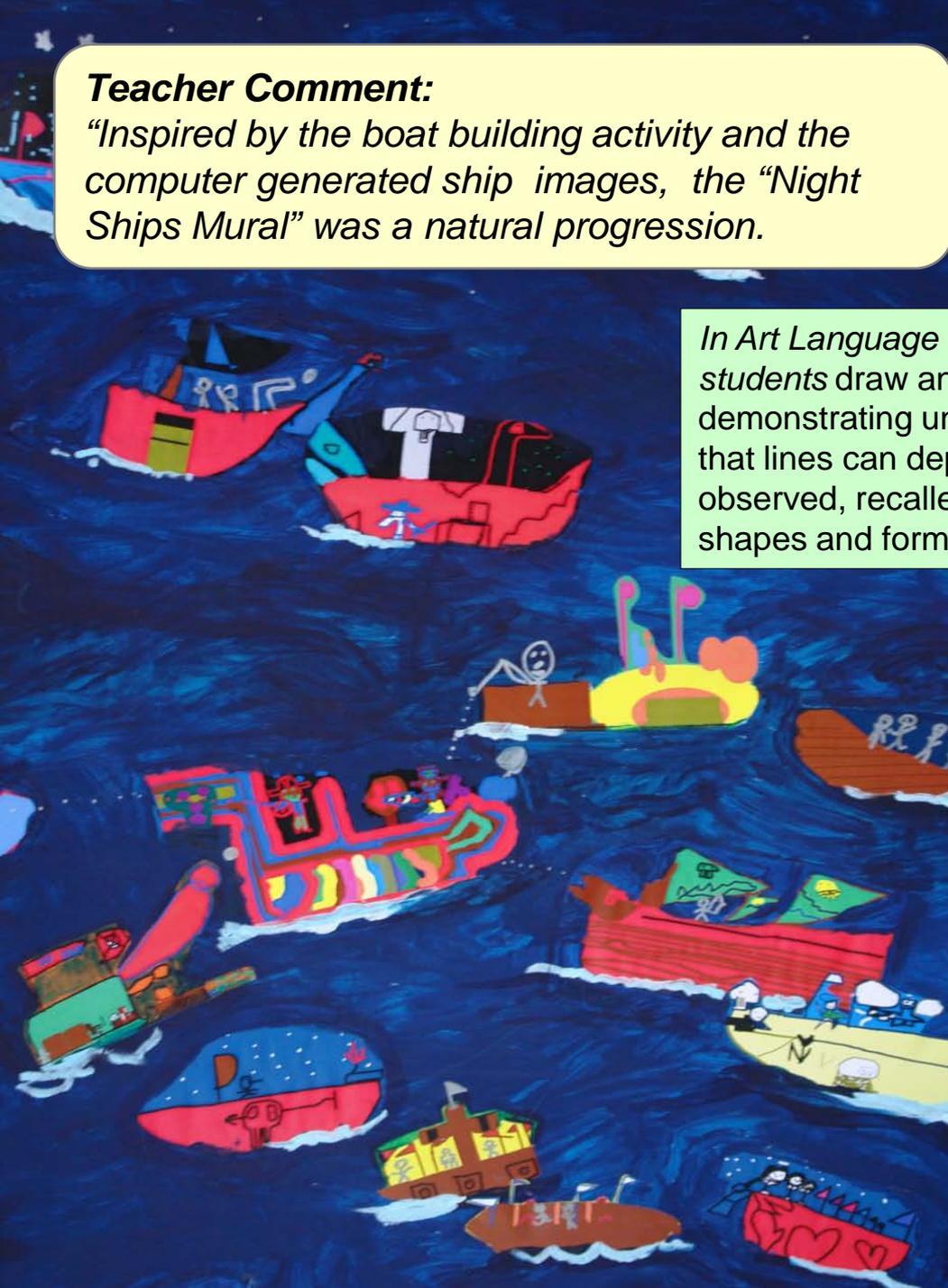
*"I would go far away on my boat. Nick and Sam and Cory would come with me. It would be a sailboat. It would be night. I would feel nervous because I wouldn't see where I am going. I would keep on sailing for eight days."*



**Teacher Comment:**

*“Inspired by the boat building activity and the computer generated ship images, the “Night Ships Mural” was a natural progression.*

*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*





# Night Ships Mural

**Finally** the students added details with acrylic paint and metallic marker to create a sense of movement.

From the video clips the students viewed, it was noted that the wake follows the boat as it moves through the water. Some students painted pirates on the decks of their ships.



