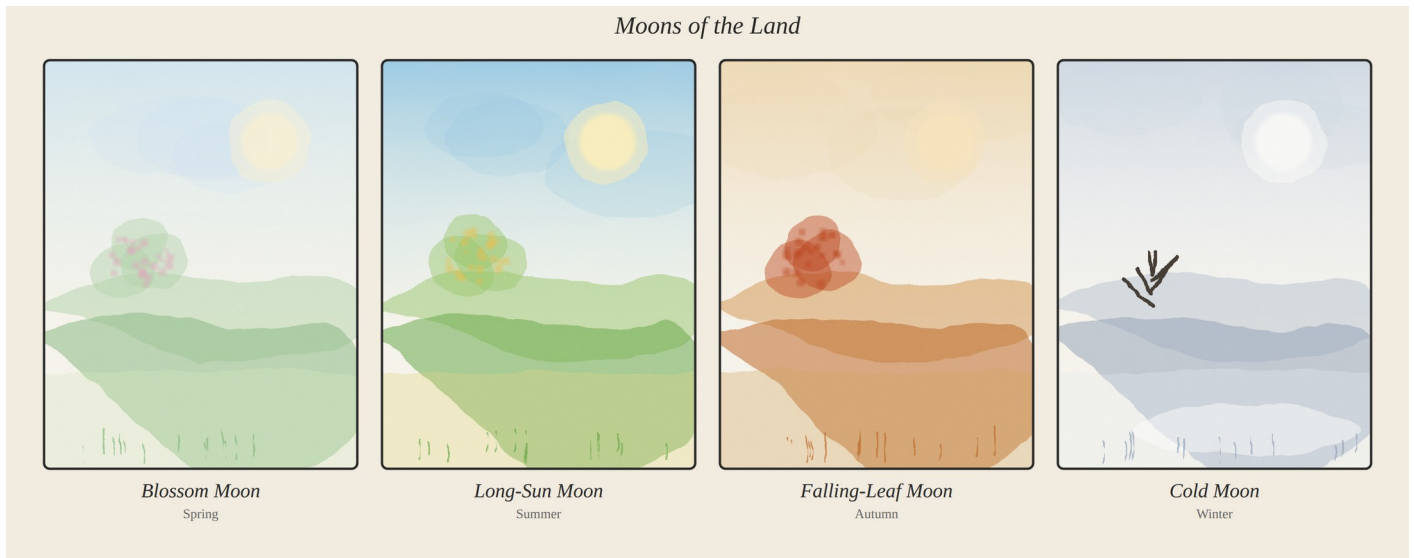


Okanagan School of Education - LESSON SEQUENCE/UNIT PLAN TEMPLATE			
Page One - Curriculum Connection/Pedagogical Plan			
Candidate/Intern: Blake Clark	Unit dates: TBD	Grade level(s): 5/6	Subject(s): Arts Education
Big Idea(s): <i>What will the students <u>UNDERSTAND</u>? What are the key question(s) to be addressed?</i> (Gr 6) Artistic expressions differ across time and place. (Gr 5) Works of art influence and are influenced by the world around us. (Gr 5) Engaging in creative expression and experiences expands people's sense of identity and belonging. <i>Driving question: How can a series of watercolour paintings show the seasons and cycles of the land where I live?</i>			
Curricular Competencies: <i>What will the students be able to <u>DO</u>? How will students reflect on their progress in acquiring and nurturing these skills?</i> • Explore connections to identity, place, culture, and belonging through creative expression (Gr 5/6). • Intentionally select and combine artistic elements, materials, tools, and techniques to express meaning in art making (Gr 5/6). • Develop and refine ideas, processes, and technical skills to improve the quality of artistic creations. • Describe, interpret, and respond to works of art and explore artists' intent (Gr 5/6).			
Content: <i>What will the students <u>KNOW</u>? What content/concepts/key vocabulary will be the focus of this lesson sequence or unit of study?</i> Visual arts (Gr 5/6): • Elements of design: colour, value, space, texture; principles: balance, harmony, contrast • Image development strategies; symbolism and metaphor • Watercolour processes and techniques: washes, wet-on-wet, layering, lifting First Peoples arts: • Traditional and contemporary Aboriginal arts and arts-making processes • Personal and collective responsibility for a safe, respectful learning environment Key vocabulary: • watercolour, wash, wet-on-wet, layering, lifting, value, palette, series, seasons, moons of the land			
Indigenous Perspectives: <i>How might Indigenous knowledges and ways of knowing be honoured and embedded authentically within this lesson sequence or unit of study?</i> • Learning is embedded in memory, history, and story. • Learning involves recognizing that some knowledge is sacred and only shared with permission. Grounded in local Syilx / Okanagan seasonal knowledge and the idea, observed by many First Peoples, of the year as about thirteen moons named for what happens on the land. This varies by nation, so students learn from and honour it, work with local knowledge where possible, and create their own seasonal observations, never copying a nation sacred names or imagery.			
Inclusive and Equitable Practice: <i>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?</i> Multiple entry points: a watercolour skills lab, visuals, and discussion. Gr 5 supported with demos, larger brushes, and symbol banks; Gr 6 extended to value control and layering. Students choose their seasons and imagery, and may draw on their own family or cultural seasonal traditions; sharing is invited, never required.			
/Collaborative Practice: <i>How will collaboration/co-planning/co-teaching be incorporated?</i> Shared with grade 5/6 partner classes.			
Safety Considerations: <i>Are there any lesson and/or venue specific safety issues to be noted?</i> Use watercolour materials safely: keep water away from outlets, do not drink paint water, wash brushes and hands after. First Peoples knowledge is handled with respect.			
Assessment Design			
What type of assessment might be embedded in this lesson sequence/unit of study? <u>Formative Assessment:</u> Assessment for Learning / <u>Summative Assessment:</u> Assessment of Learning; <u>Metacognition:</u> How are students reflecting on and monitoring their own learning? <u>Documentation/Evidence of Learning:</u> How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.) Formative: exit tickets, a technique-sampler check, a series-plan check, and an observation checklist across the five periods. Summative: culminating watercolour series (3 to 4 seasonal panels) plus an artist statement, assessed with the unit rubric; gallery walk and self-assessment. Dates: TBD.			

