

Manitoba Arts Education Curriculum Programming “Exemplars of Learning”



This exemplar includes



appropriate for grades

K

1

2

3

4

5

6

7

8

Animals in Winter



This exemplar includes student experiences in



Visual Art

*Language,
Tools and
Performance
Skills*



Students develop skills in observation and depiction and use a large variety of art media and techniques.

*Creative
Expression
in Art*



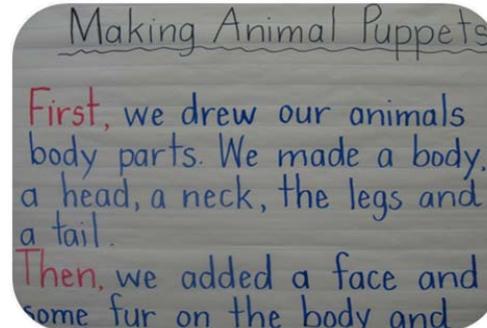
Students discover ideas for art making through experimenting with art elements and media.

*Understanding
Art in
Context*



Students understand that there are many 2D and 3D forms of art, including photography and technology .

*Valuing
Artistic
Experience*



Students reflect on and describe their own process in making art.



Young artists matter! As students become capable of perceiving, thinking, and acting within the various visual arts media, they journey into an important form of artistic literacy. In learning to communicate ideas, experiences, and feelings in ways that have no linguistic equivalent, students connect with the world and tap into their own creative capacities in new ways.

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



The Learning Context

The Big Idea : How do animals adapt to winter?

- Art helps us explore our inquiry questions. Art helps us express what we learn.

The students were in Gr. 1, had a broad range of abilities and came from a wide range of backgrounds and cultures.

Prior learning

- As this exemplar was started in the fall term, the children were still very young Gr. 1 students. They had some prior experience experimenting with art media and were just starting to develop skills in observation & depiction.
- The students had no prior experiences in dance.

The classroom setting

- Students worked in table groups in their regular classroom. All learning activities were experienced by the class as a whole. An adjacent empty classroom was occasionally used for painting and as a photo studio. An adult volunteer assisted individual students with photography, and working with Photo Story 3 for Windows.



Overview

of teaching and learning experiences

First the students

- posed questions about Manitoba animals in winter
- choose an animal for individual research
- learned about the elements of art

Next they

- practiced observational drawing strategies
- explored a variety of art media and techniques

Then each student

- made a small sculpture of their animal
- created a diorama depicting the winter habitat of their animal
- created a story about their animal in winter

Finally the students

- performed their stories with their sculptures and dioramas and photographed (with adult assistance) the beginning, middle and end of each story
- inserted their photos and recorded story into “Photo Story 3 for Windows
- shared their work with others

As an extension the students

- learned a variety of basic dance movements
- created and performed a dance about Winter Animals



First the students

- listened to and discussed stories about animals and asked questions about what animals did in the wintertime
- viewed and discussed books, photographs and artworks depicting animals in winter
- observed and described animal **lines, colours, textures and shapes** (see appendix)
- chose a fox, bear, rabbit or wolf for individual research



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



Next the students developed observational skills and applied them to a variety of art media and techniques.



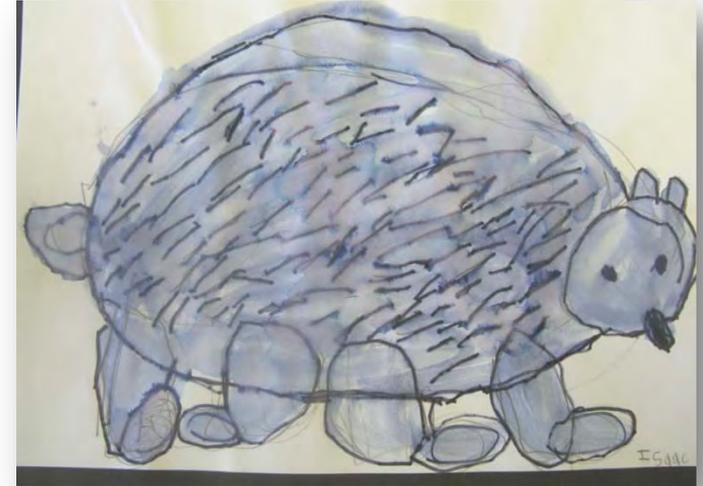
Gesture Drawing

Marker & Wash Drawing

Drawing with Oil Pastel on Construction Paper

Sandpaper Lifts

Puppets





Gesture Drawing: focus on shape and depicting movement

Instructions:

1. Look at an animal picture and describe the body **shapes**.
2. Scribble the largest body shapes first, then draw the medium shapes & finally the smallest shapes.
3. Connect the shapes at the joints and other places where the animal moves or bends.

In Art Language & Tools, students observe, talk about, and use various art media to depict visual details in a wide range of subjects (e.g., plants, animals, people, objects) found in images and in life (e.g., in natural and constructed environment) K-2 A-L3.1





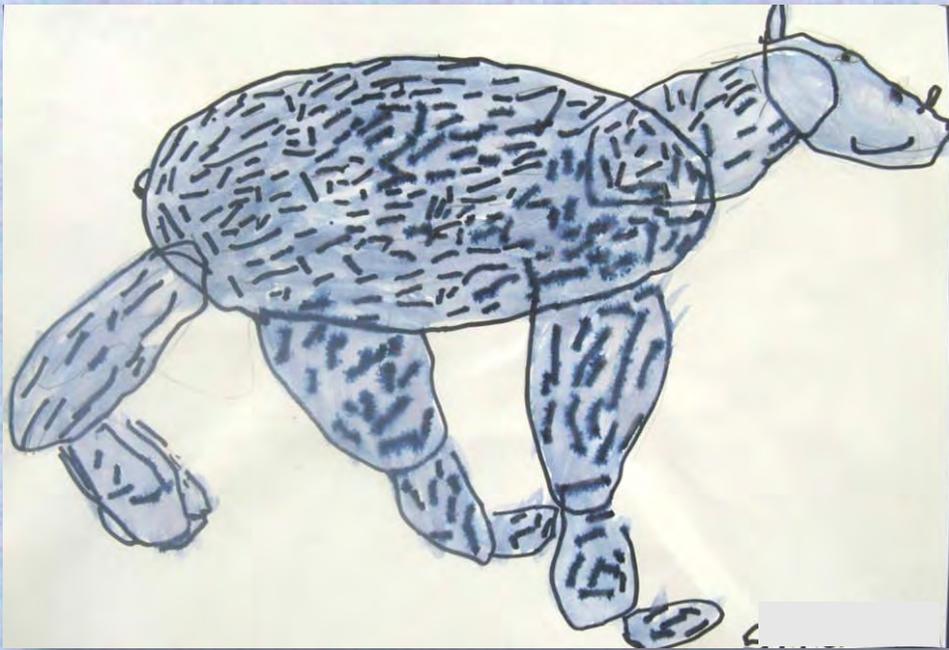
Water-soluble marker & wash drawings: focus on line and shape

Instructions:

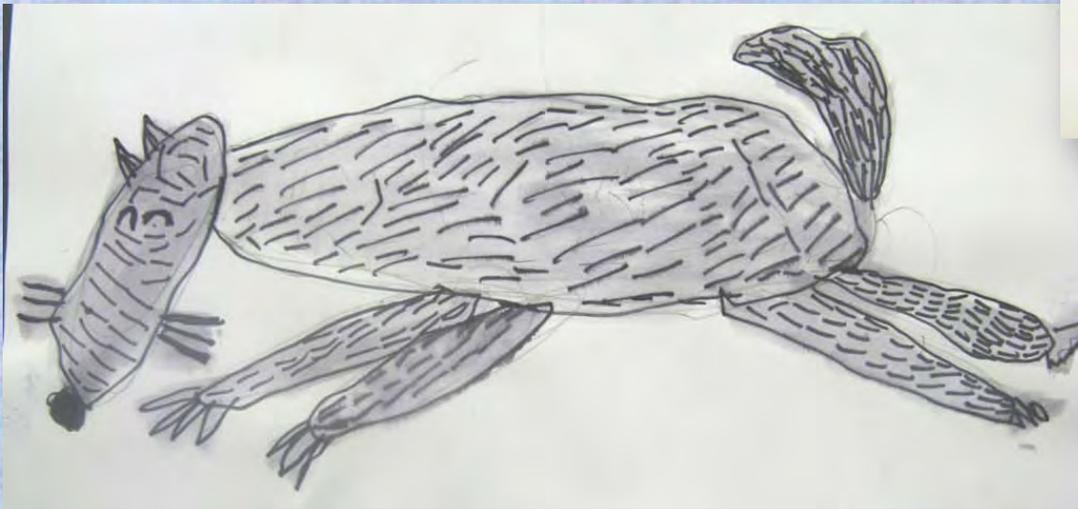
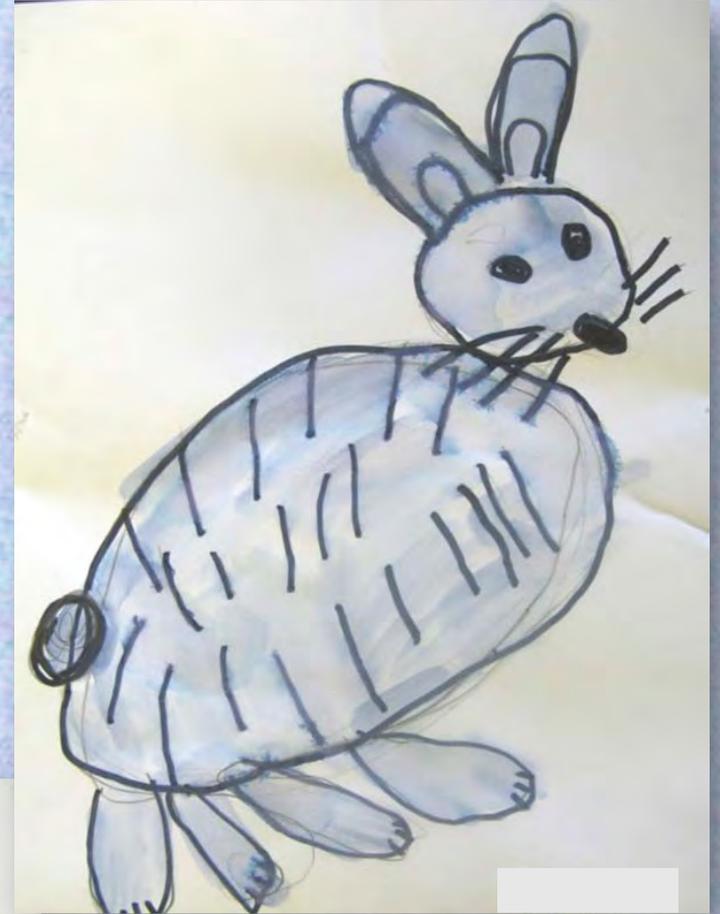
1. Look at an animal picture and describe the **lines**.
2. Draw the lines lightly with a pencil. Draw on smooth white paper like bond or cartridge paper or card stock.
3. Use a water-soluble marker to redraw pencil lines and add more lines.
4. Go over marker lines with a small brush or a Q-tip dipped in a small amount of water.



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



Drawings done with water-soluble markers & a water wash applied with a brush.





Oil Pastel on Construction Paper: focus on outside contour lines and on inside textures & details

Instructions:

1. Look at an animal picture and draw the outside contour of the animal with oil pastel.
2. Add realistic colours and **textures** on the inside.
3. Smudge colours to make them look furry.

In Art Language & Tools, students use contour lines to depict the edges of observed, recalled, or imagined shapes and forms 2–3 A–L3.2



Sandpaper Lifts: **focus on colour & texture**

Instructions:

1. Look at an animal picture. Draw it onto a sheet of sandpaper with wax crayons. Press hard to apply a thick layer of colour.
2. Place the sandpaper drawing, face down, onto a white paper or piece of white cotton fabric.
3. Iron on low setting to melt the wax and transfer the drawing to the paper or cloth.

