

Integrated Arts Unit Plan Overview

Theme: Social-Emotional Wellness through the Arts and Indigenous Lens

Grade: 3

Curriculum : Visual Arts / Dance / Drama /Language / Physical Education (Mental Health Literacy)

Intended Curriculum Expectations

★ Overall Expectation

Visual Art

D1 Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two- and three-dimensional artworks, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;

Drama

B1. Creating and Presenting: apply the creative process (see pages 19–22) to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;

Dance

A1. Creating and Presenting: apply the creative process (see pages 19–22) to the composition of dance phrases, using the elements of dance to communicate feelings and ideas;

Language

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

Physical Education

D3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviors affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

★ Specific Expectation

Visual Art

D1.2 demonstrate an understanding of composition, using principles of design to create narrative artworks or art works on a theme or topic

D1.1 create two- and three-dimensional works of art that express personal feelings and ideas inspired by the environment or that have the community as their subject

D3.4 reflect on external factors, including environmental factors, that may contribute to experiencing a range of strong feelings, including uncomfortable feelings such as worry (e.g., transitions, such as

starting a new grade, moving, or family separation; excessive heat, cold, or noise; unexpected changes in routine; significant losses, such as the death of a family member or pet) and identify ways to help them manage these feelings [A1.1 Emotions]

Drama

B1.2 demonstrate an understanding of how the element of time and place can support the development of role

Dance

A1.2 use dance as a language to represent ideas from diverse literature sources, with a focus on time and energy (e.g., *interpret stories, poems, and texts from other subject areas through dance; respond to a story about insects by depicting the sustained lifting and pulling actions of ants versus the sustained floating actions of butterflies*)

A2.3 identify and give examples of their strengths and areas for growth as dance creators and audience members (e.g., *share with a partner what they did well; write in a journal about what they need to improve*) Teacher prompt: "What did you do well, or what would you change next time about your dance (or your use of the creative process)?"

Language

1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups

Physical Education

D3.4 reflect on external factors, including environmental factors, that may contribute to experiencing a range of strong feelings, including uncomfortable feelings such as worry and identify ways to help them manage these feelings

Need to Know

- **For Visual Art activities**, students need to know a variety of lines, various shapes and forms, and color for expression.
- **For Drama activities**, students need to know how to establish a clear setting, such as time and place. They also need to know the relationship between different characters.
- **For Dance activities**, students need to know body actions, locomotor movement and non-locomotor movement, time and energy

Need to Do

- Express their emotions and feelings through drawing different elements of design.
- Create group tableaux and recreate pivotal scenes in the story they read using elements of Drama.
- Move their bodies to the beat, rhythm, and evoke the emotions of the story in a poetic way.

<ul style="list-style-type: none"> • For Social-emotional Learning, students need to be familiar with different emotions and know how to express various emotions through different media • For language, students need to know active listening skills while listening to stories and know how to respond to what they read appropriately 	<ul style="list-style-type: none"> • Identify their feelings and emotions and use the self-regulation strategy as demonstrated in the story. • Focus their attention on the reader, listen to key aspects of the story, understand the message, and be able to answer the critical response questions.
Learning Goals	Success Criteria
<p>❖ Lesson One</p> <ul style="list-style-type: none"> • We are learning to understand the composition of different elements of design in various artworks • We are learning to apply the creative process of creating artwork and show our understanding of different emotions <p>❖ Lesson Two</p> <ul style="list-style-type: none"> • We are learning to create a three-dimensional artwork which can help us release our negative emotions • We are learning to understand and respond to stories appropriately by applying active listening strategies <p>❖ Lesson Three</p> <ul style="list-style-type: none"> • We are learning to use time and place to demonstrate our understanding of the emotions Trudy went through 	<p>❖ Lesson One</p> <ul style="list-style-type: none"> • I can use a variety of line to express the emotion I chose. • I can use warm and cool colors flexibly based on the emotion I chose. • I can combine symmetrical and asymmetrical shapes and shapes to express the emotion. <p>❖ Lesson Two</p> <ul style="list-style-type: none"> • I can combine warm and cool colours to design my stone. • I can decorate my stone with a variety of lines. • I can mix a range of light colors and dark colors to make the stone special to myself. • I can make connections between Trudy's experience in the story and my experience. <p>❖ Lesson Three</p> <ul style="list-style-type: none"> • I can understand how elements of the time and place support the change of Trudy's emotions through tableaux. • I can present a clear setting according to the story through tableaux. • I can identify the relationship between the stone and Trudy.