Okanagan School of Education - LESSON SEQUENCE/UNIT PLAN TEMPLATE		
Page Two - Lesson Layout		
Lesson # Estimated Dates	Overview of Teaching and Learning Activities	Teacher Preparation Materials/ resources or supplies needed
TBD (Period 1): Unit Launch	Lesson 1: The Year in Thirteen Moons Learn, respectfully, how many First Peoples observe the year as about thirteen moons. Observe the seasons and cycles of the land where we live. Choose the seasons or moons for a watercolour series.	Native Land map Syilx / SD23 13-moon resources Seasonal observation sheet
TBD (Period 2):	Lesson 2: Watercolour Skills Lab Practise washes, wet-on-wet, wet-on-dry, layering, lifting, and texture. Mix a colour palette for a season.	Watercolour paints Brushes and paper Water containers
TBD (Period 3):	Lesson 3: Designing the Series Plan 3 to 4 seasonal panels with thumbnails. Choose imagery and a palette, and name each moon.	Series planning template Colour swatches Pencils
TBD (Period 4):	Lesson 4: Painting the Series Paint the panels using washes and layering. Use colour and value to show each season.	Watercolour supplies Series plans Reference images
TBD (Period 5):	Lesson 5: Finishing and the Gallery Walk Finish, mount the series, and write an artist statement. Share in a gallery walk with respectful feedback, then reflect.	Mounting paper Artist statement template Feedback slips

Moons of the Land - Teacher Exemplar

Grade 5/6 Arts Education - an example of the finished watercolour series students create



How to read this exemplar

This is one original watercolour series of four seasonal panels. The moon names are the student-artist's OWN names for what happens on the land where they live. It is a model, not a template: students learn from and honour the idea of the thirteen moons, then observe their own seasons and name their own moons. We do not copy a nation's calendar, sacred names, or imagery.

Model artist statement (what a student might write)

"My series shows the four seasons of the valley where I live. I named my moons for what I notice: the Blossom Moon when the fruit trees flower, the Long-Sun Moon of hot summer days, the Falling-Leaf Moon of autumn, and the Cold Moon of winter. I used a graded wash for each sky, wet-on-wet for the soft moons, and layering to build the hills. I kept a matching soft style so the four panels look like one series."

Moon key (this artist's choices)

Moon (season)	What it shows on the land
Blossom Moon (Spring)	Fruit trees flower and the land turns green
Long-Sun Moon (Summer)	Long, warm days and full green hills
Falling-Leaf Moon (Autumn)	Leaves turn red and orange; harvest time
Cold Moon (Winter)	Bare trees, snow, and a quiet land

Techniques shown: graded washes (skies), wet-on-wet (soft moons and sky blooms), layering (hills and depth), lifting (highlights), dry brush (grasses), a seasonal palette for each panel, and one shared style that unifies the series.

