

Okanagan School of Education - LESSON PLAN TEMPLATE

Page One - Curriculum Connection/Pedagogical Plan

Candidate/Intern: Blake Clark

Lesson date:
TBD

Grade Level/Subject(s): 5/6 / Arts Education

Lesson Title/Task Summary:

Stand-Alone Lesson: Design Your Own Currency

Learners design an original banknote for an invented country on 16 x 24 coloured paper. About 3 periods. Pairs with the Money Sense dice games.

Core (Sub) Competency:
Creative Thinking
Communicating

Unit Focus: Grade 5/6 Arts Education - Design Your Own Currency
(stand-alone, pairs with Money Sense)

Big Idea(s):

What will the students **UNDERSTAND**? What are the key question(s) to be addressed?

(Gr 5) Works of art influence and are influenced by the world around us.

What do the pictures on money say about the people who make it?

Curricular Competencies:

What will the students be able to **DO**? What skills are being taught? Are learning targets or "I can..." statements written in student-friendly language?

1. I can use symbols to show what my invented country values.
2. I can use pattern, colour, balance, and line to design a clear banknote.
3. I can plan, refine, and explain my design choices to others.

Content:

What will the students **KNOW**? What content/concepts/key vocabulary will be the focus of this lesson?

1. Elements and principles of design: line, colour, value; balance, pattern, repetition, emphasis (Gr 5/6)
2. Symbolism and metaphor to explore ideas and perspective (Gr 5/6)
3. Key vocabulary: denomination, portrait, symbol, motto, serial number, security feature, focal point

Indigenous Perspectives:

How might "Indigenous knowledges and ways of knowing and being" be honoured and embedded authentically into the lesson?

1. Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.
2. Learning requires exploration of one's identity.

Original symbols only; never copy First Peoples designs or crests onto money.

Inclusive and Equitable Practice:

How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?

1. Checklist, annotated exemplar, and a small planning sheet before the big paper.
2. Real, personal, or invented portrait; oval templates. Gr 6: exchange-rate stretch.

Collaborative Practice:

How might collaboration/co-planning/co-teaching be incorporated?

Shared with grade 5/6 partner classes.

Safety Considerations:

Are there any lesson and/or venue specific safety issues to be noted?

Scissors, glue, and foil with care. Respectful portraits; invent a country, never copy real money.

Assessment Design

What type of assessment might be embedded in this lesson?

Formative Assessment: Assessment *for* Learning / **Summative Assessment:** Assessment *of* Learning.

Formative: planning sheet check-in and checklist during studio time.

Metacognition: How are students reflecting on and monitoring their own learning?

Which symbol on your banknote means the most to you, and why?

Documentation/Evidence of Learning: How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)

Summative: banknote and designer statement, scored with the project rubric.

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Page Two - Minute Minder

Considerations for lesson planning:		Estimated time	Teaching and Learning Activities What is the role of the teacher? What is the role of the students?	Teacher Preparation (Materials/resources or supplies needed)
CONNECT	PART ONE INTRODUCTION TO LESSON Activate Prior Knowledge, Engage, Predict, Focus How can I tap into students' interest, offer appropriate challenge, increase motivation?	15 Minutes	- Hook: project the Viola Desmond \$10. What do you notice? - Name the parts: value, portrait, place, symbols, security features.	Bank of Canada: Vertical \$10 note security features: https://www.bankofcanada.ca/banknotes/vertical10/ Bank of Canada: Principles of bank note design: https://www.bankofcanada.ca/banknotes/principles-bank-note-design/ Our next \$5 note (Terry Fox): https://www.bankofcanada.ca/banknotes/upcoming-notes/our-next-5-bank-note/
	PART TWO BODY OF LESSON Construct meaning, monitor understanding, process ideas How will I help students interact with ideas they encounter?	120 Minutes	- Walk the brief: checklist plus the annotated exemplar. - Plan two thumbnails on the planning sheet; teacher check-in. - Studio: light pencil on 16 x 24 paper, then line, colour, and features.	Printables: brief + checklist, planning sheet, exemplar Bank of Canada Museum, Design Your Own Bank Note: https://www.bankofcanadamuseum.ca/2022/11/design-your-own-bank-note/ Materials: 16 x 24 coloured paper, pencils, fine markers, pencil crayons, metallic marker or foil, glue, hole-punch dots or puffy paint

TRANSFORM	<u>PART THREE</u> CLOSURE OF LESSON Apply knowledge; reflect on thinking and learning How can I provide learners with alternative ways to demonstrate what they know?	20 Minutes	• Designer statement (exit ticket). • Gallery walk: a "currency exchange" of sticky-note compliments.	Exit ticket / designer statement; project rubric (printables) Optional: Heritage Minute, Viola Desmond: https://www.historicacanada.ca/content/heritage-minutes/viola-desmond FNESC First Peoples Principles of Learning: https://www.fnesc.ca/first-peoples-principles-of-learning/
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Exit Ticket

Stand-Alone Lesson: Design Your Own Currency

5/6 Arts Education - Design Your Own Currency

Name: _____ Date: _____

1. My country, currency name, and value:

2. My person, place, and thing, and why each one matters to my country:

3. One art choice I made on purpose (colour, pattern, or focal point) and why:

(Grade 6 / challenge: 1 of my currency = ____ Canadian dollars. A \$24.95 Dice Shop pizza costs ____ in my money.)

