# Bachelor of Education (Elementary) &

# Bachelor of Education (Secondary) STEM

# Unit Plan Template

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| **Unit Title:** | All About Barbara Reid | **Number of Lessons** | 5 | **Time**  **(in weeks):** | 3 |
| Name: | Julia Minaker | Subject(s): | ELA/VA | Grade(s): | 1 |

Rationale

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| Students will explore the works of Barbara Reid and through reading, writing, listening, imagining, and creating. |

Overview:

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| This unit will focus on the works of Barbara Reid. The unit begins by allowing students to point out the uniqueness in the works and make connections with what they see. Students will play games and create images based on predictions and connections to her books in lessons 2 and 3. In lessons 4 and 5 students learn more about Barbara, and her process, as well as some of the techniques she uses to create her art. Students will end the unit by creating their own plasticine artwork. |

CORE COMPETENCIES

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| Communication | Thinking | Personal & Social |
| Students develop shared understandings of information, issues, situations, and problems in pursuit of common purposes and goals. They honour various group processes and proactively support movement forward, including refocusing on intended goals as needed. *Students will explore the ideas of other artists as well as each other. They work as a class to create unique drawings, achieve goals, and more.* | * Creative thinking   Students may generate creative ideas through free play, engagement with other’s ideas, or consideration of a problem or constraint, and/or because of their interests and passions. New ideas and inspirations can spontaneously arise from the unconscious mind, but students can also develop strategies to facilitate the generation of ideas. *Students must think creatively to develop all ideas for their artwork. They must make creative decisions and reflect on their own work, as well as the work of others. They must be creative in their process and written portion of their art.* | * Social responsibility   Students value diversity, defend human rights, advocate for issues, and interact ethically with others. *Students must understand they all come from different paths. These paths and experiences shape their outlook on creativity and art, creating unique outcomes.* |

BIG IDEAS

(multiple subject areas for integrated unit)

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| Subject Name: Arts 1 | Subject Name | Subject Name |
| People create art to express who they are as individuals and community. |  |  |

LEARNING STANDARDS

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| Curricular Competencies | Content |
| **CC -1** Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts  **CC-2** Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play  **CC-4** Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques.  **CC-5** Develop processes and technical skills in a variety of art forms to nurture motivation, development, and imagination**.**  **CC-8** Express feelings, ideas, stories, observations, and experiences through the arts | C-1 elements in the arts, including but not limited to:   * visual arts: elements of design: [line](https://curriculum.gov.bc.ca/curriculum/arts-education/1/core#;), [shape](https://curriculum.gov.bc.ca/curriculum/arts-education/1/core#;), [texture](https://curriculum.gov.bc.ca/curriculum/arts-education/1/core#;), colour; [principles of design](https://curriculum.gov.bc.ca/curriculum/arts-education/1/core#;): [pattern](https://curriculum.gov.bc.ca/curriculum/arts-education/1/core#;), [repetition](https://curriculum.gov.bc.ca/curriculum/arts-education/1/core#;) * processes, materials, movements, [technologies](https://curriculum.gov.bc.ca/curriculum/arts-education/1/core#;), tools and techniques to support arts activities   C-2 processes, materials, movements, technologies, tools and techniques to support arts activities.  C-5 symbolism as expressions of meaning  C-7 [personal and collective responsibility](https://curriculum.gov.bc.ca/curriculum/arts-education/1/core#;) associated with creating, experiencing, or [sharing](https://curriculum.gov.bc.ca/curriculum/arts-education/1/core#;) in a safe learning environment |

Prerequisite Concepts and Skills:

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| Students should be able to use creative thinking to create art  Students should be able to communicate thought and ideas to discussion  Students should be understanding towards various forms of art |

Teacher Preparation Required:

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| Lesson # | Teacher Preparation Required (See Unit Plan Sample) |
| Lesson 1 | **Pre-read book “The Party”**  **Have Barbara Reid books at carpet** |
| Lesson 2 | Pre-read book  Mini books pre-made  TC will have ideas if students need help  YouTube video loaded and pre-watched |
| Lesson 3 | Pre-read book  Have worksheets printed for each student  Barbara Reid books set up on carpet for extension |
| Lesson 4 | Pre-read book  Draft paper cut to size for each student  Draft sentence paper pre made for each student |
| Lesson 5 | TC will have plasticine ready  TC will have good copy paper precut  TC will have YouTube video pre-loaded |

Cross-Curricular Connections:

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| This unit crosses into language arts, visual arts, and social studies. Students explore the works of Barbara Reid by reading/listening to her books and having discussions about her work. They will also create their own work with 2 sentences that describe their artwork. |

Aboriginal Connections/ First Peoples Principles of Learning:

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| Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Students will get a chance to discover more about the processes that go into creating a work of art or a piece of writing. They have the chance to listen, reflect, contribute, etc. |

Universal Design for Learning (UDL)