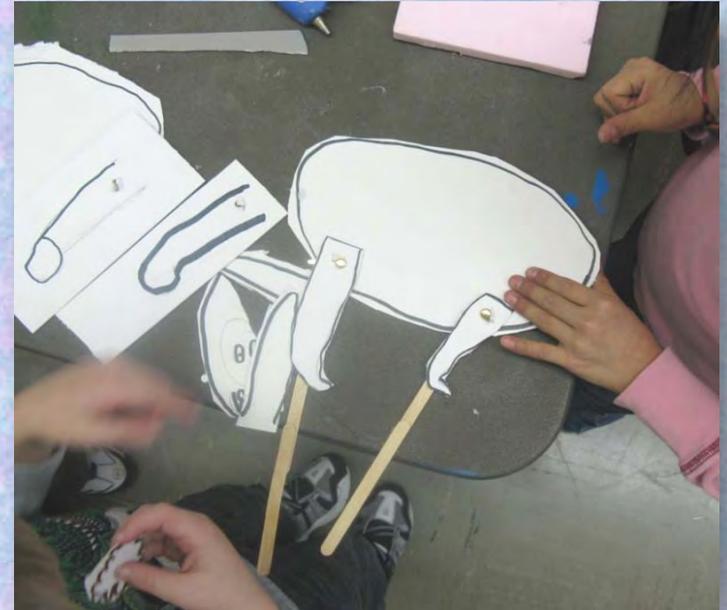


Animal Puppets:

focus on shapes and body parts

Instructions:

1. Draw the different body parts of an animal onto Bristol Board or card stock.
2. Cut the parts out. Decide which parts will move and will not move.
3. Punch holes into the parts that will move. Attach them together with paper fasteners.
4. Glue the other parts together.
5. Attach sticks to the moving parts.
6. Use the puppet to tell a story.



Students reflected on process:



Making Animal Puppets

First, we drew our animals body parts. We made a body, a head, a neck, the legs and a tail.

Then, we added a face and some fur on the body and on the legs.

Next, we cut the parts out. We made holes to join the body with tacks, so it could move.

Finally, we joined sticks together with hot glue and put them on the legs. We played with them! It was fun!

In Art Language & Tools, students describe own use and experience of art media, tools, and processes, using appropriate terminology K-2 A-L2.2



Then the students planned and created all the things they needed for their final project, *“My Winter Animal Diorama and Photo Story”*.

They made a plasticene model of their animal around a wire & foil armature.



In Art Language & Tools, students observe, talk about, and use various art media to depict visual details in a wide range of subjects (e.g., plants, animals, people, objects) found in images and in life (e.g., in natural and constructed environment) K-2 A-L3.1



Art Toolbox tip:

The wire and tin foil skeleton strengthens the plasticene figure and makes it more flexible. Later, when the students use the figures to tell their stories, the inner skeleton makes it easier to bend the figures into different positions .



The students made paintings exploring winter **colours and textures**. The paintings were used as collage material for the dioramas.

Centre One:

- Paint with diluted food dyes / sprinkle with salt / splatter with water droplets

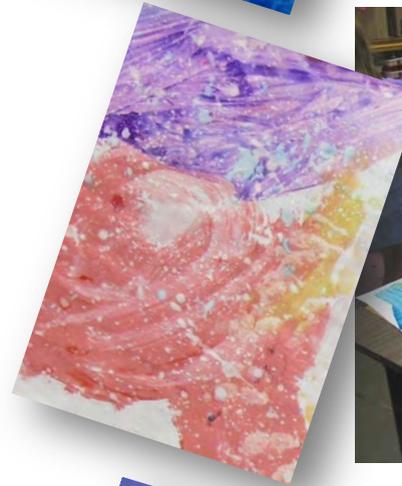
Centre Two:

- Paint with glitter paints / sponge / splatter over with white tempera paint

Centre Three:

- Paint with tempera block paints / sponge, splatter & stamp over with white liquid tempera paints

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





warm colours

cool colours

dark colours

light colours

They compared and contrasted the colours in their own paintings with colours observed in paintings of winter scenes by Canadian artists and children's book illustrators



2

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



They then used a variety of strategies to cover the insides and outsides of their diorama boxes with collage papers.



