**Museum London- Grade 7 Lesson Plan**

**Teacher: My Nguyen**

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| What Will You Teach? | |
| Expectation(s): D1. Creating and Presenting: D1.2: “Demonstrate an understanding of composition, using multiple principles of design and the “rule of thirds” to create narrative art works or art works on a theme or topic.” D2. Reflecting, Responding, and Analysing: D2.3. “Demonstrate an understanding of how to read and interpret signs, symbols, and style in art works.”  Learning Goal*:* Students will be creating a landscape with signs and symbols that captures a Canadian identity, using multiple principles of design and the “rule of thirds” to tell a story. | |
| Materials and/or Resources:  Manila paper, acrylic paints, paint brushes, sketch book | |
| Important Terminology / Word Wall:  Signs, symbols, artistic styles, signs of Canada: Canadian flag and the coats of arms, the Group of Seven, landscape, the True North | |
| How Will You Teach This? | Assessment for learning |
| Minds On!  Hook: As a class, create a mind map that explores the meaning of what it to be Canadian. What signs and symbols come to mind and what locations represent best Canada as a nation? Further ask students to describe a Canadian landscape, does it represent Canada as a nation?  E.g. Canadian Flag: ask the students why is it important to Canadians? What is the maple leaf a symbol of? What does it mean for Canadians? | Diagnostic  Identifying specific signs and symbols that represent the Canadian identity. |
| Lesson Overview *+* Key Questions*:* 2- 40 minutes classes   1. Before beginning the lesson, ask students to define the terms signs and symbols. 2. Introduce the Group of Seven, their history and their mission as a group. Show examples of their artworks and ask students, when looking at the landscapes do they capture a sense of Canada for them? What if we were looking at the painting during the time it was painted does that make a difference? Why or why not?  * The Group of Seven’s paintings also evoke a sense of emotion through the use of colours, lines, specific aspects of nature (e.g. the number of trees can evoke a sense of openness, untouched land, quietness, etc.). Students should keep in mind their choices of colours, the thickness and directions of lines, and the objects in their paintings can influence how viewers interpret their artwork.  1. Introduce the lesson by asking students to create a landscape or cityscape that captures a sense of Canada. Remind students to keep in mind the principles of design, composition and the “rule of thirds” when making their landscape/cityscape. 2. Demonstrate the artwork step by step:   Step 1: Students will draw their landscape/cityscape in their sketchbook.   * Students should keep in mind specific signs and symbols that they can incorporate into their artwork that represent Canadian identity. * Students should also keep in mind capturing details with paint which might prove challenging.   Step 2: Once they have completed their sketch, students will show it to the teacher and receive Manila paper to begin transferring their sketch.  Step 3: Students will use acrylic paints on Manila paper to capture their landscape/cityscape.  Step 4: Once the students have completed their paintings, the class will be divided into groups of 6 to critique and present works. Each member will be given 5 minutes - students will respond to the artwork and discuss what they see in the artwork, addressing any signs or symbols that they identify as representing Canadian identity. After, the artist will have a chance to speak about their own artwork to the whole group. At the end of the critique, as a group discuss whether or not your classmates have captured similar images of Canada as the Group of Seven? How has the image of Canada changed? The class will come together and discuss as a group, what paintings they saw that were surprising or not surprising when capturing a sense of Canadian identity. | Formative   * The students are demonstrating their ability to identify sign and symbols from their surroundings and make personal connections. * Students are encouraged to reference the colour wheel to use colour symbolically. * Students are demonstrating their ability to draw from personal experiences and create a landscape that reflects their sense of Canadian identity. * Students are demonstrating their ability to help each other and give each other positive criticism and help when needed. |
| Consolidation   * Students will be given an opportunity to share with their classmates their landscape/cityscape during the group critique. * During the group critique students should keep in mind these questions: * Were there any signs and symbols that everyone understood and could identify? Or would they like the artist to state why they chose the signs and symbols that they did? * Did they use the signs and symbols effectively to help the viewer understand their Canadian story? * Were there any paintings similar or different to those of the Group of Seven’s paintings? How were they different or similar? * As a class, what paintings did they see among their peers that were surprising or that captured a sense of Canadian identity? | Summative   * Students will be assessed based on their understanding of their use of signs and symbols to capture a sense of Canadian identity within a landscape painting. * Students will also be assessed on their understanding and application of the principles of design and the “rule of thirds” to create a narrative. |