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| **Multiple Means of Engagement:** Students will be given regular feedback, and complete tasks with small goals. Students will be presented with check-ins. Students are allotted extra time to complete activity if necessary. Students are expected to pursue individual interests through their artwork, etc. Workload is often completed together as a class- no extra work. Brain breaks are provided when necessary.  **Multiple Means of Representation:** Students are provided with verbal instruction, as well as demonstrations, written instruction, and video when necessary. Students will be read to, shown videos, shown demonstrations to ensure thorough instruction. Students may ask questions whenever necessary.  **Multiple Means of Expression and Action:** When fit, student can respond in alternate ways that work for them. Assessment is created with SWBAT statements that are not quality specific, rather they are targeted towards effort and responsibility towards small goals. Most lessons have unique outcomes and are non-comparable to other students work. |

Differentiated Instruction (DI):

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| Student who often has a hard time paying attention works closest with TC to ensure they stay as on task as possible. TC can give this student smaller goals as well.  TC will go step by step for student who often gets frustrated completing artwork- relieves stress of falling behind as I can create the pace for all students.  Student who does not often engage can be given extra opportunity to be a “leader” |

Overview of Lessons:

Lesson 1

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| Name &Time (Minutes Allotted): | Exploring Barbara Reid |
| Learning Standards: Curricular Competencies | CC-4 Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques.  CC-5 Develop processes and technical skills in a variety of art forms to nurture motivation, development, and imagination.  CC-8 Express feelings, ideas, stories, observations, and experiences through the arts |
| Learning Standards: Content | C-2 processes, materials, movements, technologies, tools and techniques to support arts activities.  C-5 symbolism as expressions of meaning  C-7 personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment |
| Instructional Objectives | Students will be able to engage with the/a book and make observations. |
| Assessment: | No formal assessment will be given (TC observation/anecdotal notes only) |
| Teaching Strategies: | TC will frontload students with final artwork  TC will read a book to engage students in the topic  TC will pass the books around in a circle, so all students have a chance to look at them. |
| Materials: | Barbara Reid books |
| Lesson Activities: | |
| Introduction/Hook: | TC will gather students at carpet and introduce our new topic.  TC will read book “The Party” by Barbara Reid.  We will have a discussion about the book and what we notice |
| Body: | Students will get time to explore the books of Barbara Reid.  We will pass them slowly around in a circle and share our thoughts.  Once students look through the books, we will have a discussion about what we liked, our thoughts, what else we may notice, etc. |
| Closure: | TC will explain that we will be learning more about Barbara Reid and her books throughout the next couple weeks. They will be frontloaded that we are going to make our own artwork once we learn all about Barbara Reid, so they need to take time to think about what they want to create. |

Lesson 2

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| Name &Time (Minutes Allotted): | Learning About Barbara Reid |
| Learning Standards: Curricular Competencies | CC -1 Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts  CC-2 Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play |
| Learning Standards: Content | C-2 processes, materials, movements, technologies, tools and techniques to support arts activities.  C-5 symbolism as expressions of meaning  C-7 personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment |
| Instructional Objectives | Students will be able to write and illustrate a mini book  Students will be able to think of unique ideas for their book |
| Assessment: | TC will use discussion as a way of listening to students’ ideas and thoughts. As well as ensuring students complete their mini-book with unique ideas using a checklist. |
| Teaching Strategies: | YouTube video pre-loaded  Books pre-made  TC will use bell for attention  Book is used for schema activation/inspiration for lesson |
| Materials: | Mini book for each student  Book “I love you more” by Barbara Reid  Pencils  Pencil Crayons |
| Lesson Activities: | |
| Introduction/Hook: | TC will read “I love you more” by Emil Sher and Barbara Reid  Students will watch video: <https://www.youtube.com/watch?v=F85SKemLGOA> |
| Body: | Students will be asked to brainstorm an “I love you more than… statement  Each student will get a worksheet to fill out to create their own “I love you more” mini book |
| Closure: | TC can give students time to share their books with their friends and read them to each other.  Students can share with the class what they liked about their friends’ books. |