## **Art Toolbox tips:**

*Materials for mural: children's ship images colour printed on bond paper, a chip board panel (prime with white latex first); acrylic paint & brushes; markers; ink.*



# *Night Ships mural*

the students reflected on their work

Students participated in many learning conversations and reflected on their accomplishments

## **Learning Conversation:**

**Teacher:** *“Look at all the boats in our mural. What special things do you notice? Tell us why they are special.”*

## **Students:**

*“That ship is made of squares and circles.”*

*“I would feel like there is war everywhere. I would be scared. There would be lots of noise.”*

*“I like Sam’s boat because it has a sea monster. And we all miss Sam.”*

*“Nora’s boat is very colourful.”*

*“I like Kali’s because the big cannon is facing me!”*

*“Amir’s boat is very small and it is at the top. It looks very far away.”*

*“I like Tom’s boat because I think I can see a shark in the water!”*

*“There are waves around the boats and they are going fast.”*

*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*

# Busy Harbour mural



## The students

- continued to be interested in ships and boats and initiated more artmaking projects on the topic
- created a second mural using other ship images. Instead of a stormy night scene, the ships were placed on calm, sunny waters.



### **Student Stories:**

*"I would go to Paris on my ship. I would see lots of fancy and rich people. Some of the people would be rude. It is daytime on my ship. The sun is nice and warm and the ocean is baby blue. There is a nice, soft, warm breeze and it is blowing on my face. I would be frightened because the water is so deep. I can only doggy paddle."*

# As an extension

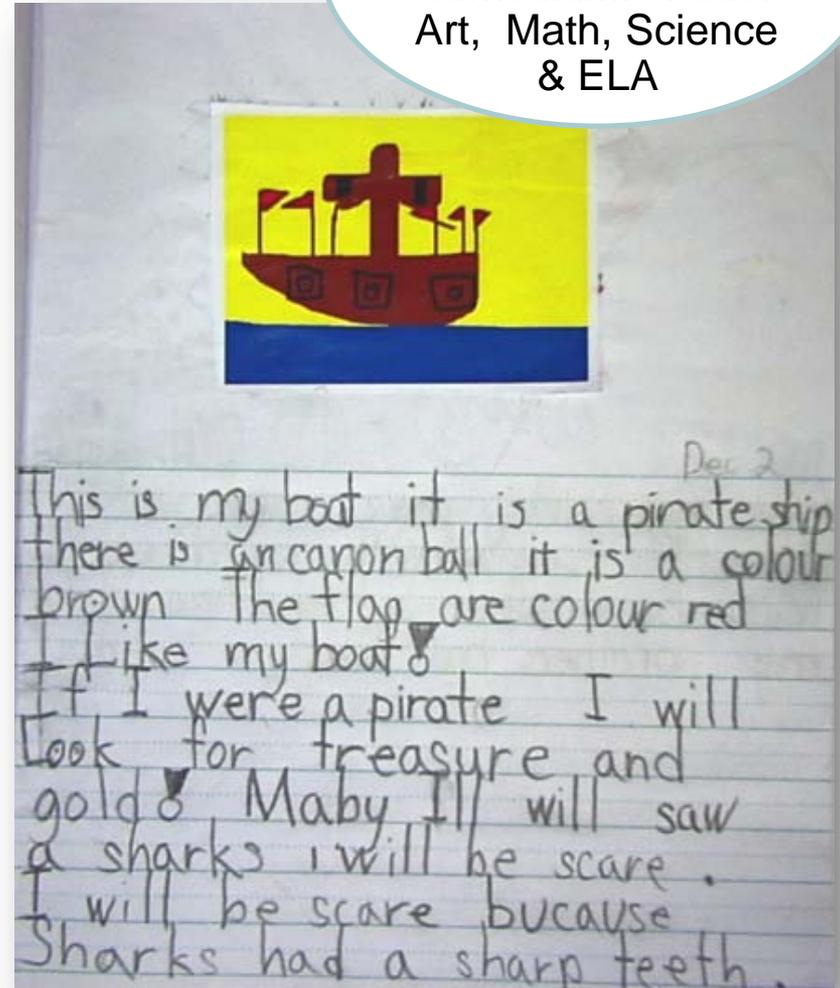
In Language Arts, students used thumbnail images of their ships as a jumping off point for journal entries.