Self-check: Today I can explain the symbols on my banknote.

[] Yes, on my own [] Getting there [] I need more help

Design Your Own Currency

Grade 5/6 Art | Design Your Own Currency | Money Sense

Name: _____ Date: _____

You are the chief designer for the bank of a brand new country. Design its first banknote on your 16 x 24 sheet of coloured paper. Turn it sideways (like most money) or stand it up tall (vertical, like Canada's new notes).

Golden rules

- Invent your own country and money. Never copy a real banknote.
- Use your own original symbols. Do not copy First Peoples designs or crests; some are sacred and shared only with permission.
- Plan small first on your planning sheet, then go big.

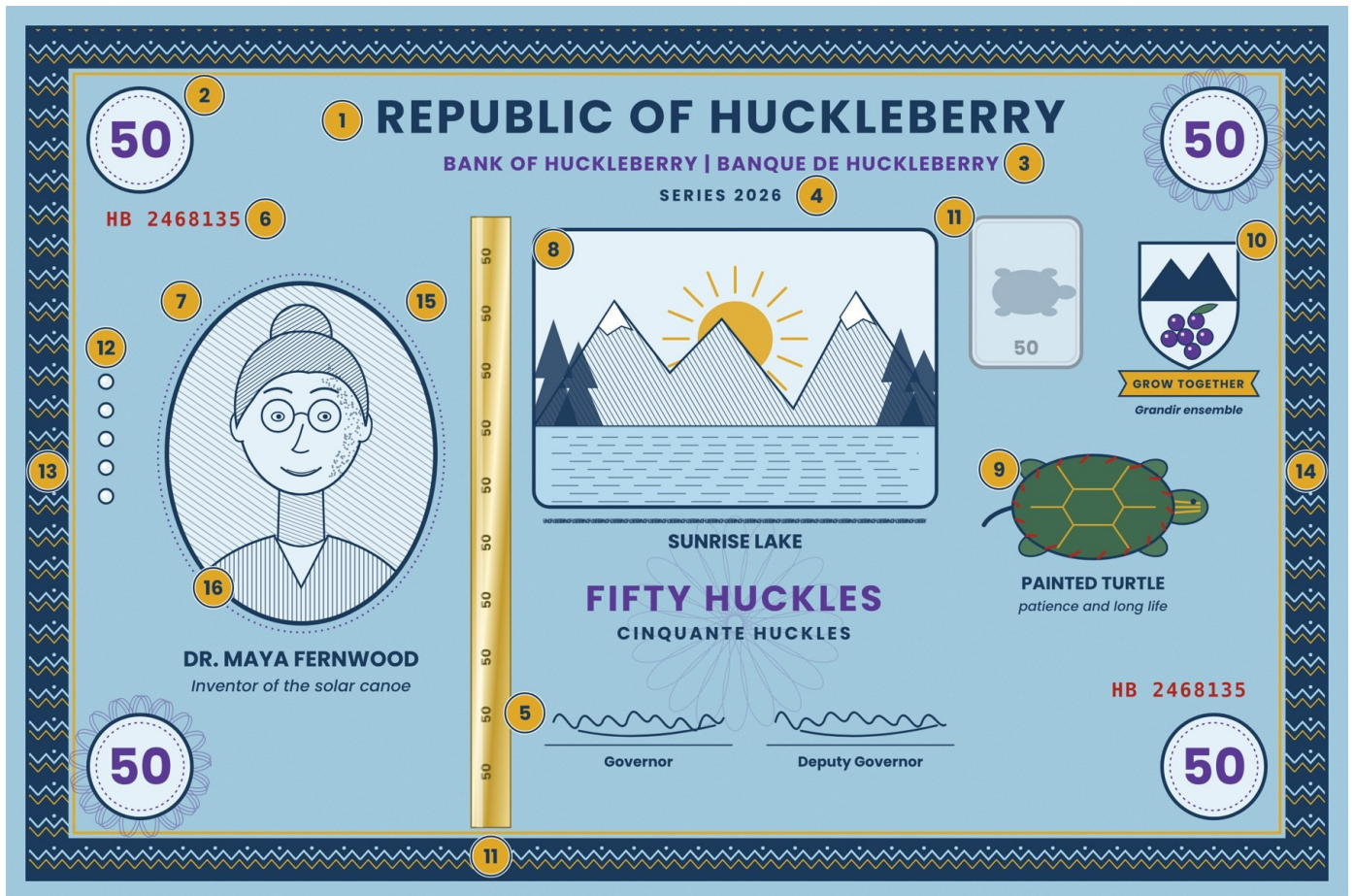
Requirements checklist: tick each box when it is done. The numbers match the gold numbers on the exemplar (page 2).