Lesson 3

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| Name &Time (Minutes Allotted): | Imagination and predicting |
| Learning Standards: Curricular Competencies | CC -1 Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts  CC-2 Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play |
| Learning Standards: Content | C-2 processes, materials, movements, technologies, tools and techniques to support arts activities.  C-5 symbolism as expressions of meaning  C-7 [personal and collective responsibility](https://curriculum.gov.bc.ca/curriculum/arts-education/1/core#;) associated with creating, experiencing, or [sharing](https://curriculum.gov.bc.ca/curriculum/arts-education/1/core#;) in a safe learning environment |
| Instructional Objectives | Students will be able to use their imaginations to create a drawing  Students will be able to make predictions based on evidence from the book |
| Assessment: | Students will be asked to share with the class to demonstrate their learning and understanding of the book. TC can observe who has made predictions based on their understanding of the book. If student is unable to share, they can share privately with TC. |
| Teaching Strategies: | TC can have Barbara Reid books set up on carpet if students finish early  TC will give students time to think of unique ideas- think then share. |
| Materials: | Book “The Tunnel Mouse” |
| Lesson Activities: | |
| Introduction/Hook: | TC will read “The Tunnel Mouse” by Barbara Reid  TC will pause on page where tunnels end is revealed.  TC will tell students she wants them to imagine what the students think tunnels end will look like. |
| Body: | We will take a 2-minute brainstorm at desks.  Students will be given a colouring sheet and will be asked to draw what they think is at tunnels end  Students will get about 15 minutes to draw what they imagine will happen.  TC will gather students in a circle, and we will go around and share our predictions.  TC will read the end of the book to students. |
| Closure: | TC will ask students was it hard or easy to use their imagination and make predictions about what was going to happen. When Barbara Reid makes art and writes her stories, she has to use her imagination- it’s not always easy, and that’s okay! |

Lesson 4

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| Name &Time (Minutes Allotted): | Planning Our Pictures |
| Learning Standards: Curricular Competencies | CC-2 Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play  CC-4 Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques.  CC-5 Develop processes and technical skills in a variety of art forms to nurture motivation, development, and imagination.  CC-8 Express feelings, ideas, stories, observations, and experiences through the arts |
| Learning Standards: Content | C-2 processes, materials, movements, technologies, tools and techniques to support arts activities.  C-5 symbolism as expressions of meaning  C-7 personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment |
| Instructional Objectives | Students will be able to make a plan for their artwork  Students will be able to demonstrate artistic thinking |
| Assessment: | TC will ensure students have taken the time to plan a realistic image to make with plasticine based on the instruction provided.  TC will make sure each student hands in a paper and a sentence as an ‘exit ticket’ |
| Teaching Strategies: | TC can give prompts and ideas for students who may need help  TC will tell students to think carefully about small details in pictures as we will be making it with plasticine  TC will make sure the planning paper is the same size of the paper our final project will go on, |
| Materials: | Paper  Pencils  Pencil crayons  Book “Picture a Tree” by Barbara Reid |
| Lesson Activities: | |
| Introduction/Hook: | TC will read “Picture a Tree” by Barbara Reid  TC will tell students we are going to start planning our final pieces of art for next class.  We want to really think about what we are drawing, what kind of thing we are drawing, how we are going to draw it, where it is going to be. |
| Body: | TC will give students a piece of paper that is the same size as our final piece of art.  Students will draw nicely with pencil what they are wanting their picture to look like. This picture will be what they use to make their final piece of art.  Students will be asked to think about what colours they will need, etc.  Once students are done, they will get a writing page. Students will write 2 sentences about their picture for TC to type out for final art display. (“My picture is a/of a \_\_\_\_\_\_\_\_\_\_\_. I chose to make this because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”) |
| Closure: | TC will collect papers.  We will talk about our statements and what we are planning on creating. |

Lesson 5

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| Name &Time (Minutes Allotted): | Plasticine Art |
| Learning Standards: Curricular Competencies | CC-2 Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play  CC-4 Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques.  CC-5 Develop processes and technical skills in a variety of art forms to nurture motivation, development, and imagination.  CC-8 Express feelings, ideas, stories, observations, and experiences through the arts |
| Learning Standards: Content | C-2 processes, materials, movements, technologies, tools and techniques to support arts activities.  C-5 symbolism as expressions of meaning  C-7 personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment |
| Instructional Objectives | Students will be able to create a plasticine image  Students will be able to explain their image in the 2 sentences outlined for them. |
| Assessment: | Students’ assessment is based on completion of their artwork. Did they take their time and put thought/care into their work? Is their artwork unique to them? Does their sentence go with their artwork? |
| Teaching Strategies: | TC will do multiple examples as well as play video to demonstrate technique.  TC will use bell for attention.  TC will call students up in groups to get supplies. |
| Materials: | Plasticine  Paper Plates/ Cardstock for each student  Pencils |
| Lesson Activities: | |
| Introduction/Hook: | Students will watch video:  <https://www.youtube.com/watch?v=F4aOMVZLEpw>  Students will be called up to grab supplies and their image from previous day.  Students will be reminded to take their time and to use proper technique (in video and TC will do examples) |
| Body: | Students will work the whole time on creating their plasticine art. |
| Closure: | Students will do a gallery walk and look at each other’s work. TC will ask students to reflect on their process. |

Resources:

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| <https://www.youtube.com/watch?v=F4aOMVZLEpw>  Barbara Reid Books  <https://barbarareid.ca>  <https://curriculum.gov.bc.ca/curriculum/arts-education/1/core>  <http://www.fnesc.ca/first-peoples-principles-of-learning/> |

Extensions to Unit:

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| If students finish any activity early, they are prompted to read/look at Barbara Reid books provided. |

Reflections and Revisions

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