They generated ideas about the design of their ships and what it might be like to be out on the ocean.

## **Student Stories:**

*"I made a boat. It was a Viking boat. I would rob villages for gold. I would have armour and a red beard. I would get a parrot. I would go fishing. My friend Davin would be with me. He is from my old school. I feel the wind on my face. I would sail around the whole world and then I would sail home."*

Students experienced learning across the curriculum: Visual Art, Math, Science & ELA



*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*



This is my boat!  
 It has a flag and it is  
 night time! If I were a pirate ship  
 I will go and find gold  
 and I will go and eat some food.  
 I will go and shoot some  
 ships. I would be scared  
 and there will be some  
 noise like this boom boom.



Dec 2  
 My boat is a Pirate Ship.  
 I'm catching a nuther pirate  
 ships and I will hunt  
 The seven seas and I will  
 hunt all the sharks.  
 and when I'm all done I will call  
 the ships and have a party  
 with pizza. It is night time  
 and there is a sharks  
 be side my boat that  
 I can catch.

### **Student Stories:**

*"I would be on a booster boat. It would be black. It would be night time. There would be Tessa, Paul, and me, and I would be driving. Tessa would be up on that antennae searching for other boats. Paul would be looking out for sharks. We would be far. We would be near an island. We would make a shelter out of wood. Tessa would make the fire. Paul would get out the food. I would smell fresh air and fish. I would go home tomorrow."*

# Commentary: Teachers

## **Teacher comments:**

*“The tendency for students to create night ship images.”*

*“My class’ enthusiasm for pirates!”*

*“Student observation about perspective, when it was noted that a small ship at the top of the mural looked far away.”*

*“The range of design ideas for boat building generated by the students.”*

*“How closely the children could connect the “ships” theme to their own lives.”*

## **Student Stories:**

*“I can see the Philippines on my boat. I can smell the bubbles in the water. Sometimes the river where my cousin lives smells like garbage. On my boat it would smell fresh. The water is moving. It is windy. I can feel it on my whole body.”*

# Appendix: Learning Across the Curriculum

## Math connections:

- Students willingly counted by 10's to 100 several times as they loaded the pennies onto the boats.
- In addition, students prepared individual stacks of 10 pennies in preparation for loading.
- Students became quick experts at reading a graph in their eagerness to see the results of the “competition!”

### **Student Stories:**

*“I would go to the city on my ship. I would meet new people. The city would be out of town. I would see some seals and they would be wet. I would make some friends.”*

### **Student Stories:**

*“I am on my boat with my friends. I would go to find food. I would sail up to a restaurant. I would order pizza. It would be night. I would see another ship and all of its lights and I would sail back home, but not until later.”*



# Appendix: Resources

## Tools and materials

- Recycled, found & craft materials (egg cartons, straws, popsicle sticks, styrofoam, canvas, modelling clay, bubble wrap, aluminum plates, masking tape...)
- Large container & water to test floatation
- Pennies
- Computers
- Large millboard panel and acrylic paints for collaborative mural
- Journals

## Print & Non Print

- Images of ships and boats (canoes, kayaks, pontoon boats, rafts, tall ships, ocean liners, ferries, tug boats...)
- Images of ship paintings from around the world.