WORDS AND NUMBERS		
[]	1	Country name and bank name (Bank of ...)
[]	2	Denomination: the number in all 4 corners, plus the value written in words once
[]	3	A second language (French, or a language from your family) for the bank name or value
[]	4	Date of production: a series year (example: Series 2026)
[]	5	Two authorized signatures, each with a title (Governor, Deputy Governor)
[]	6	A serial number (2 letters + 7 numbers), shown twice
PICTURES AND SYMBOLS		
[]	7	Portrait of a significant person in a frame, with their name (a hero, someone in your life, or invented)
[]	8	A significant place (a landmark or landscape)
[]	9	A significant thing (animal, plant, or object) that stands for an idea
[]	10	A national emblem or coat of arms you design, plus a motto
SECURITY AND ACCESS		
[]	11	At least 2 security features: window, metallic strip, microprinting, fine-line pattern, or watermark
[]	12	Tactile dots (hole-punch dots or puffy paint) so a person who is blind can feel the value
ART SKILLS		
[]	13	A border with a repeating pattern around the whole edge
[]	14	A colour scheme: 2 or 3 main colours that work with your paper
[]	15	A focal point and balance: one thing the eye sees first; space evenly filled
[]	16	Fine line work: hatching or crosshatching to shade the portrait, like an engraving
SHARE		
[]	17	Designer statement (exit ticket): explain your symbols and one art choice

Challenges: design the back of your note too. Grade 6: set an exchange rate (1 of your currency = ? Canadian dollars) and price 3 Dice Shop items in your money.

Annotated exemplar: Republic of Huckleberry, 50 Huckles

Each gold number matches a checklist item on page 1. Yours will look different. That is the point!



Model designer statement

My country is the Republic of Huckleberry. The 50 Huckle note honours Dr. Maya Fernwood, who invented a solar canoe, because my country values clean energy. Sunrise Lake is the place everyone shares. The painted turtle stands for patience. I used blue and purple so the 50 is easy to spot, and the portrait is my focal point.

Where good ideas come from

- Person: a hero, an inventor, an athlete, an Elder or grandparent, a community helper, or someone you invent.
- Place: a lake, mountain, park, school, or a place your family loves.
- Thing: an animal, plant, food, or object that stands for an idea (a turtle for patience).

Currency Planning Sheet

Grade 5/6 Art | Design Your Own Currency | Money Sense

Name: _____ Date: _____

Plan small, then go big. The two boxes below have the same shape as your 16 x 24 paper.

My design facts	
Country name	
Bank name	
Currency name and value	
Second-language words	
Series year	
Motto	
Main colours (2 or 3)	

	Person	Place	Thing
Who or what?			
Why it matters to my country			

Two layout ideas (draw lightly, then pick one):

Idea A	Idea B
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Security features I will use (pick 2 or more):

☐ window ☐ metallic strip ☐ microprinting ☐ fine-line pattern ☐ watermark

My tactile dots will be made with: _____ Teacher check-in: _____

Project Rubric: Design Your Own Currency

Grade 5/6 Art | Design Your Own Currency | Money Sense

Name: _____ Date: _____

Teacher: highlight one box per row. Learner: put a star where you think you are.

Criteria	Emerging	Developing	Proficient	Extending
Required elements	A few required elements	About half the required elements	All 16 required elements, clear and correct	All elements plus a challenge (back of note or exchange rate)
Symbols and meaning	Images have little link to the country	Some symbols connect to what the country values	Person, place, thing, and emblem clearly show what the country values	Symbols work together around one strong theme
Elements and principles of design	Little planning of colour, border, or balance	Patterned border and colours; layout uneven	Patterned border, 2 or 3 colour scheme, clear focal point, balanced layout	Bold, unified design; skilled line, value, and contrast
Process and craftsmanship	Little planning; work is rushed	Planning sheet started; some care with materials	Planned, refined, and neat; materials used with care	Refined after feedback; precise lettering and fine detail
Designer statement	Lists what is on the note	Explains some choices	Explains each symbol and one art choice	Connects choices to the big idea: money shows who we are

Teacher comments

One thing I am proud of:

One thing I would change next time:

BC Arts Education 5/6: Interpret and communicate ideas using symbols and elements to express meaning through the arts. Develop and refine ideas, processes, and technical skills.