In Valuing Artistic Experience, students participate actively in art learning experiences

K-4 A-V1



Students used a variety of materials to create a winter habitat for their animal.



Ice & snow for a polar bear.



A den under a tree for a fox.



A burrow under the snow for a rabbit.

They played with their animals and dioramas and wrote or dictated stories to accompany their art works.



Finally the students

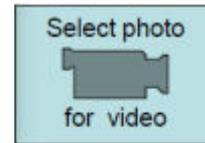
- performed scenes from their stories. Each student worked with an adult or older student to take photographs of the scenes
- sequenced the photographs on *Photo Story 3 for Windows*
- added a voice recording of their story and music to *Photo Story 3 for Windows*

The above activities were carried out with the assistance of a university student volunteer.



In Creative Expression in Art, students prepare own artworks to share with others in a variety of contexts K-1 A-C3.1

“In the Arctic” by a Gr. 1 student



[Photo Story 3](#)



Students participated in assessment conversations with their teacher. The following is a transcript of the conversation in the video

Teacher : *Let's take a look at some of the artwork you have done on our Winter Animal unit. Can you tell me a little bit about what you are learning about?* **Student:** *We were learning about "sausage drawing" and ovals. I made half an oval for the ears and little circles for the eyes. I made little lines for fur marks.*

T: *How did you draw that?* **S:** *Sandpaper.*

T: *Tell me a little bit about it. What did you learn from that one?*

S: *How it moves.*

T: *Where do polar bears like to live? Did you learn about that too?*

S: *By the Arctic Ocean*

T: *Tell me what you noticed about the fur. What did you add to it in that picture?* **S:** *I added little yellow and grey and white marks.*

T: *What do you notice about the picture of the polar bear over here? Is it all pure white in that picture?* **S:** *No.*

T: *What other colours do you see in there?* **S:** *Yellow and black.*

T: *Do you see how in this picture you kind of blended your colours to make it look more real?*

T: *What's that called?* **S:** *A snow den.*

T: *How did you make that? Can you tell us what's underneath?* **S:** *Pipe cleaners and tin foil and I put plasticene over it.*

T: *How did you get this effect?* **S:** *I used little tools like forks and brushes.*

T: *What can you make him do? Can you make him stand a different way? Student demonstrates ... Why do you think you can make him do that?* **S:** *Because there's pipe cleaners underneath.*

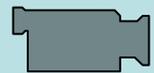
T: *What was something new that you didn't know before, something new you hadn't done before in art?*

S: *I never made fur marks before.*

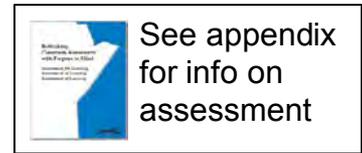
T: *So that was a new experience for you. It makes it look so much more real, doesn't it?*



Select photo



for video



In Valuing Artistic Experience, students reflect on and describe own process in creating art AND students describe, with teacher guidance, own and others' artworks in terms of subject matter and art elements and media K-1 A-V4.3 & K-2 A-V2.1

Appendix: Learning Across the Curriculum

Science:

Students in Grade 1 are interested in a wide variety of living things found in their local environments as well as in those from afar. In this cluster, a study of living things provides opportunities for students to discover the many different forms life takes. Students observe similarities and differences among living things and develop an understanding of their general characteristics. As a result, students become aware that all living things, including themselves, have needs. They discover that living things can often have similar needs, but that particular needs may be unique to individual living things. While the emphasis is on shared characteristics and needs among living things, diversity is also recognized, including the variations that make each human unique.

Grade 1: Characteristics and Needs of Living Things

Science outcome: 1-1-11 Design a representation of an environment that meets the needs of a Manitoba animal.

