



p/ Visual Art

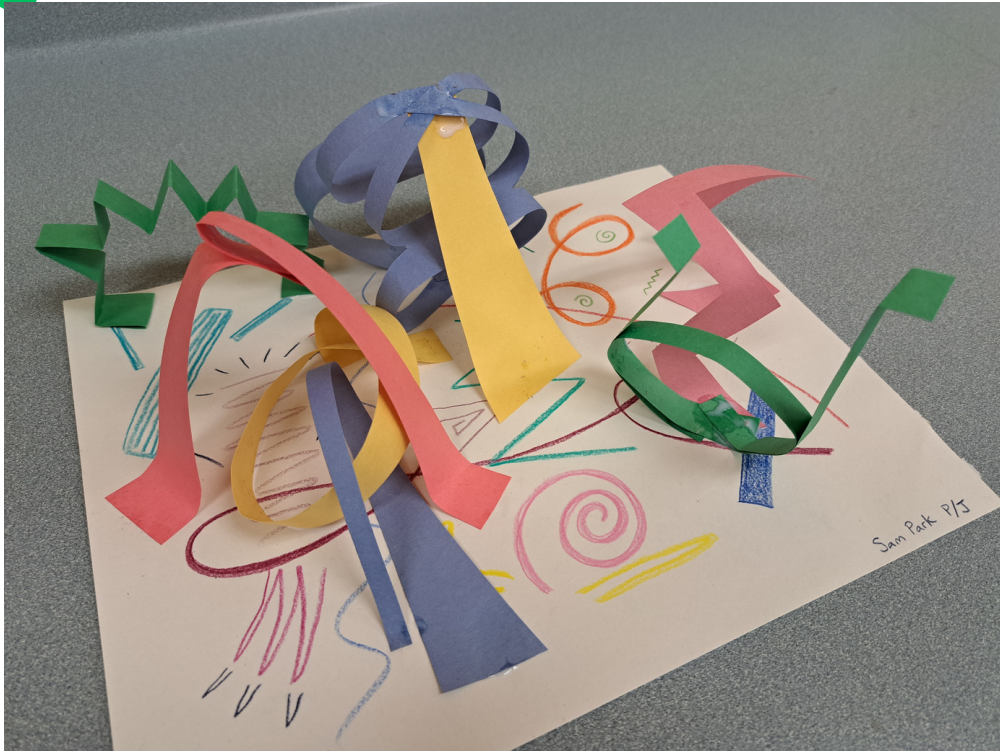


# PORT FOLIO

Sam Park



# Line sculpture



## 1) Materials used:

- Construction paper
- Coloured pencils
- White glue
- Scissors

## 2) Grade level:

- Grade 1

## 3) Learning goal:

- Students will learn to make and describe different types of lines.

## 4) Connection to the curriculum:

- This activity connects to D1.3 because students will use the elements of design in this artwork to communicate ideas, messages, and personal understandings. The main element of design that this project focuses on is line, but shape, colour, texture, and space are clearly present as well.

## 5) Constructive feedback:

- Make sure to teach students the different types of lines ahead of time. Teach them about jagged, curved, broken, dashed, spiral, straight, wavy, and zigzag lines.

# Yayoi Kusama Pumpkin



## 1) Materials used:

- A pencil
- Cardstock paper
- Acrylic paint
- Paintbrushes
- Cup, with water
- Paper towels
- Paint palette

## 2) Grade level:

- Grade 1

## 3) Learning goals:

- Recognize different geometric shapes (e.g., circle) and organic forms (e.g., pumpkin).
- Identify warm and cool colours.
- Create contrast by choosing one warm and one cool colour.
- Create a Kusama inspired pumpkin.

## 4) Connection to the curriculum:

- This activity connects to D1.2 because students are using principles of design (contrast) to create artwork on a theme or topic (e.g., autumn or Halloween).
- This activity connects to D1.3 because students are using elements of design (e.g., shape and form, colour) to communicate ideas, messages, and personal understanding.
- This activity connects to D3.2 because students are learning about art forms from a different person, time, and place (Yayoi Kusama: Japanese contemporary artist).

## 5) Constructive feedback:

- Provide students with a little art history about Yayoi Kusama:

<https://www.tate.org.uk/kids/explore/who-is/who-yayoi-kusama>

- Have students pick one warm colour (yellow, orange, or red), and one cool colour (blue, green, or purple) for their background and for their pumpkin. Use this to create contrasting colours.



# Frottage Texture Rubbing



## 1) Materials used:

- Leaves (5 different kinds)
- Oil pastels and/or chalk pastels
- Sketchbook/paper

## 2) Grade level:

- Grade 1

## 3) Learning goals:

- Students can create the illusion of texture, through texture transfers.
- Students can identify the physical characteristics and textures (e.g., smooth, bumpy, rough) of different plant leaves.

## 4) Connection to the curriculum:

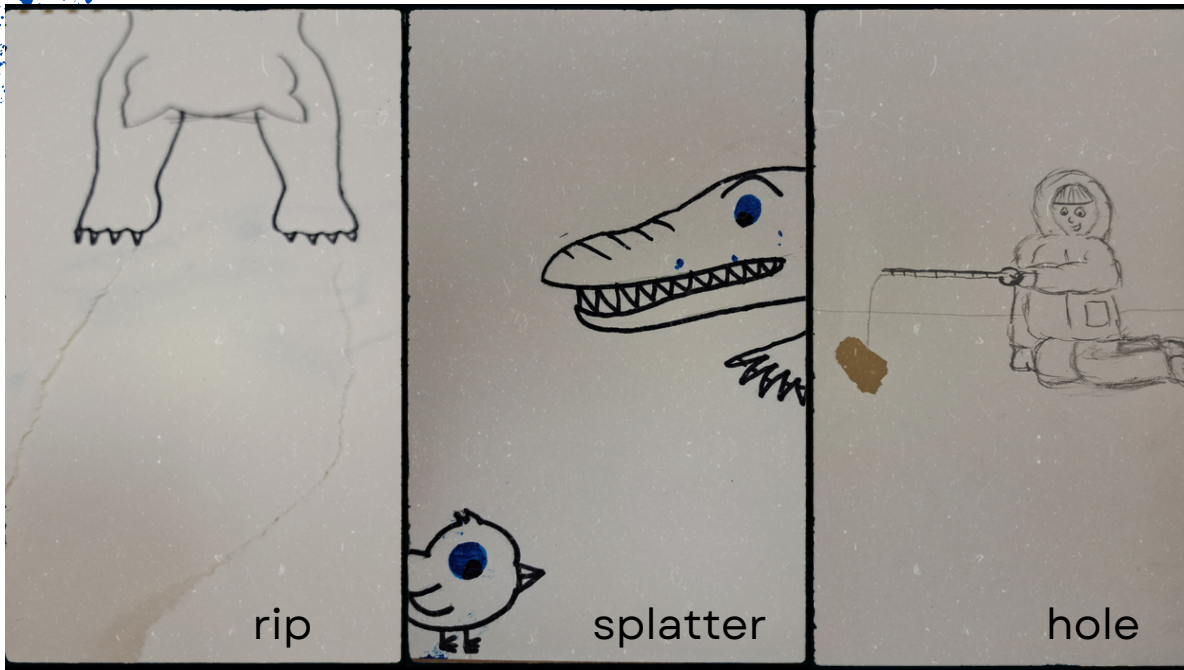
- This activity connects to D1.3 in the art curriculum because students are using the elements of design in art to communicate the idea of texture and develop a personal understanding of textures in nature.
- This activity connects to D1.4 in the art curriculum because students are using a variety of materials (different leaves and pastels) and techniques (pressing softer and harder) to respond to the design challenge of printmaking.
- This activity can connect to B2.3 in the grade 1 science curriculum because students can identify the physical characteristics of various plant leaves and explain how these characteristics help the plants meet their basic needs (e.g., the veins in the leaves carry nutrients). That could further extend into grade 3, B2.2, where students are identifying different parts of plants, including the root, stem, flower, leaf, etc.

## 5) Constructive feedback:

- Oil pastel worked better than chalk pastel.
- Leaves with more prominent veins and textures will show up better during the texture transfer.



# Happy Mistakes :)



## 1) Materials used:

- Paper
- Pencil
- Paint
- Marker

## 2) Grade level:

- Grade 1

## 3) Learning goal:

- Students will learn how to problem solve, and creatively adapt their artwork to overcome adversity (e.g., spilled paint, or ripped papers).

## 4) Connection to the curriculum:

- This activity connects to D1.1 in the art curriculum because students are creating two- or three-dimensional works of art that express feelings and ideas inspired by their personal experiences.
- This activity connects to social-emotional learning A1.6 because students must think creatively, analyse, and evaluate situations, problem solve, and make decisions about how to “fix” their art when a mistake is made, or an accident occurs.
- This activity connects to social-emotional learning A1.3 because students must practice positive motivation and perseverance as they try to adapt their artwork following an unfortunate situation, with a sense of optimism and hope.

## 5) Constructive feedback:

- Students could use crayons, coloured pencils, paint, or other materials to colour in their artwork and camouflage their “mistakes”. I chose to keep my example art simplistic, to focus on the idea of turning a mistake into something else.
- This could be done with any grade. I think the message of turning “mistakes” into beautiful works of art is important for people of any age. I ultimately chose grade 1 because the younger this message is heard, the better. Plus, the book Beautiful Oops is written for a younger audience. Beautiful Oops Read-aloud: <https://www.youtube.com/watch?v=cUUSxgVGQxk&t=8s>

# Matisse Paper Cut-Outs



## 1) Materials used:

- Large white paper
- Coloured construction paper
- Scissors
- Glue

## 2) Grade level:

- Grade 2

## 3) Learning goal:

- Students will learn about the principles of design “repetition and rhythm” through a paper cut-out Matisse inspired activity.
- Students will learn about the style of art called “Fauvism”, characterized by arbitrary and bright colours, and an expression of emotion.

