

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

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

**Grade(s): 4**

**Subject(s): Visual Arts**

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| **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?** | |