Examples: a model, a diagram GLO: C3, D1

Appendix: Resources

Tools and materials

Drawing & Painting : paper, pencils, crayons, oil pastels, watersoluble markers, brushes, tempera paints

Animal sculptures: plasticene, tin foil, chenille sticks (pipe cleaners)

Diorama : shoe boxes, collage materials, scissors, glue, natural odds & ends and recycled fabric, foam, fiberfill and materials that look or feel like snow and ice

Digital Camera & computer with Photo Story 3 for Windows

Other

Adults or older students:

- to scribe the stories dictated by the children
- to help children photograph and make voice recordings of their Winter Animal stories & to help load and edit the final PhotoStory presentation

Print & Non Print

- *How Summer Came to Canada*, illustrated by Elizabeth Cleaver.
- Lawren Harris, "Maligne Lake"
- Pictures of animals: photos, art works, calendars, etc.
- Books about animals.
- Internet research sites.
- Stories about animals.

Appendix: Resources

Many examples of Inuit sculpture can be found in books and with an internet search

For examples of Inuit sculptures of animals. Browse through the [National Gallery of Canada Collections](#)
[Category: Indigenous](#)



[Caribou by Osuitok](#)

From Wikipedia, the free encyclopedia

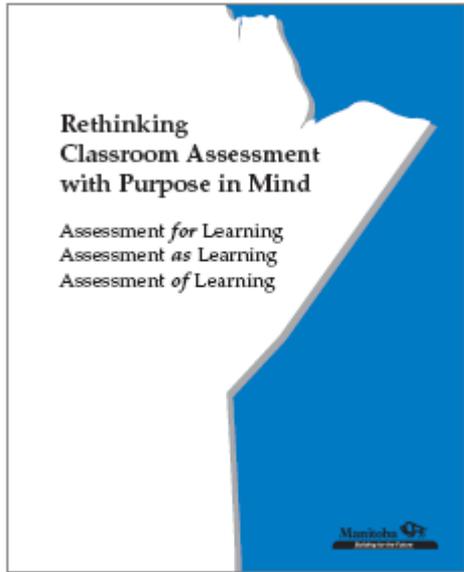
Appendix:

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

Rethinking Classroom Assessment with Purpose in Mind



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

“Assessment Tool Kit

The variety of methods available for collecting, interpreting, and reporting information about what students know and can do is endless, and there are many excellent resources for teachers. Although some methods have come to be associated with assessment during instruction and learning, and others with assessment at the end of a unit or term, there are a variety of methods that can be used for all three purposes: assessment for learning, assessment as learning, and assessment of learning. What is important is that teachers first clarify the purpose of assessment and then select the method that best serves the purpose in the particular context....

- Questioning: asking focussed questions in class to elicit understanding
- Observation : systematic observations of students as they process ideas
- Learning conversations or interviews: investigative discussions with students about their understanding and confusions
- Demonstrations, presentations: opportunities for students to show their learning in oral and media performances, exhibitions
- Projects and investigations: opportunities for students to show connections in their learning through investigation and production of reports or artifacts

Rethinking Classroom Assessment with Purpose in Mind, pages 16 & 17

Appendix: Manitoba Education Resources

Independent Together: Supporting the Multilevel Learning Community



For more information, see:

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

“Students exploring the world in authentic ways will naturally call on learning associated with different subject areas. Curriculum integration allows students to develop a whole picture of the topics they explore, without artificial divisions into subject areas. Integrated themes, units, or projects based on topics in social studies, science, and health education, for example, provide purposeful contexts for learning and practising language arts and mathematics skills. They allow teachers to use time more efficiently, taking advantage of overlaps between subject areas and avoiding fragmenting the day into separate periods. To attempt to deliver distinct and separate curricula based on subject areas and grades would be a daunting task for any teacher, and would overlook the benefits multilevel learning offers. “

Independent Together 5.3

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?

Language, Tools and Performance Skills

Students developed skills in **art** media and techniques and in observation and depiction. In **dance**, students learned and practiced a large variety of basic dance movements.

Creative Expression

Students generated ideas for **artmaking** in response to their research of animals in winter. In **dance** they applied their understanding of animal characteristics to creative movement.



Understanding in Context

Students demonstrated awareness of **art** and **dance** as a means of exploring, understanding and telling stories about some of the animals in their own Canadian environment and in their own lives.

Valuing Experience

Students reflected on and described their own processes in creating **art** and used appropriate vocabulary to explain what worked well, problems encountered, and solutions found.