## 4) Connection to the curriculum:

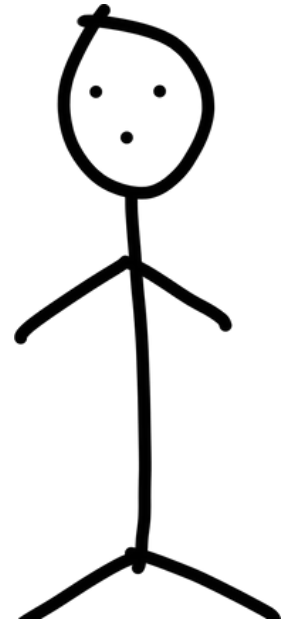
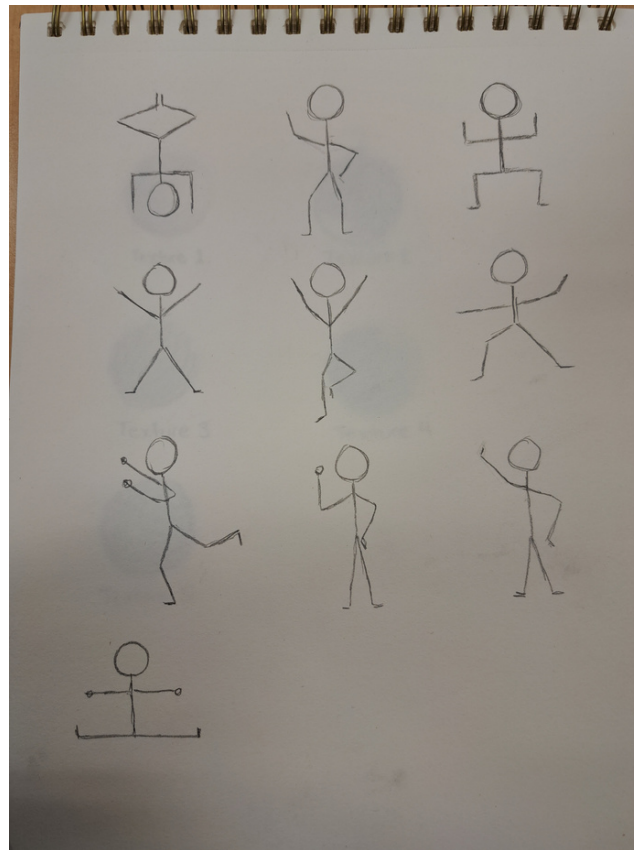
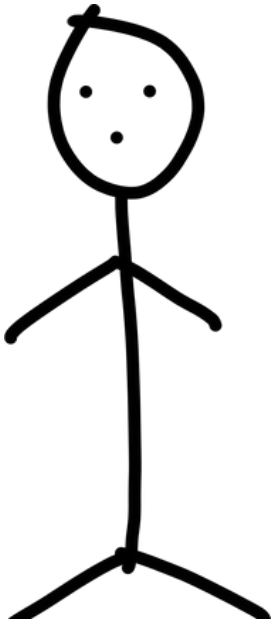
- This activity connects to D1.2 in the curriculum because students are demonstrating an understanding of composition, using principles of design (e.g., repetition and rhythm) to create art works on a theme or topic (e.g., a forest).
- This activity connects to D3.2 in the curriculum because students will demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places. Specifically, students will learn about Fauvism and Henri Matisse.

## 5) Constructive feedback:

- Consider doing a “visual inventory” activity with students, observing Henri Matisse’s artwork “The Lute”. Have students discuss what they notice.
- Have students explain why they chose to use certain colours and shapes in their art, how they repeated those colours or shapes, and what emotions those elements express in their art.



# Intro to Gesture Drawing (Stick Figures)



## 1) Materials used:

- Pipecleaner
- Scissors
- Pencil
- Paper
- Human volunteers

## 2) Grade level:

- Grade 2

## 3) Learning goals:

- Students can use lines to show motion and movement.
- Students can develop body awareness through visual arts and dance. They can draw different body proportions, body parts, body shapes, and locomotor movements.

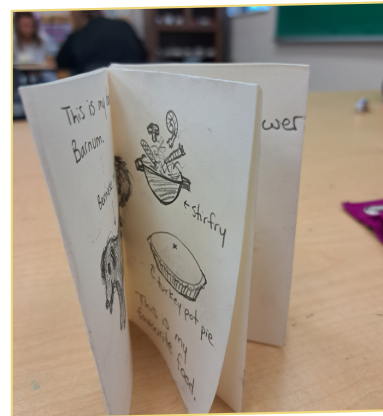
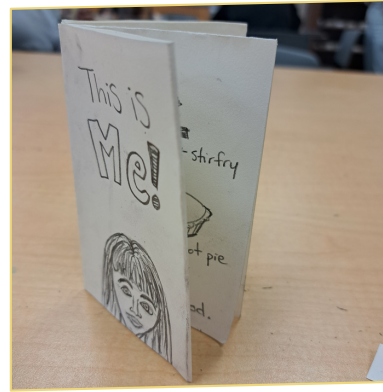
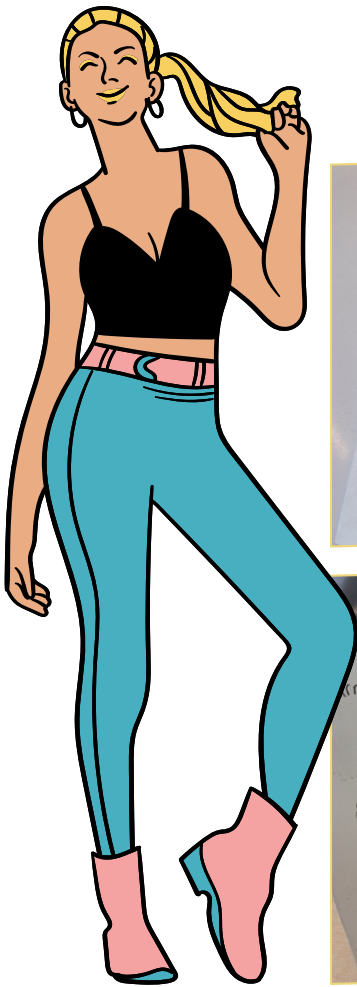
## 4) Connection to the curriculum:

- This activity connects to D1.3 in the grade 2 art curriculum because students are using the elements of design (line) in art to communicate the idea/understanding of movement.
- This activity connects to A1.1 in the grade 2 dance curriculum because student volunteers are developing short movement phrases inspired by a variety of activities in their community (e.g., yoga poses, sports, playing), and then freezing in a pose for their classmates to draw.
- This activity can connect to A2.2 in the grade 2 dance curriculum because students can identify the elements of dance in the short movement phrases and poses of their peers and determine how the elements are used to create meaning. For example, students could explain how different locomotor and non-locomotor movements are being used, and how the different body parts are positioned.

## 5) Constructive feedback:

- Have student volunteers do some movements, and then freeze in a pose.
- Have students make the pose with their pipecleaner human.
- Have students draw the different poses, as stick figures.
- Focus on the gestures and poses, and then consider body proportions.

# This is Me Booklet



## 1) Materials used:

- Paper
- Pencil
- Scissors
- Coloured pencils (optional)

## 2) Grade level:

- Grade 2

## 3) Learning goal:

- Students will learn about Truth and Reconciliation. They will visually express their individual identities and learn about the lives of others through art.

## 4) Connection to the curriculum:

- This activity connects to D2.3 in the art curriculum because students are depicting symbols and shapes seen in their daily lives.
- This activity also connects to A3.2 in the language curriculum because students are exploring the concepts of identity and self, as well as developing an understanding of the lived experiences and perspectives of others.

## 5) Constructive feedback:

- Before doing this activity, read the book "This is How We Do It: One Day in the Life of Seven Kids from Around the World" by Matt Lamothe.
- Have students recognize and appreciate similarities and differences between themselves, their classmates, and other people from communities around the world.



# Alma Woodsey Thomas inspired Circle Painting



## 1) Materials used:

- Cardstock paper
- Acrylic paint
- Paint brushes
- Cup
- Water
- Paper towels
- Egg cartons/paint holders
- Scissors (for cutting out the dot)

## 2) Grade level:

- Grade 3

## 3) Learning goal:

- Students will learn to express pattern, rhythm, and colour in abstract paintings. Students will explore a variety of lines (e.g., thick, thin, dotted) and colours for expression (e.g., warm, and cool colours).

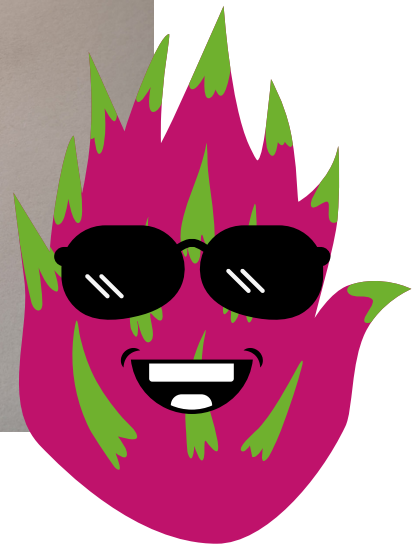
## 4) Connection to the curriculum:

- This activity connects to D1.1 because students are creating two-dimensional works of art like the works of Alma Woodsey Thomas, who was inspired by the environment and expressed feeling in her art.
- It is also connected to D1.3 because students are using the elements of design (e.g., line, colour, shape) in art works to communicate the ideas and messages of Dot Day.
- Furthermore, this activity connects to D3.2 because students are learning about an abstract art style, produced by an African American female in the 1900s. This would just be one of a variety of art styles and histories that students would be exposed to.

## 5) Constructive feedback:

- Teach about Dot Day and how all students can be artists. (Video link: <https://www.youtube.com/watch?v=uqf7EKuNHMs>)
- Teach students about art history, Alma Woodsey Thomas, and expressionism. (Video link: <https://www.youtube.com/watch?v=bsmBVMKbgUs>)

# Cartoon Fruit



## 1) Materials used:

- Pencil
- Paper
- Washable markers
- Cartoon eyes/nose/mouth chart (optional)

## 2) Grade level:

- Grade 3

## 3) Connection to the curriculum:

- This activity connects to D1.1 in the curriculum because students are creating two-dimensional art, that expresses feelings and ideas.
- This activity could connect to D3.1 in the curriculum if students were asked to identify and describe comics, cartoons, and pop art that they see in their home, at school, in the community, and in visual arts experiences.

## 4) Learning goals:

- I can express the idea of feelings on a drawing of fruit. (For example, I can make a dragon fruit look cool and feel confident.)
- I can identify and describe different comics, cartoons, and pop art that I see in the world around me.