## Stories:

*The Man Whose Mother was a Pirate* by Margaret Mahy, illustrated by Margaret Chamberlain

*Nathanial McDanial and the Magic Attic: Big Beard's Hook* by Evan Solomon, illustrated by Bill Slavin

*Lost and Found* by Oliver Jeffers



# Appendix: Visual references

Art Works:

[Pitseolak Ashoona](#) , *Eskimos on Sealskin Boat* 1972 (National Gallery of Canada)

Katsushika Hokusai *The Great Wave at Kanagawa*

Paul Klee *Departure of the Ships* , *Night ships*

Walter J. Phillips, [York Boat on Lake Winnipeg](#) 1930, (National Gallery of Canada)

Christopher Pratt, [New Boat](#) 1975, (National Gallery of Canada)

Vincent Van Gogh, *Fishing Boats on the Beach at Saintes-Maries*

## Artwork Page: Spirit Boat

### Lucy Qinnuayuak

Spirit Boat 1972

stonecut on laid japan paper

Printed by Timothy Ottochie

39.7 x 62.2 cm

Gift of Dr. Grace E. Maynard, Ottawa, 1998

National Gallery of Canada (no. 39846)



Lucy Qinnuayuak is best known for her fanciful renditions of birds. This print, created more than twenty years into her artistic career, shows a group of bird spirits manning a boat complete with its own sovereign flag. Highlighting the important role that they play in Inuit life both culturally and spiritually, birds are often portrayed with human-like characteristics.



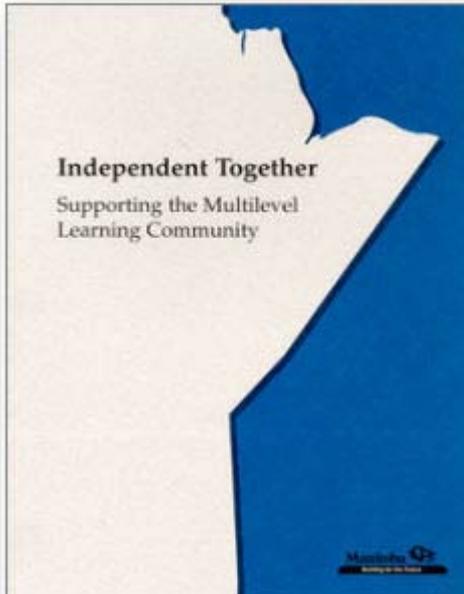
[Artwork Page:](#)  
[Eskimos on Sealskin Boat](#)

[Pitseolak Ashoona](#) 1904 - 1983

In Inuktitut, the language of Inuit, "pitseolak" means sea pigeon, and the artist liked to say, "When I see pitseolaks over the sea, I say, 'There go those lovely birds - that's me flying.'" These words are an eloquent testimony to the vivaciousness and zest that marked the life and work of this artist. She once said, "I know I have had a an unusual life, being born in a skin tent and living to hear on the radio that two men have landed on the moon." After her husband's death at Nettilling Lake, in the interior of Baffin Island, Pitseolak and her six children (she bore seventeen in all) made a journey of two hundred kilometres to Cape Dorset. Determined to provide for her family herself, she earned a meagre living from her sewing, and was aided by family members; in fact, it was with the encouragement of her cousin Kiakshuk that she first ventured to do some drawings for the West Baffin Eskimo Co-operative's print studio, founded in the early 60s. This marked the beginning of a productive career that extended over the next 25 years. Pitseolak left thousands of drawings, including more than 200 that have been made into prints.

# 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

# Why was this exemplar a valuable learning experience?

## *Art Language and Tools*

Students demonstrated understanding of and facility with visual art elements and principles. They developed skills in drawing, painting and sculpture and they integrated computer technology into their artmaking experiences.

## *Understanding Art in Context*

Students connected boats and art about boats to contexts of time, place, and community. Their work with the topic was also a means of experiencing and exploring their own and others' lives

## *Creative Expression in Art*

Students discovered and developed understanding of ships and oceans through exploratory art experiences. They individually and collaboratively used art to communicate their ideas to each other and to a larger audience.

## *Valuing Artistic Experience*

Students analyzed, reflected on, and constructed meaning in response to their own experiences with building boats, to drawing and painting their own boats and to collaborating on a group mural project.