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:

Lesson 1: The Year in Thirteen Moons

Unit launch: how many First Peoples observe the year as about thirteen moons tied to the land, and how we can show the seasons of our own place in a watercolour series.

Core (Sub) Competency:

Creative Thinking

Positive Personal & Cultural Identity

Unit Focus: Grade 5/6 Arts Education - Moons of the Land

Big Idea(s):

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

(Gr 6) Artistic expressions differ across time and place.

How do people show the seasons and cycles of the land in art?

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 explain that many First Peoples observe the year as about thirteen moons tied to the land.
2. I can describe what happens on the land in each season where I live.
3. I can choose the seasons or moons I will paint in my series.

Content:

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

1. Traditional and contemporary Aboriginal arts and arts-making processes
2. Image development strategies; symbolism and metaphor
3. Key vocabulary: seasons, moons of the land, series, symbol

Indigenous Perspectives:

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

1. Learning is embedded in memory, history, and story.
2. Learning involves recognizing that some knowledge is sacred and only shared with permission.

Grounded in local Syilx / Okanagan seasonal knowledge; the thirteen-moons idea varies by nation, so students learn from and honour it and create their own seasonal observations.

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. Maps, video, images, and discussion give entry points; Gr 5 and Gr 6 supported at their level.
2. Students may share their own family or cultural seasonal traditions; sharing is invited, never required.

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?

No physical safety concerns. Handle First Peoples knowledge with respect and age-appropriate framing.

Assessment Design

What type of assessment might be embedded in this lesson?

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

Formative: printable exit ticket (the thirteen-moons idea; a season on the land; my chosen moons).

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

Which season on the land 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.)

Exit tickets reviewed for understanding and respectful framing.

Okanagan School of Education - LESSON PLAN TEMPLATE

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?	5/10 Minutes	• Territory acknowledgement; find our region on the Native Land map. • Introduce the year as about thirteen moons named for what happens on the land. • Ask: what changes on the land here across the year?	Native Land interactive map: https://native-land.ca/ SD23 Okanagan Resources, 13 Moon Calendar (classroom resource): https://sites.google.com/learn.sd23.bc.ca/okanaganresources/home/lesson-plans-activities/13-moon-calendar
	PART TWO BODY OF LESSON Construct meaning, monitor understanding, process ideas How will I help students interact with ideas they encounter?	25/30 Minutes	• Explore local Syilx seasonal knowledge (Syilx 101, 13 Moon Calendar). • Look at contemporary Indigenous art connected to land and nature. • Observe and list what happens on the land here in each season.	Syilx 101, 13 Moon Calendar and seasonal knowledge (Okanagan Nation Alliance): https://learn.syilx.org/ The Canadian Encyclopedia, Important Indigenous Artists (teacher background): https://www.thecanadianencyclopedia.ca/en/article/important-indigenous-artists FNESC First Peoples Principles of Learning: https://www.fnesc.ca/first-peoples-principles-of-learning/

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?	5/10 Minutes	• Exit ticket (printable): the thirteen-moons idea; one season on the land; my chosen moons. • Fill a seasonal observation sheet for my place.	Exit ticket handout (printable) Seasonal observation sheet (Practice Activity 1)

Exit Ticket

Lesson 1: The Year in Thirteen Moons

5/6 Arts Education - Moons of the Land

Name: _____ Date: _____

1. In your own words, what do the thirteen moons help people notice?

2. Name one thing that happens on the land here in a season you know well.

3. Why do we observe our own seasons instead of copying a nation's moon names? One sentence.

(Grade 6 / challenge)

Self-check: Today I can explain the thirteen-moons idea and choose my seasons.

☐ Yes, on my own ☐ Getting there ☐ I need more help

Practice Activity 1 - Seasonal Observation Sheet

Grade 5/6 Arts Education - Moons of the Land

Name: _____

For each season, note what happens on the land where you live (plants, animals, weather, colours).

Spring	Summer
Autumn	Winter

The moons (seasons) I will paint in my series: _____

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:

Lesson 2: Watercolour Skills Lab

Practise the core watercolour techniques (washes, wet-on-wet, layering, lifting, texture) and mix a colour palette for a season.