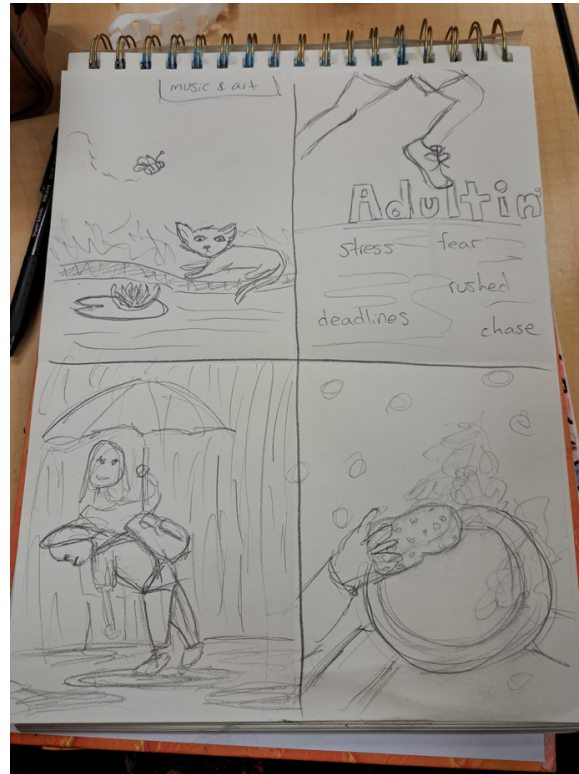
## 5) Constructive feedback:

- Next time, I would create a background, and draw friends for my cartoon fruit.
- As an extension, students could draw their cartoon fruit in different poses, they could draw it with other cartoon fruit friends, or, students could make a whole comic series of cartoon fruits.





# Soundscape



## 1) Materials used:

- Sketchbook/paper
- Pencil
- Coloured pencils (optional)

## 2) Grade level:

- Grade 3

## 3) Connection to the curriculum:

### Art

- This activity connects to D1.1 in the art curriculum because students are creating two-dimensional works of art (sketches) that express personal feelings and ideas inspired by the environmental soundscape around them.

### Music

- This activity connects to C3.1 in the music curriculum because students can identify and describe ways in which music can be used in their community (e.g., as an inspiration for art).

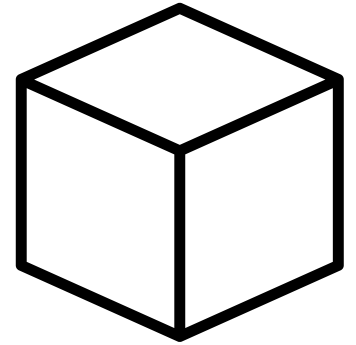
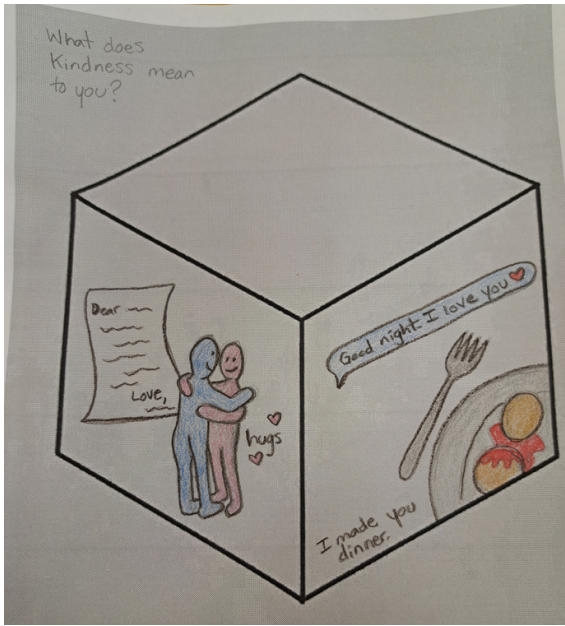
## 4) Learning goals:

- I can listen to and create soundscapes.
- I can identify and appreciate the role of music in my life.
- I can relate my sense of hearing (sounds) to my sense of sight (visuals).
- I can create art based on the sounds I hear.

## 5) Constructive feedback:

- Have students listen to the sounds they hear and do a quick sketch to capture their ideas. Once the rough sketch is done, then they can perfect their drawings and add colour.

# Kindness Cubes



## 1) Materials used:

- Kindness cube template
- Pencils
- Coloured pencils, markers, or crayons

## 2) Grade level:

- Grade 3

## 3) Connection to the curriculum:

### Art

- This activity connects to D1.1 in the art curriculum because students will create two-dimensional works of art that express feelings and ideas of kindness, inspired by kindness in their home and community.
- This activity connects to D1.3 in the art curriculum because students are using the elements of design of line and space to create the illusion of texture and depth.
- This activity connects to D3.1 in the art curriculum because students can identify and describe street art that they see in their community.

### Math

- This activity loosely connects to E1.1 in the math curriculum because students are creating the illusion of a cube.

### SEL

- This activity is related to social-emotional learning because it is related to ideas of kindness.

## 4) Learning goals:

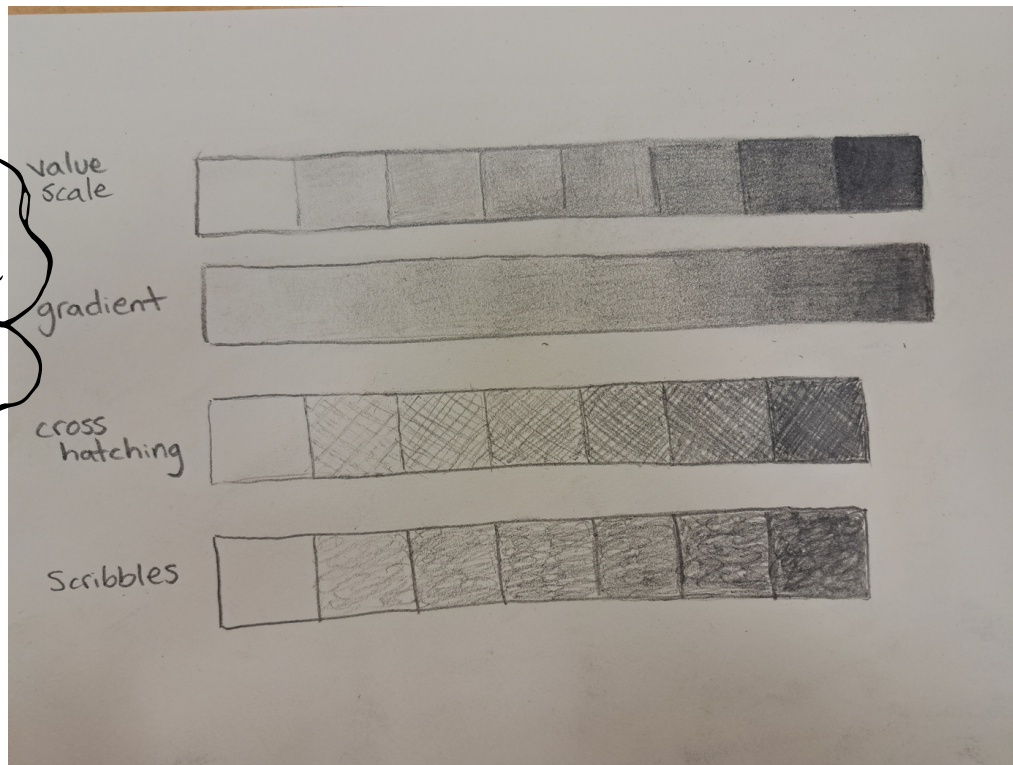
- I can visually show what kindness means to me.
- I can create the illusion of a 3-dimensional shape (cube).
- I can talk about street art and street artists within my community.

## 5) Constructive feedback:

- Make sure students know not to draw on the top face of the cube, for the full visual effect when all the cubes are put together.
- Teach about Thank You X, a street artist in Los Angeles, California, who is known for his Cube Drawing Mural (2009).
- Extension topics: Cubes and 3D shapes, optical illusions, kindness and social-emotional learning, creative writing and the meaning of kindness, street art and artists.



# Value Scale and Gradation Scale



## 1) Materials used:

- Paper
- Pencil

## 2) Grade level:

- Grade 4

## 3) Learning goal:

- Students will learn to create variations in value, and how they can use value to create emphasis.

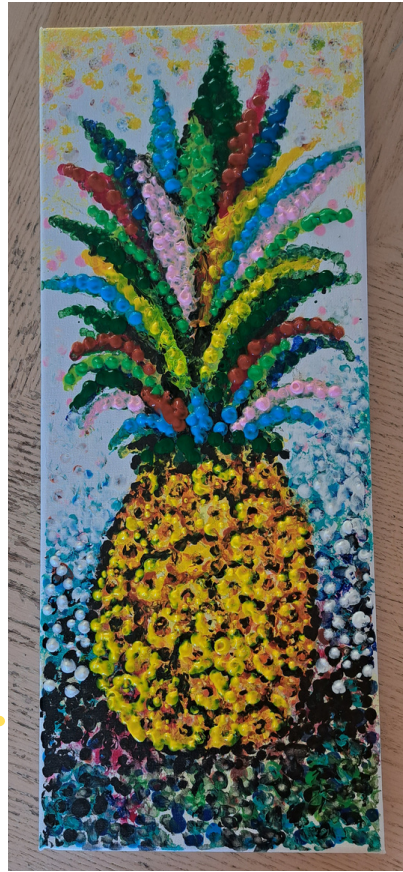
## 4) Connection to the curriculum:

- This activity connects to D1.4 in the curriculum because students are using various techniques to create value scales (e.g., scribbles, cross-hatching, and gradients). Building off this activity, students could identify value in other works of art and explain how it is used to create contrast or convey meaning, which would connect to D2.2 in the curriculum.

## 5) Constructive feedback:

- Have students start on opposing ends of the value scale (white and black) and then work their way towards the middle. Encourage students to start lighter than necessary, and then make it darker as needed.

# Still-Life Pointillism Painting



## 1) Materials Used:

- Fruit for viewing (e.g., pineapple)
- Canvas or thick paper
- Acrylic paint, small tubes
- Q-tip

## 2) Grade Level:

- Grade 4

## 3) Learning Goals:

- Students can use the technique of pointillism to create a still-life painting.
- Students can create emphasis in their paintings by using different colour intensities or varying the size of the object.
- Students can understand how the shape or form of an object might change depending on the perspective of the viewer.

## 4) Connection to the Curriculum:

- This activity connects to D1.1 in the curriculum because students are creating 2-dimensional works of art that express ideas inspired by their surroundings and interests (e.g., a still life painting inspired by students' favourite fruit).
- This activity connects to D1.2 in the curriculum because students are using the principles of design (e.g., emphasis) to create a particular focal point. For example, the colour intensity, size, and placement of the pineapple creates an emphasis on the pineapple.
- This activity connects to D1.4 because students are using different techniques (e.g., pointillism), tools (e.g., paint), and perspectives in their still-life painting.

