

**CODE/MOE/UOIT Makerspaces Project--Lesson Planning Template**

**School Board: Rainy River District School Board**

**Grade(s): 4**

**Subject(s): Visual Arts**

|  |
| --- |
| **BIG IDEAS:****To explore symbols of Canadian culture and create a soapstone carving.** **Curriculum Expectations:****OVERALL:****D3: Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms,****styles, and techniques from the past and present, and their sociocultural and historical contexts.****SPECIFIC:** **D3.2 demonstrate an awareness of a variety of art forms, styles, and traditions and describe how they reflect the diverse cultures, times, and places in which they were made.** |
| **Learning Goals:**“We are learning to…”-research a symbol of Canada -carve soapstone | **Success Criteria:** “We will be successful when…”**-**we provide details about how our symbol reflects the culture of Canada-we have completed a soapstone carving. |
| **Lesson Overview:**Students will choose a symbol of Canada (Inukshuk, beaver, moose, bear, etc.) and research its historical importance. Students will then carve their symbol using soapstone. (The soapstone carvings were purchased from rubble-road.com) |
| **Materials and Technology:** -Chromebooks to conduct research-Carving Kits (sandpaper, rasps, oil, stone)-Buckets of water |
| **Student Accommodations/Modifications:** **Some students may require extra support when carving. Read & Write may be used while researching.** | **Lesson will be differentiated by:*** **Content, specifically:**
* **Process, specifically:**
* **Product, specifically:**
* **Environment, specifically:**
 |
| **MINDS ON: Getting Started** |
| During this phase, the teacher may: • activate students’ prior knowledge; • engage students by posing thought-provoking questions; • gather diagnostic and/or formative assessment data through observation and questioning; • discuss and clarify the task(s).  | During this phase, students may: • participate in discussions; • propose strategies; • question the teacher and their classmates; • make connections to and reflect on prior learning.  |
| **Describe how you will introduce the learning activity to your students.** -We will introduce the activity by showing various symbols of Canada and allow students to choose one that they connect with.**What key questions will you ask?** -Why did you choose this symbol?-Why do you think this symbol is important?-What beliefs and values does this symbol hold for different cultures?**How will you gather diagnostic or formative data about the students’ current levels of understanding?**Observation, written or oral response to research  **How will students be grouped? How will materials be distributed?** Students can work independently or group with other students that chose the same symbol. |
| **ACTION: Working on it** |
| During this phase, the teacher may: • ask probing questions; • clarify misconceptions, as needed, by redirecting students through questioning; • answer students’ questions (but avoid providing a solution to the problem); • observe and assess; • encourage students to represent their thinking concretely and/or pictorially; • encourage students to clarify ideas and to pose questions to other students. | During this phase, students may: • represent their thinking (using numbers, pictures, words, manipulatives, actions, etc.); • participate actively in whole group, small group, or independent settings; • explain their thinking to the teacher and their classmates; • explore and develop strategies and concepts.  |
| **Describe the task(s) in which your students will be engaged.** -Hands-on soap carving**What misconceptions or difficulties do you think they might experience?** -Students may have misconceptions about the historical relevance of the symbol.**How will they demonstrate their understanding of the concept?**-Written or oral response to research.**How will you gather your assessment data (e.g., checklist, anecdotal records)?**-Checklist, rubric**What extension activities will you provide?** -Students could write a story about their symbol.  |
| **CONSOLIDATION: Reflecting and Connecting** |
| During this phase, the teacher may: • bring students back together to share and analyse strategies; • encourage students to explain a variety of learning strategies; • ask students to defend their procedures and justify their answers; • clarify misunderstandings; • relate strategies and solutions to similar types of problems in order to help students generalize concepts; • summarize the discussion and emphasize key points or concepts.  | During this phase, students may: • share their findings; • use a variety of concrete, pictorial, and numerical representations to demonstrate their understandings; • justify and explain their thinking; • reflect on their learning. |
| **How will you select the individual students or groups of students who are to share their work with the class (i.e., to demonstrate a variety of strategies, to show different types of representations, to illustrate a key concept)?** **-Students can share their research and carvings may be displayed around the school.****What key questions will you ask during the debriefing?** **-What is the significance of the symbol you chose?****-What did you learn?** |