Core (Sub) Competency:
Creative Thinking
Communicating

Unit Focus: Grade 5/6 Arts Education - Moons of the Land

Big Idea(s):

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

(Gr 5) Dance, drama, music, and visual arts are each unique languages for creating and communicating.
How do watercolour techniques create different effects?

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 paint a flat wash and a graded wash.
2. I can use wet-on-wet, layering, and lifting.
3. I can mix a colour palette for a season.

Content:

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

1. Watercolour processes, materials, tools, and techniques (Gr 5/6 content)
2. Elements of design: colour, value, texture
3. Key vocabulary: wash, wet-on-wet, wet-on-dry, layering, lifting

Indigenous Perspectives:

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

1. Learning involves patience and time.
2. Learning is holistic, reflexive, reflective, experiential, and relational.

Careful, patient technique honours the materials; students build the skills they will use to show their seasons.

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. A guided technique sampler gives every learner a way in; work at your own pace.
2. Larger brushes and paper or step-by-step demos for Gr 5; Gr 6 pushed to control value and layering.

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?

Use watercolour materials safely: keep water away from outlets, do not drink paint water, wash brushes and hands after.

Assessment Design

What type of assessment might be embedded in this lesson?

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

Formative: technique-sampler check + printable exit ticket (name two techniques; my season palette).

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

Which technique gives the effect you like best?

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

Technique samplers reviewed before students plan the series.

Okanagan School of Education - LESSON PLAN TEMPLATE

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?	5/10 Minutes	• Demo the tools: brush, water, paper, and palette. • Show a flat wash and a graded wash. • Ask: what happens when paint meets wet paper?	East End Arts, watercolour techniques (teacher reference): https://eastendarts.org/watercolor-techniques/ Teacher demo (wash, wet-on-wet, layering, lifting)
	PART TWO BODY OF LESSON Construct meaning, monitor understanding, process ideas How will I help students interact with ideas they encounter?	25/30 Minutes	• Make a technique sampler: flat wash, graded wash, wet-on-wet, wet-on-dry, dry brush, lifting. • Try a texture technique such as salt or splatter. • Mix and swatch a colour palette for one season.	Watercolour paints, brushes, paper, water containers East End Arts, watercolour techniques: https://eastendarts.org/watercolor-techniques/ Technique sampler sheet (Practice Activity 2)

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?	5/10 Minutes	• Exit ticket (printable): name two techniques and when to use them; my season palette. • Label my favourite technique on the sampler.	Exit ticket handout (printable) Colour palette swatch sheet

Exit Ticket

Lesson 2: Watercolour Skills Lab

5/6 Arts Education - Moons of the Land

Name: _____ Date: _____

1. Name two watercolour techniques you practised today.

2. What is the difference between wet-on-wet and wet-on-dry?

3. Which colours will you use for your season, and why? One sentence.

(Grade 6 / challenge)

Self-check: Today I can use several watercolour techniques.

☐ Yes, on my own ☐ Getting there ☐ I need more help

Practice Activity 2 - Watercolour Technique Sampler

Grade 5/6 Arts Education - Moons of the Land

Name: _____

Paint each technique in its box. Keep this sampler to plan your series.

Flat wash	Graded wash	Wet-on-wet	Wet-on-dry
Dry brush	Lifting	Texture (salt/splatter)	Blending two colours

My season palette: mix and paint a swatch of each colour you will use.

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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:

Lesson 3: Designing the Series

Plan a series of 3 to 4 seasonal panels: thumbnails, imagery, palettes, and a name for each moon.

Core (Sub) Competency:

Creative Thinking

Critical and Reflective Thinking

Unit Focus: Grade 5/6 Arts Education - Moons of the Land

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.

How can I plan a series so the panels work together?

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 plan 3 to 4 panels, one for each season or moon.
2. I can choose imagery and a palette for each panel.
3. I can name each moon for what happens on the land.

Content:

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

1. Image development strategies; symbolism and metaphor (Gr 5/6 content)
2. Principles of design: balance, harmony, and contrast across a series
3. Key vocabulary: series, composition, palette, focal point

Indigenous Perspectives:

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

1. Learning requires exploring one's identity.
2. Learning is embedded in memory, history, and story.

Students name their own moons for what they notice on the land, telling their own seasonal story rather than copying a nation calendar.

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. Thumbnails and word planning both accepted; templates scaffold the plan.
2. Symbol banks and sentence starters for Gr 5; Gr 6 layer metaphor and connect the panels.

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?

No physical safety concerns.