## 5) Constructive Feedback:

- I found it was helpful to use the small dollar store paint tubes and dab circles of paint directly from the tube. Another option was to put the paint on a paint palette and then use a Q-tip for dabbing.
- If insufficient time is given in between layers, the circles smudge together and the pointillism effect is lost. So, I would recommend doing a few layers over the course of a few days.



# Cave Painting



## 1) Materials used:

- Construction paper
- Chalk or oil pastels

## 2) Grade level:

- Grade 4

## 3) Learning goal:

- Students will learn about prehistoric art through the recreation of cave paintings, using pastels.

## 4) Connection to the curriculum:

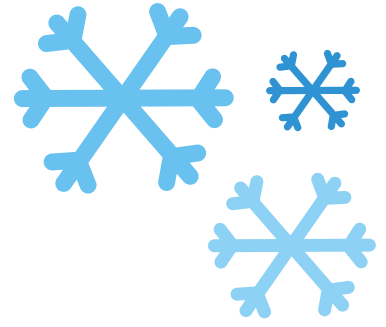
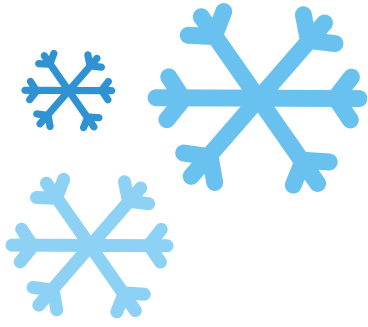
- This activity connects to D3.2 in the grade 4 art curriculum because students are learning about a different art style from prehistoric cultures. It is also cross-curricular with the grade 4 social studies curriculum (A3.2) because students are learning about daily life of an early society through visual evidence (artwork).

## 5) Constructive feedback:

- Chalk pastels are easier to smear but can be messy.
- Many cross-curricular connections can be made to this activity, including connecting it to social studies, science, music, and language.
- Consider showing a video on the art history of cave paintings.



# Monochromatic Group of Seven Landscape painting



## 1) Materials used:

- Paper
- Acrylic paint
- Paint brush
- Mixing palette
- Paper towel

## 2) Grade level:

- Grade 4

## 3) Learning goals:

- Students will learn to use a monochromatic colour scheme.
- Students will learn about the seven Canadian landscape painters in the 1920s, collectively called the Group of Seven.

## 4) Connection to the curriculum:

- This activity connects to D1.3 because students are using the elements of design (e.g., colour) in their artwork to communicate ideas, messages, and understandings.
- This activity connects to D3.2 because students will learn about the Group of Seven artists and will be asked to create a landscape painting using the same style as the Group of Seven. Further, students could be asked to describe how the Group of Seven paintings reflect the diverse cultures, times, and places in which they were made.

## 5) Constructive feedback:

- The painting I chose was not a Group of Seven painting, but it was inspired by their style and landscape theme. Students could choose to re-create an actual Group of Seven painting.
- Students should be taught about the art history of these artists:

<http://www.arthistoryarchive.com/arthistory/canadian/The-Group-of-Seven.html>

# Incubator Art Lab



## 1) Materials used:

- Spirulina algae powder (from the grocery store or a health food store)
- Water
- Paintbrush
- Watercolour paper

## 2) Grade level:

- Grade 4

## 3) Learning goals:

- Students will learn to work with a new medium (algae).
- Students will learn about algae blooms and how humans can negatively and positively impact water habitats and communities.
- Students will learn how algae is a primary producer.

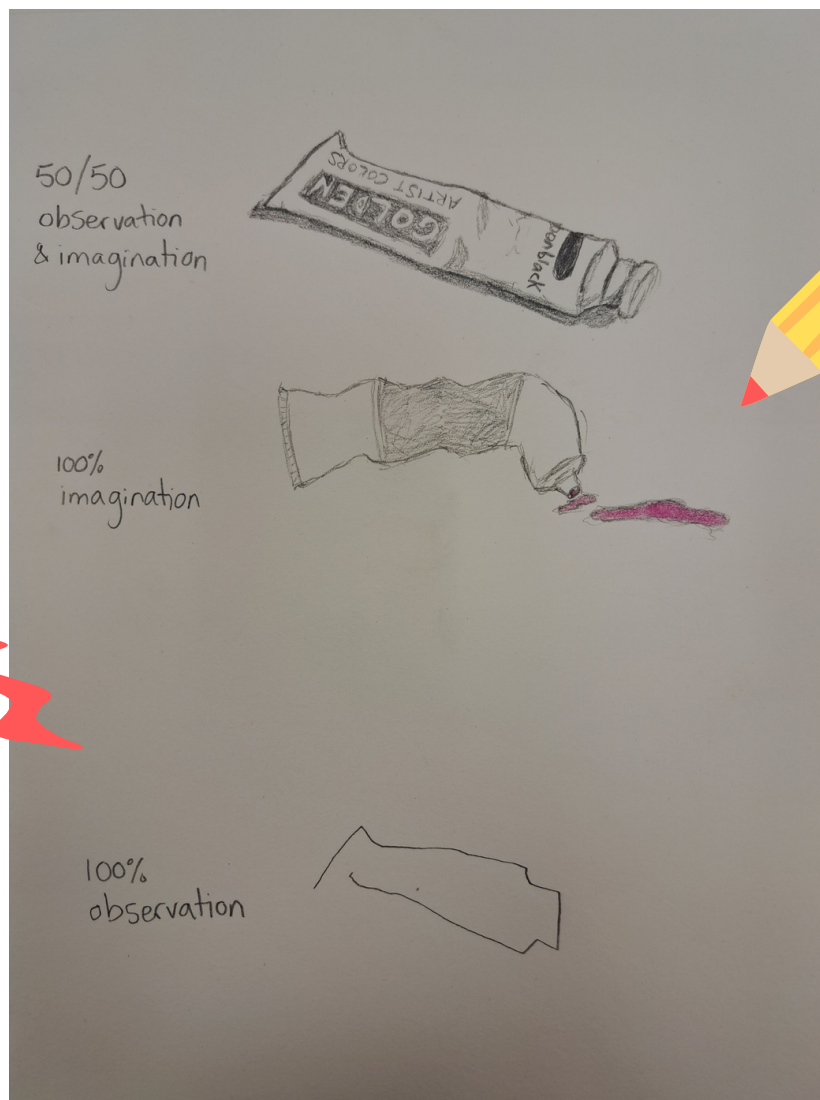
## 4) Connection to the curriculum:

- This activity connects to D1.4 in the art curriculum because students are using a new material (algae) and new techniques (similar techniques to using watercolour) to paint.
- This activity can connect to B1.1 in the science curriculum because students could assess the positive and negative impacts of human activities on habitats and communities that involve algae, while taking different perspectives into account.
- This activity can connect to B2.3 in the science curriculum because students could describe the relationship of algae in a food chain and classify algae as a primary producer.

## 5) Constructive feedback:

- This was done at the Art Incubator Lab in Windsor and presented by Jennifer Willet.
- Paints could be made with other natural pigments, such as beets, turmeric, berries, etc.
- Painting with algae could be cross-curricular with many areas of science, and social studies.

# Imagination vs. Observation



## 1) Materials used:

- Paper/Sketch book
- Pencils

## 2) Grade level:

- Grade 5

## 3) Learning goal:

- Students will learn how art is a combination of observation and imagination.

## 4) Connection to the curriculum:

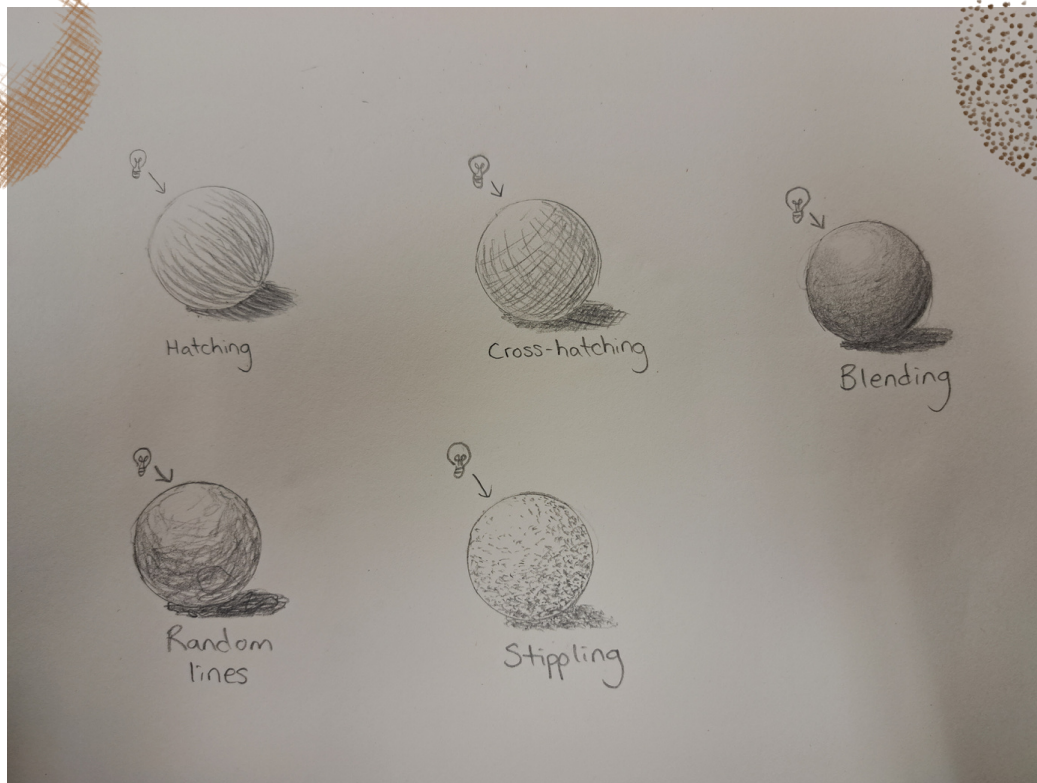
- This activity connects to D1.1 because students will be creating a two-dimensional sketch that expresses feelings and ideas inspired by their own (100% imagination) and others' points of view (100% observation).

## 5) Constructive feedback:

- Make sure the object is a suitable level for the students' age/grade level.



# Shading Techniques



## 1) Materials used:

- Paper
- Pencil
- Eraser

## 2) Grade level:

- Grade 5

## 3) Learning goals:

- Students will learn how to use gradations of value to create the illusion of depth.
- Students will learn to shade two dimensional shapes (circles) to make them appear three-dimensional (spheres).

