

Linden's Art

WCBF 2-3

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| <p>Objective: Students will express their emotions using various art forms and consider why others make art.</p> | <p>IRP PLO(s) addressed: Grade 2, Visual Arts A1: <i>use a variety of image sources to create images</i> Grade 2, Visual Arts C1: <i>describe a variety of reasons people make and use visual arts</i></p> <p>Grade 3, Visual Arts A1: <i>use a variety of image sources to create images</i> Grade 3, Visual Arts C1: <i>describe a variety of reasons people make and use visual arts</i></p> |
| <p>Materials needed</p> <ul style="list-style-type: none"> ▪ Images of various pieces of artwork (NOT included in Kit) ▪ Art supplies to draw, paint, and/or sculpt (NOT included in Kit) ▪ Linden's artwork: http://globalnews.ca/news/1908086/young-burnaby-painter-holds-her-first-art-display-to-raise-funds-for-canucks-autism-network/ | |
| <p>Optional Resources (NOT included in the Kits)</p> <ul style="list-style-type: none"> ▪ Emily Carr: http://www.museevirtuel-virtualmuseum.ca/sgc-cms/expositions-exhibitions/emily_carr/en/index.php ▪ Bill Reid: http://theravenscall.ca/en/art ▪ Douglas Coupland: http://coupland.com/portfolio/ | |

| | | Teacher Guide | Student Guide |
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| Opening | Time 5 min | <p>Introduce various pieces of artwork in various medias and have students state what they like about the art.</p> <p>For example, paintings by Emily Carr, sculptures by Bill Reid, artwork by Douglas Coupland, etc.</p> <p><i>Sample student responses:</i></p> <ul style="list-style-type: none"> • Students may say they like the colours, they like the subject of the artwork, etc. | <p>Students share what they like about the art.</p> |

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| Pre-Activity | 10 min | <p>Invite students to share possible reasons why people make art. Discuss how people might feel when they are making art.</p> <p>For example, ask students why someone might paint landscapes or make abstract art. Ask them if someone might feel happy, sad, frustrated, etc. when making art.</p> <p><i>Sample student responses:</i></p> <ul style="list-style-type: none"> • Students may say people make art because they enjoy it, they like to paint what they see, creating something makes them feel good etc. • Students may say artists feel happy when making things they like, artists may feel sad when they start making art because they are trying to make themselves feel happy, artists may feel frustrated when they have trouble creating what they want to create. <p>Show video of Linden, an individual with autism from Burnaby, who creates art to raise money and make people feel happy.</p> <p><i>Sample student responses:</i></p> <ul style="list-style-type: none"> • Students may comment on how Linden feels happy when she makes art because she is helping other kids like her. | <p>Students share reasons for making art and discuss possible emotions the artist is experiencing.</p> <p>Students watch video of Linden and discuss how Linden feels when making art.</p> |
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| Activity | 20 min | <p>Have the students think about a feeling they are currently feeling or have felt recently and encourage them to express what that emotion looks like using art media of their choosing.</p> <p>For example, have students think of a time they felt happy, excited, sad, lonely. Have them draw, paint, sculpt, etc. what it looks like to feel that way.</p> <p><i>Sample student responses:</i></p> <ul style="list-style-type: none"> • Students may make art that is bright, dark, realistic, abstract, etc. | Students create artwork that matches their emotion. |
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| Closure | 5 min | <p>Discuss how everyone’s artwork looks different because we all experience and express emotions in different ways. Mention that creating art can help you to express what you are feeling.</p> <p>For example, show students two pieces of artwork created by their classmates who feel happy and describe how the artwork looks different even though they felt the same emotion. Explain to students that creating artwork can help show others and themselves what they are feeling.</p> | Students consider that everyone experiences and expresses emotions in different ways. |
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Adaptations:

- For students who are non-verbal, place emotion cards next to the artwork (i.e. a sad face next to a picture of a painting by Emily Carr) and have students select how the art makes them feel and hold the card up so their classmates can see.
- For students who are non-verbal, show them the artwork and ask them how does the artist feel and show them emotion cards they can select from and show to their classmates.

Extension Activity:

- Students create artwork to raise awareness about autism which can be displayed throughout the school.

Reflection: What went well? What needs to be changed for next time? What did I observe about my students? What would better facilitate my teaching of this topic? What needs to be considered for subsequent lessons on this topic?