Assessment Design

What type of assessment might be embedded in this lesson?

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

Formative: printable exit ticket (my panels, imagery, and palettes).

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

How will your panels look like they belong together?

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

Series plans reviewed before painting begins.

Okanagan School of Education - LESSON PLAN TEMPLATE

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?	5/10 Minutes	- Revisit my seasonal observations and chosen moons. - Look at how a series uses a shared palette or style to connect. - Ask: what image says 'this season' for me?	Seasonal observation sheet from Lesson 1 SD23 Okanagan Resources, 13 Moon Calendar: https://sites.google.com/learn.sd23.bc.ca/okanaganresources/home/lesson-plans-activities/13-moon-calendar
	PART TWO BODY OF LESSON Construct meaning, monitor understanding, process ideas How will I help students interact with ideas they encounter?	25/30 Minutes	- Plan 3 to 4 panels: one season or moon each. - Thumbnail each panel; choose imagery and a palette. - Name each moon for what happens on the land here.	Series planning template Colour swatches and pencils Series planning handout (Practice Activity 3)

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?	5/10 Minutes	• Exit ticket (printable): my panels, imagery, and palettes. • Set one technique goal for each panel.	Exit ticket handout (printable) Series planning handout

Exit Ticket

Lesson 3: Designing the Series

5/6 Arts Education - Moons of the Land

Name: _____ Date: _____

1. How many panels are in your series, and what season is each?

2. Name one image and one colour you will use for one moon.

3. How will you make your panels look like a set? One sentence.

(Grade 6 / challenge)

Self-check: Today I can plan my seasonal series.

☐ Yes, on my own ☐ Getting there ☐ I need more help

Practice Activity 3 - Series Planning Sheet

Grade 5/6 Arts Education - Moons of the Land

Name: _____

Plan each panel. Give each moon a name for what happens on the land.

Moon / season name	Imagery (what I will paint)	Palette (colours)	Technique goal

Thumbnail each panel (small quick sketch):

Panel 1	Panel 2	Panel 3	Panel 4

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:

Lesson 4: Painting the Series

Studio: paint the seasonal panels using washes and layering, showing each season through colour and value.

Core (Sub) Competency:

Creative Thinking

Personal Awareness & Responsibility

Unit Focus: Grade 5/6 Arts Education - Moons of the Land

Big Idea(s):

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

(Gr 6) Artistic expressions differ across time and place.

How do I use my techniques to bring each season to life?

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 paint my panels using washes and layering.
2. I can use colour and value to show each season.
3. I can work patiently, letting layers dry.

Content:

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

1. Watercolour processes, materials, tools, and techniques (Gr 5/6 content)
2. Elements and principles: colour, value, contrast, harmony
3. Key vocabulary: wash, layer, value, palette

Indigenous Perspectives:

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

1. Learning involves patience and time.
2. Learning is holistic, reflexive, reflective, experiential, and relational.

The layered, patient watercolour process reflects care and attention to the land through the seasons.

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. Demo, worktime, and teacher conferences; students paint at their own pace.
2. Grip supports, larger paper, or fewer panels for Gr 5; Gr 6 add detail and layering.

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?

Use watercolour materials safely; keep the workspace tidy and water away from outlets.

Assessment Design

What type of assessment might be embedded in this lesson?

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

Formative: teacher conference + printable exit ticket (technique used; going well / to improve).

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

Which season is coming to life best, and why?

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

Observation checklist during studio time.

Okanagan School of Education - LESSON PLAN TEMPLATE

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	<u>PART ONE</u> INTRODUCTION TO LESSON Activate Prior Knowledge, Engage, Predict, Focus How can I tap into students' interest, offer appropriate challenge, increase motivation?	5/10 Minutes	- Quick demo: build a sky with a graded wash, then layer. - Revisit my plan and technique goals. - Set up materials and workspace.	Teacher demo (wash to layer) Student series plans from Lesson 3
	<u>PART TWO</u> BODY OF LESSON Construct meaning, monitor understanding, process ideas How will I help students interact with ideas they encounter?	25/30 Minutes	- Paint the first wash for each panel; let the layers dry. - Layer colour and detail to show each season. - Use lifting and dry brush for texture and highlights; conference with the teacher.	Watercolour paints, brushes, paper, water containers East End Arts, watercolour techniques (reference): https://eastendarts.org/watercolor-techniques/
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?	5/10 Minutes	- Exit ticket (printable): one technique I used; one thing going well and one to improve. - Store paintings flat to dry.	Exit ticket handout (printable) Painting a Season practice sheet (Practice Activity 4)

Exit Ticket

Lesson 4: Painting the Series

5/6 Arts Education - Moons of the Land

Name: _____ Date: _____

1. Name one watercolour technique you used today.

2. What is one thing going well in your series?

3. What will you improve next class, and how? One sentence.

(Grade 6 / challenge)

Self-check: Today I can paint my panels with washes and layering.