## 4) Connection to the curriculum:

- This activity connects to D1.3 in the curriculum because students are using the elements of design (e.g., value, shape) to communicate an idea/understanding of depth.
- This activity connects to D1.4 in the curriculum because students are using a variety of techniques (e.g., hatching, cross-hatching, stippling, blending) to determine solutions to design challenges.

## 5) Constructive feedback:

- Students may need to review value scales before shading in objects.
- Remember to consider where the light source is.

# Texture Circles



## 1) Materials Used:

- Pencil
- Paper
- Eraser

## 2) Grade Level:

- Grade 5

## 3) Learning Goals:

- Students can use different sketching techniques to create an understanding of different textures (e.g., smooth, hairy, soft, bumpy).

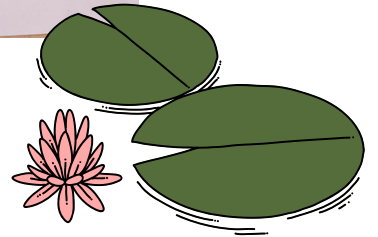
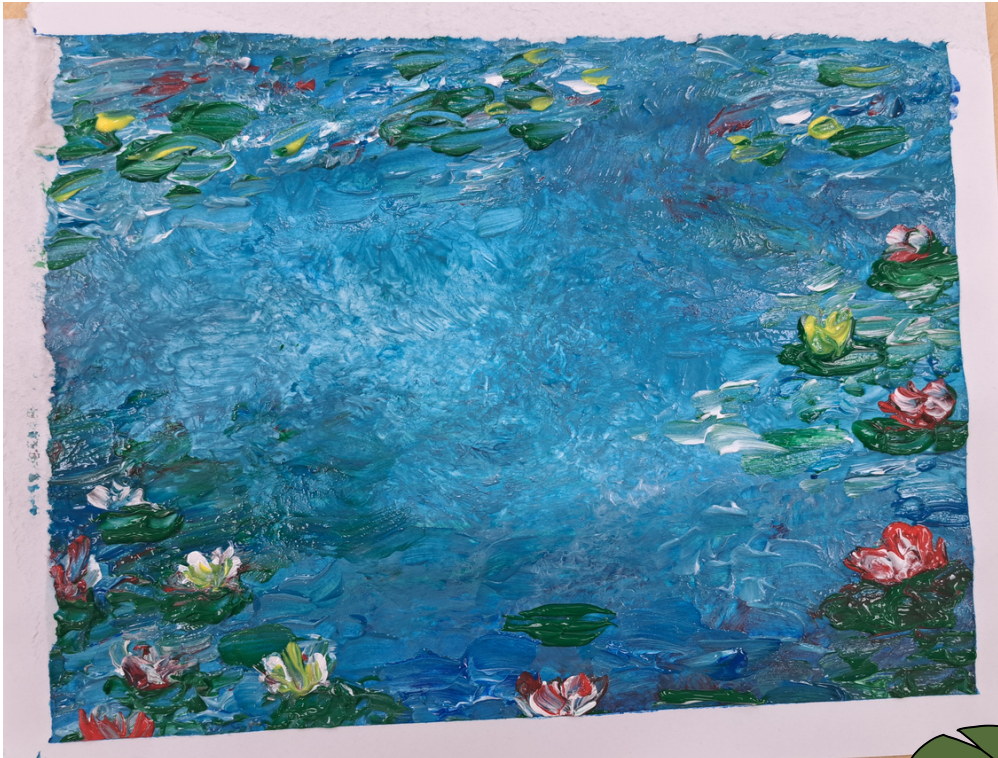
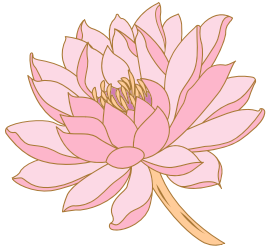
## 4) Connection to the Curriculum:

- This activity connects to D1.3 in the curriculum because students are using the elements of design (e.g., value, line) to create the illusion/understanding of texture.

## 5) Constructive Feedback:

- Students could make the textured circles into objects. For example, a pinecone, a Christmas tree bulb, a ball of yarn. Manipulatives could be brought in to enhance the experience.

# Impressionist Landscape Painting



## 1) Materials Used:

- Thick paper
- Tape
- Acrylic paint
- Paint brushes
- Paper towels
- Cup
- Water

## 2) Grade Level:

- Grade 5

## 3) Learning Goals:

- Students will be able to recognize and create impressionistic art.
- Students will be able to use and describe select principles of design, such as atmospheric perspective.

## 4) Connection to the Curriculum:

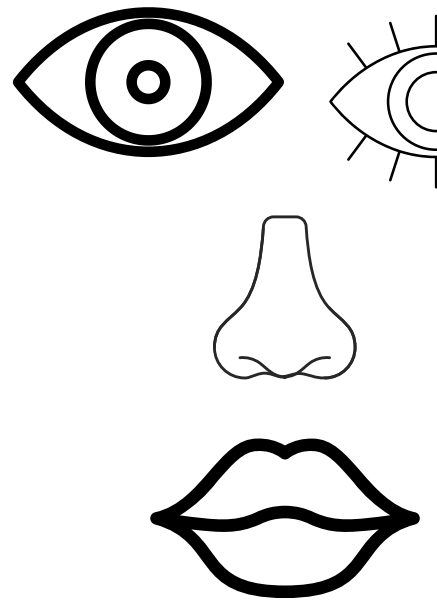
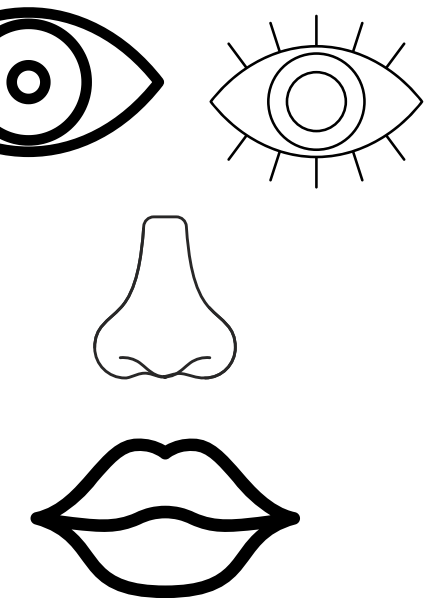
- This activity connects to D1.2 in the curriculum because students are demonstrating an understanding of composition, using selected principles of design. For example, atmospheric perspective is developed in the water and lilies by making the lilies clearer, and the water more neutral in colour and intensity.
- This activity could connect to D2.3 if students were taught to recognize impressionistic styles and notice signs of impressionistic art. For example, impressionistic art can be recognized by the short, broken brushstrokes. Impressionism can be somewhat abstract and meant to convey feeling. For example, Monet's water lilies are abstract.

## 5) Constructive Feedback:

- Using tape to create a border can be helpful to keep the desks clean, but the tape might rip the paper if it's too sticky.
- Letting the background paint dry a bit would have been helpful for adding the lilies on top. If the background is a little wet still, it will help create the blending effect, but if the background is too wet, it will be hard to add any detail or shape to the lilies.



# Picasso Inspired Self-Portrait



## 1)Materials used:

- Cardboard
- Construction paper
- Scissors
- Glue
- Tinfoil
- Paint
- Paint brushes
- Permanent marker

## 2)Grade level:

- Grade 5

## 3)Learning goals:

- Students will learn to make cubist self-portraits using the elements of design.
- Students will learn to use multi-media in art.
- Students will learn to interpret the symbols and styles within Picasso's artworks.

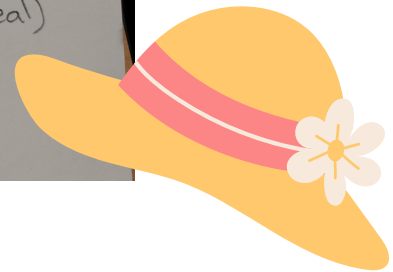
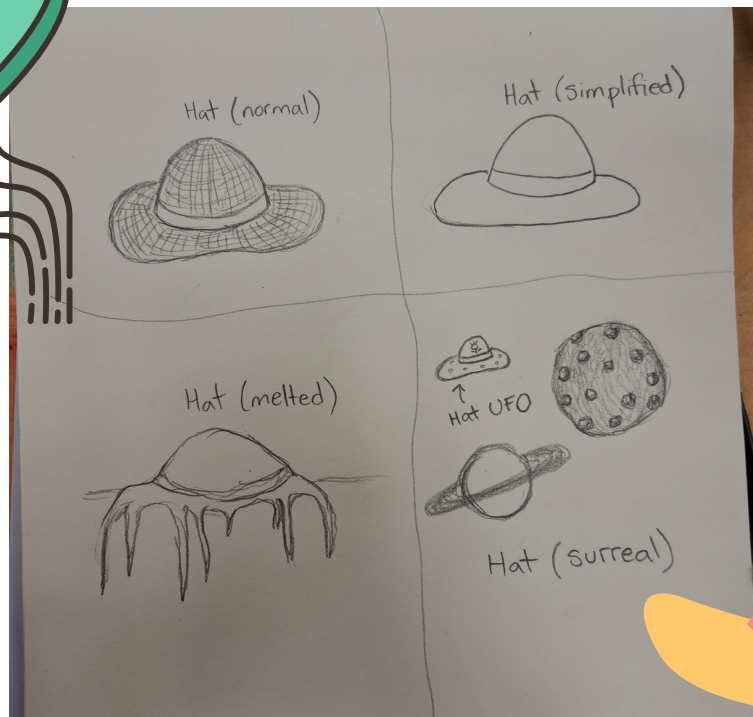
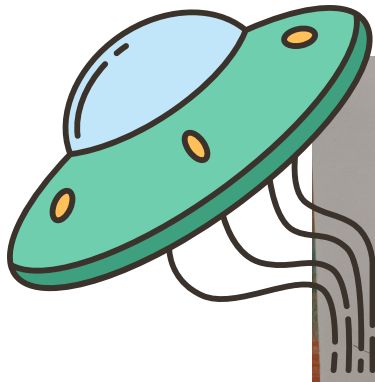
## 4)Connection to the curriculum:

- This activity connects to D1.3 in the curriculum because students are using the elements of design (e.g., shape, colour, and texture) in art works to communicate an understanding of cubism.
- This activity connects to D1.4 in the curriculum because students are asked to use a variety of materials, tools, and techniques to create their self portraits. Students are asked to use a multi-media approach that may include magazine clippings, paint, cardboard, or any other tools they must work with.
- This activity connects to D2.3 in the curriculum because students can demonstrate an understanding of how to read and interpret signs, symbols, and style in art works (e.g., Picasso's cubist portraits use stylistic features from African masks).