and colour in the elements of their design

Lesson 2: Let's Learn How to Self-regulate and Find Your "Rock"

Curriculum : Visual Arts D1, D1.1 & Language 1.2 & Physical Education D3, D3.4

1. Read the story *"Trudy's Healing Stone"* by Trudy Spiller and ask students critical thinking questions.
2. Students will be asked to explore the outdoor school environment and find a stone of their own to connect with.
3. Gather students back into the classroom to paint their stone. Students need to use the elements of art that we learned (line, colour, value).
4. Students will spend some time sharing their feelings and emotions to the stone.

Lesson 3: "Trudy's Healing Stone" continued... Let's be actors!

Curriculum : Drama B1, B1.2 & Language 1.2

1. Re-read the story *"Trudy's Healing Stone"* and ask students new critical thinking questions.
2. Students will learn how to create a tableaux and about the elements of Drama (time and place ; relationship)
3. Ask students what they know about tableaux and how to successfully create them.
4. Students will have some time to create 3-4 scenes in small groups to create their tableaux. Each tableaux will correspond to the storyline.

Lesson 4: Stand Like Cedar and Freeze!

Curriculum : Language 1, 1.2, Dance A1, A2, A1.2, A2.3

1. Students will be given sections from a story to create a short dance in repeated movements in small groups.
2. Their dances will correspond to sections of the poetic story *"Stand Like Cedar"* by Nikola I Campbell.
3. After reviewing the elements of Dance (body, time, and energy), , each group will present their dance as the teacher reads the book aloud and pause when reading students' sections.

Lesson 5: Culminating Task | The 7 Grandfather Teachings and What Resonates With You Most?

Curriculum : Visual Arts D2, D2.2, Language 1, 1.2

1. Students will read the story *"Meet Your Family"* as told by David Bouchard. Pause and reflect on various elements of Art as the author discusses the story. <https://www.youtube.com/watch?v=6sRvSZ425gk>
2. Students will choose one of the words that describe each of the 7 Grandfather Teachings that they resonate with most. Either a characteristic that they like or want to improve on for their own to live full and healthy lives.
3. **Culminating Task Step-by-Step Instructions**
Day 1: In small groups, students will be assigned ONE of the 7 Teachings to create a poster / artwork using the Elements of Design that have been learned ((time and place ; relationship)

Day 2 : Students walk up to the poster / artwork created by their classmates that they resonate with the most and create a short dance with their groups. Using the Elements of Dance in 3-4 repeated movements, with focusing on combination of locomotor movement, non-locomotor movements, showing the tempo to the beats, and energy.

Day 3 : Students will be assigned ONE of the 7 Teachings to act out a personal short story using the Elements of Drama with their small groups.

Cultural Context

- Avoiding cultural appropriation of Indigenous art, dance, and other art forms.
- Priming educators to understand the *"Meet Your Family"* book as told by a First Voice (David Bouchard) before they use the story for their classrooms.

- Introducing and explaining a variety of visual arts, dances, and dramas from communities around the world.

Assessments FOR Learning : Students will be asked what they know about the Elements of Visual Arts, Drama, Dance, Mental Health Literacy. They will be assessed during activities we have outlined such as See-Think-Wonder, critical response questions, and when asked questions during the lessons regarding what our students have experienced from their own cultures (what types of art, dances, drama have they seen in their families or communities).

Assessments AS Learning : Students will be given the opportunity to self-assess their learning through naming and noticing what they have done (eg. Teacher: *"What did you do and why did you choose those colours for your artwork?"* Student: *"I noticed that the artwork we saw in class that was blue and had darker shades felt sad and so I used blues and darker shades in my design"*), asking what was easy or challenging about the activities (identifying their creative process journey), and by giving peer feedback and receiving feedback from their classmates during gallery-walks and after presentations.

Assessments OF Learning : Students will be assessed based on the demonstration of their learning and skills through the culminating task (Visual Arts, Dance, Drama) based on the story *"Meet Your Family"* by David Bouchard.