☐ Yes, on my own ☐ Getting there ☐ I need more help

Practice Activity 4 - Painting a Season

Grade 5/6 Arts Education - Moons of the Land

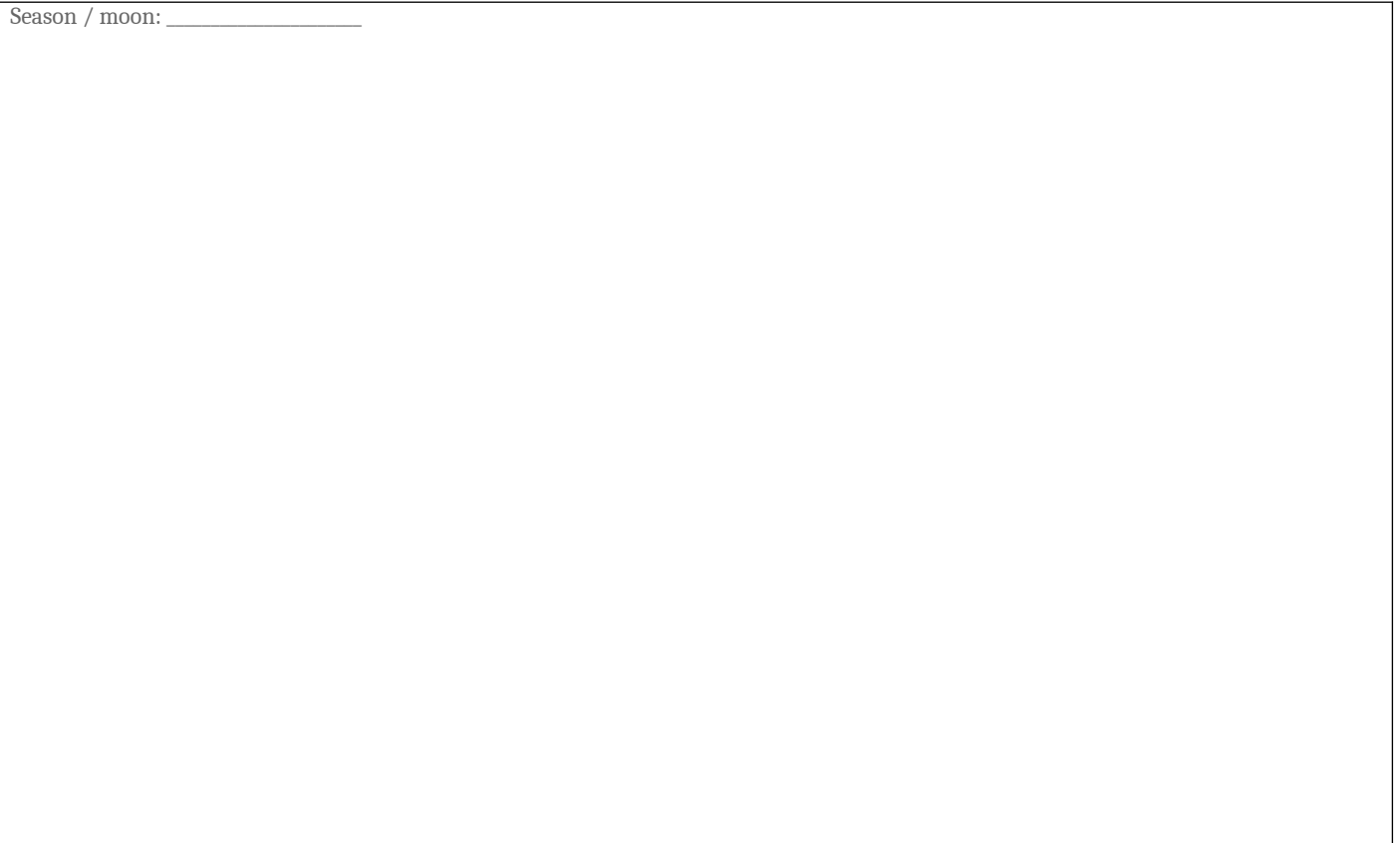
Name: _____

Practise one panel before your final. Follow the steps, then paint in the big box.