## 5)Constructive feedback:

- The grade level and materials used for this activity are very flexible. It can be done anywhere from K-6.
- I liked using the "roll a Picasso" activity, where students roll dice to determine their head shape, eye shapes, nose shapes, etc. from a variety of choices. This gives students some guidance in making their portraits Picasso-styled.

# Making it Strange Drawing



## 1) Materials used:

- Paper
- Pencil
- Eraser

## 2) Grade level:

- Grade 5

## 3) Connection to the curriculum:

- This activity connects to D1.3 because students use the elements of design in their art to communicate ideas, messages, and understandings in surrealist works.
- This activity connects to D2.2 because students can explain how the elements and principles of design are used in their own and others' artwork to communicate meaning or understanding.
- This activity connects to D2.1 because students can interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey.

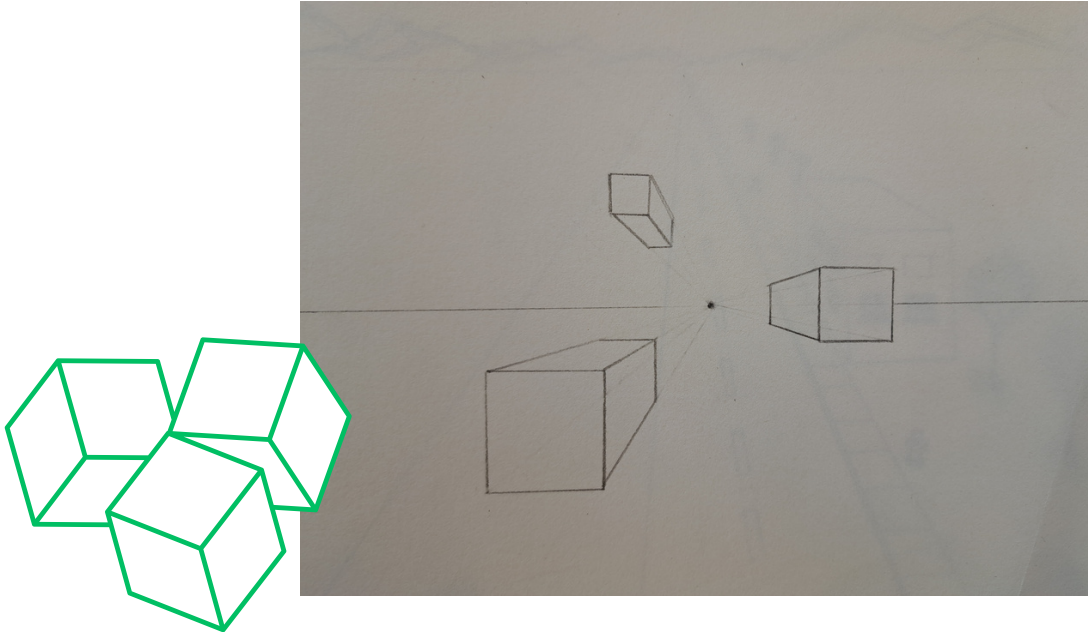
## 4) Learning goals:

- I can create art that shows an understanding of surrealism by “making objects strange”.
- I can explain how the elements and principles of design are used in surreal art.
- I can try to interpret surrealist art, and what the symbols, messages, or meaning may be.

## 5) Constructive feedback:

- I like the terminology of “making it strange”, because it is more kid-friendly than “surrealism”.
- I think the idea of drawing the same object multiple times, but in different ways (i.e., realistic, simplified, melted, animated, surreal) is helpful to imagine a new purpose for the object.

# One Point Perspective Cubes



## 1) Materials used:

- Paper
- Pencil
- Eraser
- Ruler
- Coloured pencils (optional)

## 2) Grade level:

- Grade 6

## 3) Learning goal:

- Students will learn to use straight lines that direct the viewer's attention. Students will learn to create the illusion of depth (space) using one point perspective and a vanishing point.

## 4) Connection to the curriculum:

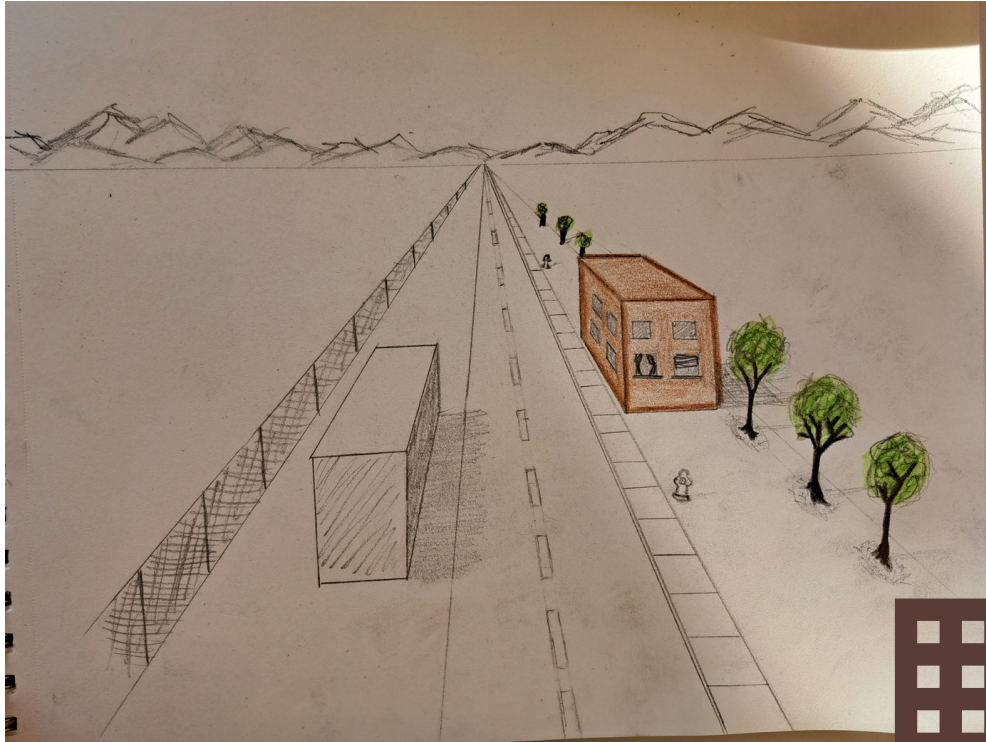
- This activity connects to D1.1 in the curriculum because students are creating 2-dimensional art from various points of view (depending on the focal point and horizon line chosen).
- This activity connects to D1.3 in the curriculum because students are using the elements of design (line) to communicate the idea or understanding of depth within 2-dimensional art.

## 5) Constructive feedback:

- Help students understand when lines should be vertical, horizontal, or diagonal towards the focal point.
- Early-finishers can outline and colour their work.



# One Point Perspective Cityscape



## 1) Materials used:

- Paper
- Pencil
- Eraser
- Ruler
- Coloured pencils (optional)

## 2) Grade level:

- Grade 6

## 3) Learning goal:

- Students will learn to use straight lines that direct the viewer's attention. Students will learn to create the illusion of depth (space) using one point perspective and a vanishing point.

## 4) Connection to the curriculum:

- This activity connects to D1.1 in the curriculum because students are creating 2-dimensional art from various points of view (depending on the focal point and horizon line chosen).
- This activity connects to D1.3 in the curriculum because students are using the elements of design (line) to communicate the idea or understanding of depth within 2-dimensional art.

## 5) Constructive feedback:

- Help students understand when lines should be vertical, horizontal, or diagonal towards the focal point.
- Early-finishers can outline and colour their work.

# MC Escher inspired Tessellations



## 1) Materials used:

- Paper
- Pencil
- Ruler
- Scissors
- Tape
- Coloured pencils

## 2) Grade level:

- Grade 6

## 3) Learning goals:

- Students will learn to create tessellation artworks, by performing translations, reflections, or rotations.
- Students will learn to work with geometric shapes and forms.
- Students will learn about tessellation artists, such as MC Escher.

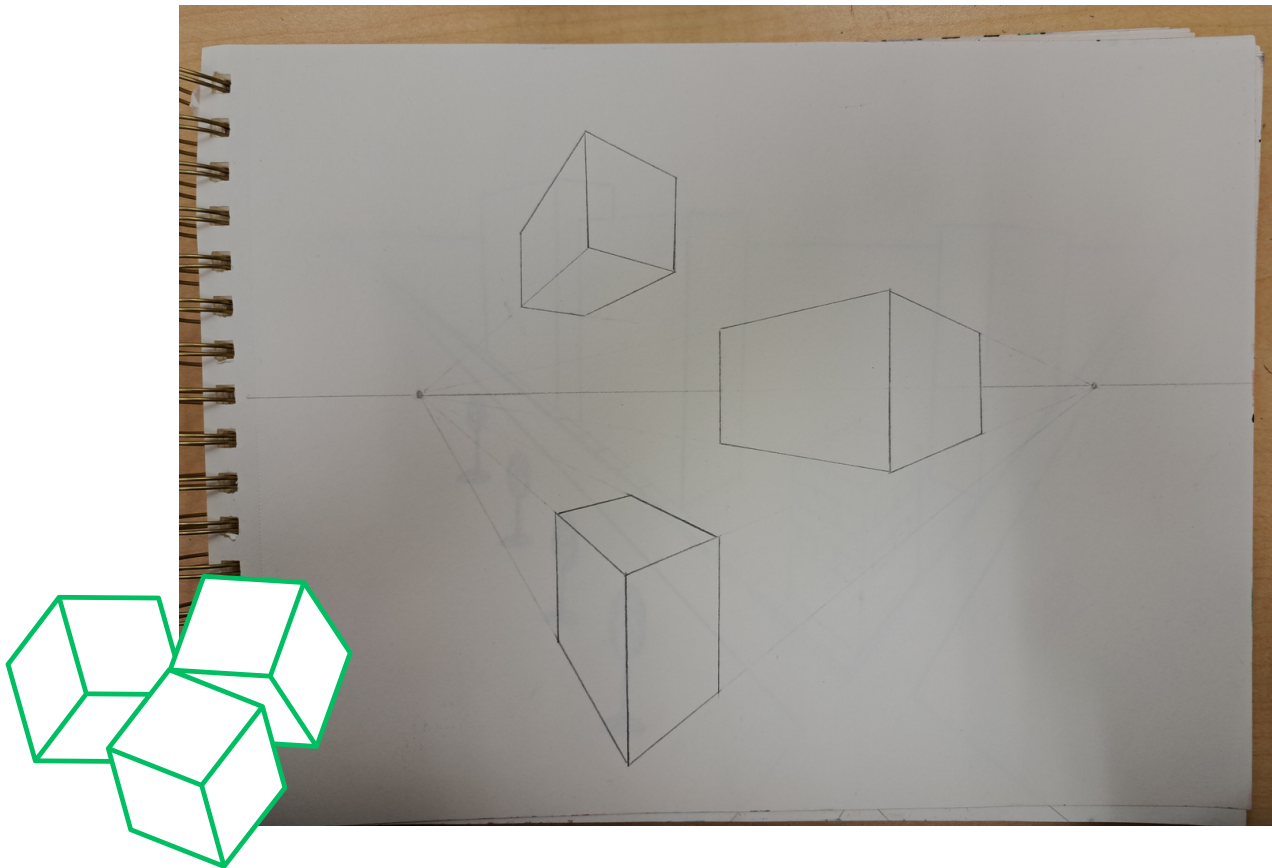
## 4) Connection to the curriculum:

- This activity connects to D1.3 in the grade 6 art curriculum because students are using the elements of design (shape) to communicate the idea of tiling.
- This activity connects to D3.2 because students are demonstrating their understanding of how MC Escher's visual art contributions impacted society.
- This activity connects to E1.4 in the grade 6 math curriculum because students are performing translations, reflections, and rotations.

## 5) Constructive feedback:

- Students will do either translation, reflection, or rotation.
- Teach about the different shapes that can be used in tessellation art: Equilateral triangles, hexagons, and squares.
- Consider showing some videos: <https://www.youtube.com/watch?v=7GiKeeWSf4s>  
<https://www.youtube.com/watch?v=k6shIU6y9Ik>

# Two Point Perspective Cubes



## 1) Materials used:

- Paper
- Pencil
- Eraser
- Ruler
- Coloured pencils (optional)

## 2) Grade level:

- Grade 6

## 3) Learning goals:

- Students will learn to use straight lines that direct the viewer's attention. Students will learn to create the illusion of depth (space) using two-point perspective and two vanishing points.

## 4) Connection to the curriculum:

- This activity connects to D1.1 in the curriculum because students are creating 2-dimensional art from various points of view (depending on the focal points and horizon line chosen).
- This activity connects to D1.3 in the curriculum because students are using the elements of design (line) to communicate the idea or understanding of depth within 2-dimensional art.

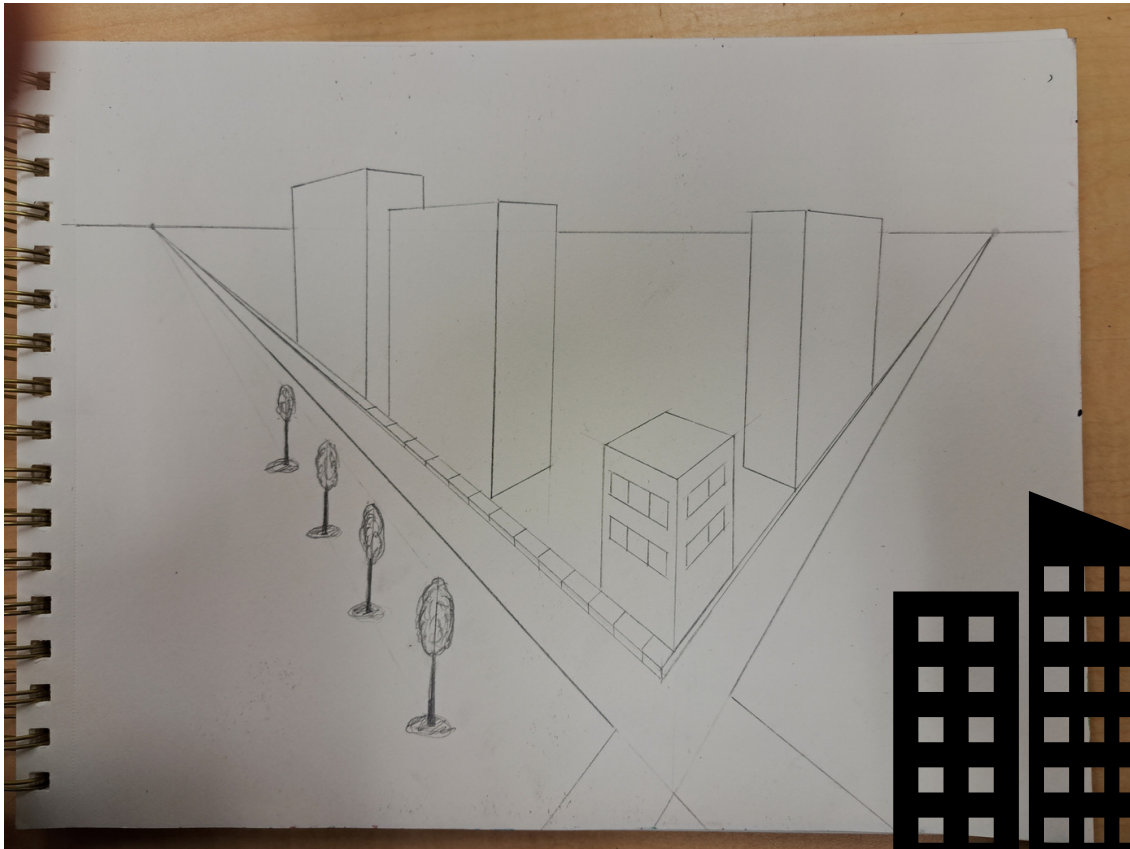
## 5) Constructive feedback:

- Teach one-point perspective first.
- Help students understand when lines should be vertical, horizontal, or diagonal towards the focal point.

Early-finishers can outline and colour their work.



# Two Point Perspective Cityscape



## 1) Materials used:

- Paper
- Pencil
- Eraser
- Ruler
- Coloured pencils (optional)

## 2) Grade level:

- Grade 6

## 3) Learning goals:

- Students will learn to use straight lines that direct the viewer's attention. Students will learn to create the illusion of depth (space) using two-point perspective and two vanishing points.

## 4) Connection to the curriculum:

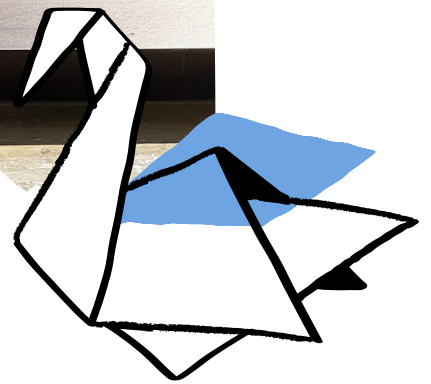
- This activity connects to D1.1 in the curriculum because students are creating 2-dimensional art from various points of view (depending on the focal points and horizon line chosen).
- This activity connects to D1.3 in the curriculum because students are using the elements of design (line) to communicate the idea or understanding of depth within 2-dimensional art.

## 5) Constructive feedback:

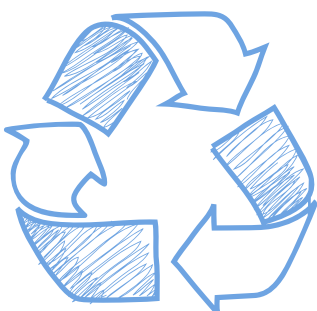
- Teach one-point perspective first.
- Help students understand when lines should be vertical, horizontal, or diagonal towards the focal point.

Early-finishers can outline and colour their work.

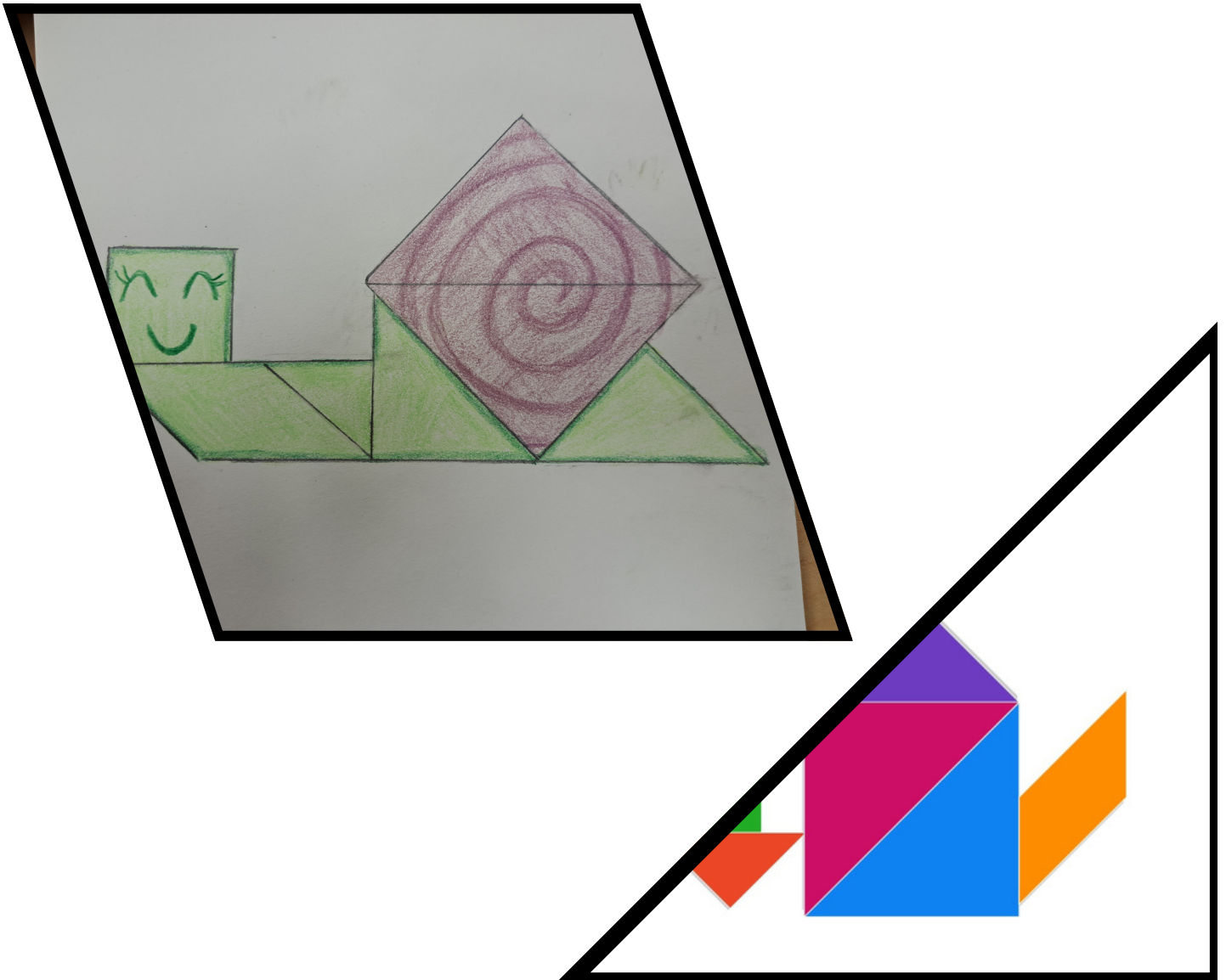
# Recycled Art (Art + Environment)



Objective: Use recycled materials to make art.  
Description: Using recycled cardboard, I made a tree with a bird in it.