1. Sketch lightly in pencil.
2. Paint the sky or background with a wash (try graded or wet-on-wet).
3. Let it dry, then layer the middle shapes.
4. Add details and texture (dry brush, lifting) last.

My practice panel:

Season / moon: _____



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:

Lesson 5: Finishing and the Gallery Walk

Finish and mount the series, write an artist statement, and share in a gallery walk with respectful feedback and reflection.

Core (Sub) Competency:

Communicating

Positive Personal & Cultural Identity

Unit Focus: Grade 5/6 Arts Education - Moons of the Land

Big Idea(s):

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

(Gr 6) Experiencing art is a means to develop empathy for others' perspectives and experiences.

What does my series show about the land, and what can I learn from others' work?

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 finish and mount my series.
2. I can write an artist statement about my moons and techniques.
3. I can give and receive respectful feedback in a gallery walk.

Content:

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

1. Experience, document, and present creative works in a variety of ways
2. Describe, interpret, and respond to works of art and explore artists' intent
3. Key vocabulary: artist statement, series, gallery walk, reflection

Indigenous Perspectives:

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

1. Learning involves recognizing the consequences of one's actions.
2. Learning supports the well-being of the self, the family, the community, and the land.

Sharing our seasonal series builds empathy and community, and honours the land through the year.

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. Sentence starters and a template scaffold the artist statement; present in writing, speech, or a recording.
2. Feedback uses two stars and a wish; participation honoured at each learner's comfort.

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?

No physical safety concerns. Feedback is kind and respectful; sharing is invited, never required.

Assessment Design

What type of assessment might be embedded in this lesson?

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

Summative: finished series + artist statement assessed with the unit rubric; printable exit ticket / self-assessment.

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

What did another student's series help you notice about the land?

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

Rubric, artist statements, and self-assessments collected.

Okanagan School of Education - LESSON PLAN TEMPLATE

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	<u>PART ONE</u> INTRODUCTION TO LESSON Activate Prior Knowledge, Engage, Predict, Focus How can I tap into students' interest, offer appropriate challenge, increase motivation?	5/10 Minutes	• Finish and refine panels; last touches of contrast. • Mount the panels as a series in season order. • Model an artist statement with sentence starters.	Mounting paper, glue, rulers Artist statement template (Practice Activity 5)
	<u>PART TWO</u> BODY OF LESSON Construct meaning, monitor understanding, process ideas How will I help students interact with ideas they encounter?	25/30 Minutes	• Write my artist statement: my moons, imagery, and techniques. • Set up the gallery walk; place each series with its statement. • Gallery walk: give two stars and a wish to two classmates.	Artist statement handout Two stars and a wish feedback slips

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?	5/10 Minutes	• Exit ticket / self-assessment (printable): reflect on my series and my learning. • Class reflection: how does art help us notice the seasons of the land?	Exit ticket / self-assessment handout (printable)

Exit Ticket

Lesson 5: Finishing and the Gallery Walk

5/6 Arts Education - Moons of the Land

Name: _____ Date: _____

1. In one sentence, what does your series show about the land?

2. Name one watercolour technique and one element of design you used.

3. What did another student's series help you notice or feel? One sentence.

(Grade 6 / challenge)

Self-check: Today I can share my series and respond to others' art.

☐ Yes, on my own ☐ Getting there ☐ I need more help

Practice Activity 5 - Artist Statement Builder

Grade 5/6 Arts Education - Moons of the Land

Name: _____

Finish each sentence. Then copy your best sentences into a neat artist statement.

My series shows the seasons of _____.

The moons I painted are _____.

In one panel I used _____ to show _____.

Watercolour techniques I used: _____.

The colours I chose help show _____.

I want people who look at my series to notice _____.

My artist statement (neat copy):

Concepts Check - Moons of the Land

Grade 5/6 Arts Education - Moons of the Land

Name: _____ Date: _____

1. Name two watercolour techniques and when you would use each.

2. What is the difference between wet-on-wet and wet-on-dry?

3. Name three elements of design.

4. What does 'value' mean in art?

5. What makes a set of paintings a 'series'?

6. Why do we observe our own seasons and name our own moons instead of copying a nation's calendar?

7. Match each technique to its effect: graded wash, lifting, dry brush. (rough texture; smooth light-to-dark; remove paint for highlights)

8. Grade 6 challenge: name one way to make your panels look unified as a series.

(Grade 6 / challenge)

Concepts Check - ANSWER KEY

Grade 5/6 Arts Education - Moons of the Land

1. Name two watercolour techniques and when you would use each.

Answer: Any two: flat/graded wash for even skies; wet-on-wet for soft blends; layering for depth; lifting for highlights; dry brush for texture.

2. What is the difference between wet-on-wet and wet-on-dry?

Answer: Wet-on-wet: paint on wet paper, soft blended edges. Wet-on-dry: paint on dry paper, crisp defined edges.

3. Name three elements of design.

Answer: Any three of: colour, value, line, shape, space, texture, form.

4. What does 'value' mean in art?

Answer: How light or dark a colour is.

5. What makes a set of paintings a 'series'?

Answer: A shared theme, palette, or style so the panels look like they belong together.

6. Why do we observe our own seasons and name our own moons instead of copying a nation's calendar?

Answer: That knowledge belongs to those nations and some is shared only with permission; we honour it and tell our own story of the land.

7. Match each technique to its effect: graded wash, lifting, dry brush. (rough texture; smooth light-to-dark; remove paint for highlights)

Answer: Graded wash = smooth light-to-dark; Lifting = remove paint for highlights; Dry brush = rough texture.

8. Grade 6 challenge: name one way to make your panels look unified as a series.

(Grade 6 / challenge)

Answer: Any of: shared palette, repeated motif, same size or border, consistent style.

Unit Rubric - Moons of the Land

Grade 5/6 Arts Education - Moons of the Land

Tied to the Arts Education curricular competencies. Circle or highlight the level that best fits.

Criterion (competency)	Emerging (1)	Developing (2)	Proficient (3)	Extending (4)
Idea and Seasons (explore place; symbolism)	Little connection to seasons or place.	A season is shown; the idea is general.	Panels clearly show seasons of the land where I live.	A rich, personal view of the seasons with thoughtful imagery.
Watercolour Technique (select and refine techniques)	Few techniques; muddy or unfinished.	Some washes; limited control of water and colour.	Uses washes, wet-on-wet, and layering with control.	Confident technique; strong value and layering.
The Series as a Set (balance, harmony, contrast)	Panels look unrelated.	Some shared colour or style.	Panels work together as a series.	A unified, well-composed series with clear contrast between seasons.
Artist Statement and Reflection (communicate; respond to art)	Statement missing or very brief.	Statement names a season or a moon.	Statement explains the moons, imagery, and techniques used.	Insightful statement; reflects on choices and others' work.

Grade 6 extension: layer for depth, control value across the series, and reflect on another artist's intent.

Name: _____ Overall (out of 16): _____ Comment: _____

Student 'I Can' Tracker - Moons of the Land

Grade 5/6 Arts Education - Moons of the Land

Name: _____ Colour or check a box for each 'I can' statement.

'I can' statement	Not yet	Getting there	Yes
Period 1 - The Year in Thirteen Moons			
I can explain that many First Peoples observe the year as about thirteen moons.	[]	[]	[]
I can describe what happens on the land in each season where I live.	[]	[]	[]
I can choose the seasons or moons I will paint.	[]	[]	[]
Period 2 - Watercolour Skills Lab			
I can paint a flat wash and a graded wash.	[]	[]	[]
I can use wet-on-wet, layering, and lifting.	[]	[]	[]
I can mix a colour palette for a season.	[]	[]	[]
Period 3 - Designing the Series			
I can plan 3 to 4 panels, one per season or moon.	[]	[]	[]
I can choose imagery and a palette for each panel.	[]	[]	[]
I can name each moon for what happens on the land.	[]	[]	[]
Period 4 - Painting the Series			
I can paint my panels using washes and layering.	[]	[]	[]
I can use colour and value to show each season.	[]	[]	[]
I can work patiently, letting layers dry.	[]	[]	[]
Period 5 - Finishing and the Gallery Walk			
I can finish and mount my series.	[]	[]	[]
I can write an artist statement about my moons and techniques.	[]	[]	[]
I can give and receive respectful feedback.	[]	[]	[]

One thing I am proud of: _____

One thing I want to get better at: _____

Teacher Observation Checklist - Moons of the Land

Grade 5/6 Arts Education - Moons of the Land

Formative, anecdotal evidence across the five periods. Key: + strong, / developing, - needs support.

[illegible]