# Tangrams (Art + Math)



Objective: Make pictures using shapes.  
Description: First, we used “Mathigon.org” to solve tangram picture puzzles. Then we made our own tangram art drawings on paper. I made a snail.



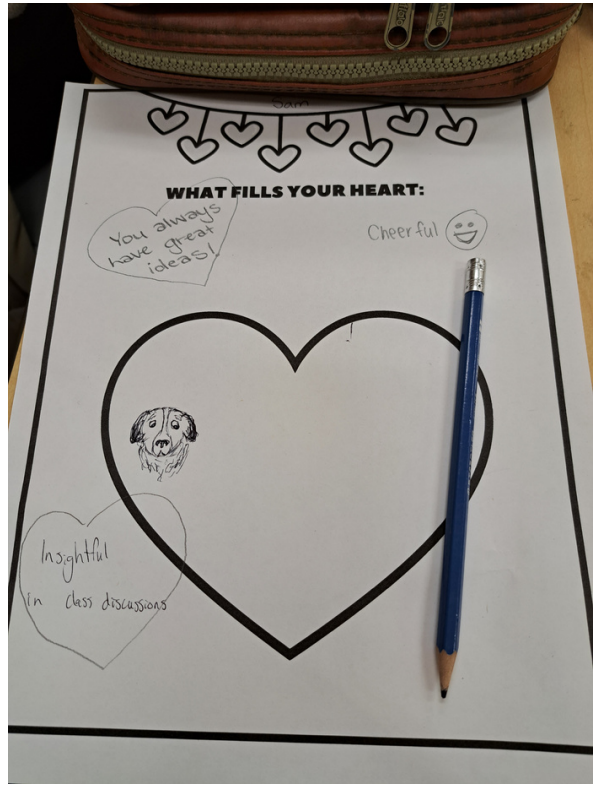
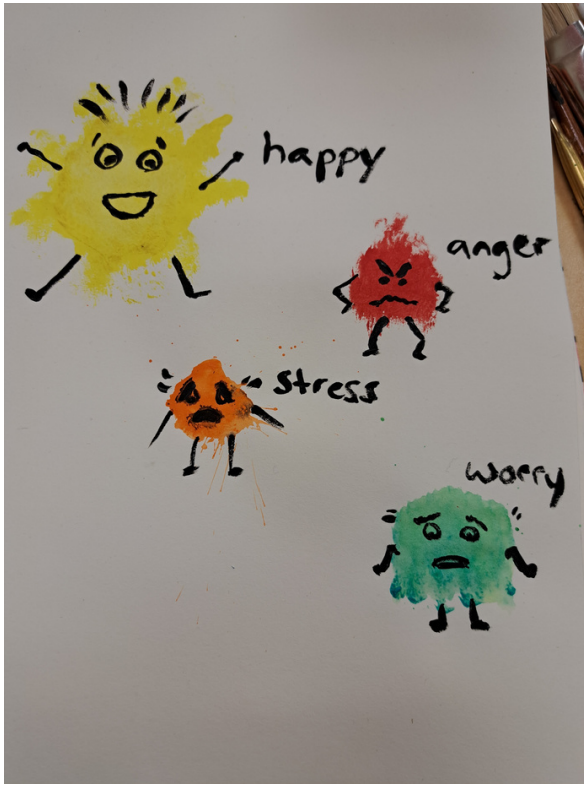
# Habitat Texture Art (Art + Science)



Objective: Create a habitat background for an animal.

Description: Using washable markers, I made a flower background for a panda bear.

# SEL Art (Social Emotional Learning + Literacy + Art)



Objective: Make emotional colour monsters. Then draw inside a heart anything that makes you happy. Then everyone writes nice things around the hearts of others.

Description: I chose red for my anger monster, and yellow for my happy monster. Inside my heart, I drew a picture of my dog because he makes me happy. Then, outside my heart, a classmate wrote that I always have great ideas, which was nice to hear!



# Piet Mondrian Art (Art + Math)

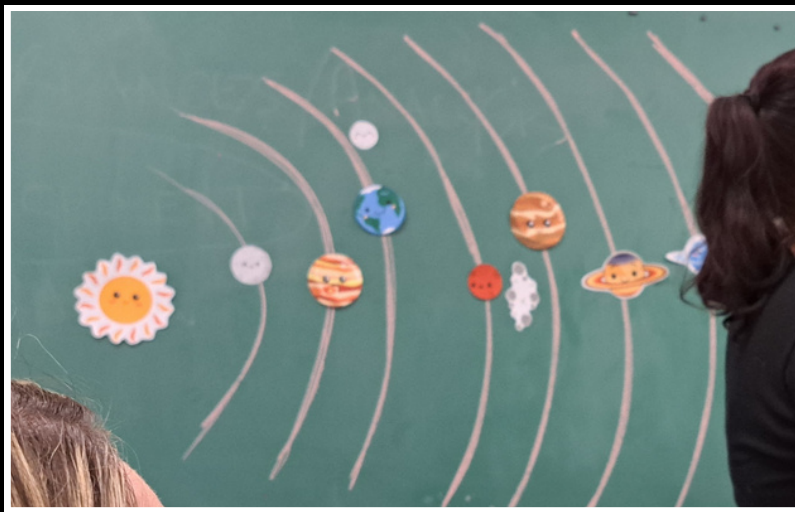
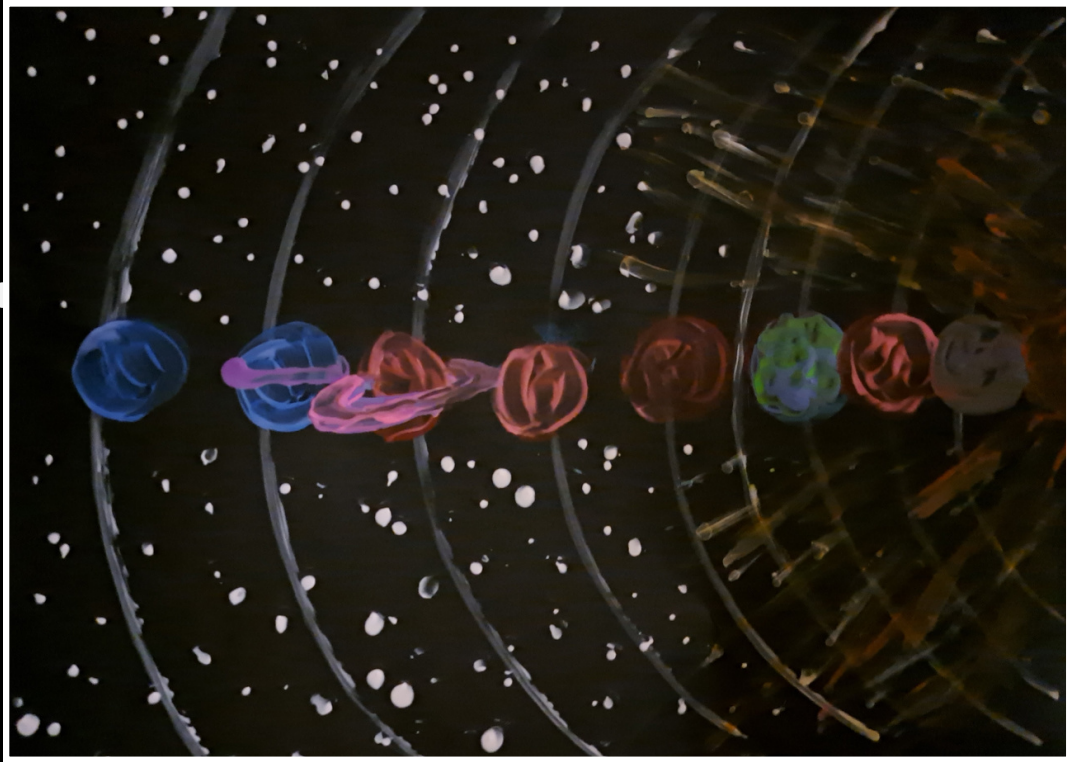


Objective: Use the primary colours to make rectangles on a rectangular prism.

Description: I used electrical tape and paint to create a Piet Mondrian inspired box. (This was our presentation. Refer to the lesson plan for more details).



# Solar System Art



Objective: Create space art by painting planets, moons, or stars. Use the principles of balance in your art.

Description: I painted the 8 planets in our solar system, using glow in the dark paint. I used radial balance in my art.

# Symmetrical Plants (Art + Science)



Objective: Create a symmetrical flower by painting on only one side of a folded paper. Label the parts of the flower, including the stamen, petals, pistil, leaves, and roots).

Description: I painted my flower step-by-step, starting with the stem. Every time I finished one part of the flower, I would fold it over to create symmetry, before the paint dried too much. When all the parts of the flower were painted, then I labelled it.

# Soundscape (Music + Art)



Objective: Listen to some music, and paint whatever you hear. Consider how the music makes you feel. What shapes or colours do you imagine when you listen to the music? Do you visualize a scene?

Description: The first piece of music that I heard had the sounds of a violin in it. The violin reminded me of an arch shape, like the movement of a bow. There were also rain sounds. The overall tone was happy, so I used bright colours in my art. The second soundscape was composed of random sounds that the students made, using objects. There were short and loud sounds that reminded me of a clap, so I drew orange explosions. There were sounds that alternated in volume and pitch, so I drew zig-zag lines. Somehow all the sounds seemed connected, so I connected them with dashed lines. Finally, there were rain sounds as well, so I drew rain drops.