

Concepts Check - Story of Place

Grade 5/6 Arts Education - Story of Place

Name: _____ Date: _____

1. Name three elements of design.

2. What is a symbol in art? Give one example from your own artwork.

3. Name two ways you can change a line to give it a different feeling.

4. What does 'emphasis' or 'focal point' mean in a picture?

5. Why do we design our OWN symbols instead of copying Syilx or sacred designs?

(Respectful practice)

6. Match each: pattern, contrast, texture. (light next to dark; a repeated mark; how a surface looks or feels)

7. Grade 6 challenge: What is a metaphor in art? Give one example.

(Grade 6 / challenge)

Concepts Check - ANSWER KEY

Grade 5/6 Arts Education - Story of Place

1. Name three elements of design.

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

2. What is a symbol in art? Give one example from your own artwork.

Answer: A picture or shape that stands for an idea or meaning (e.g., a tree for family). Student example varies.

3. Name two ways you can change a line to give it a different feeling.

Answer: Any two of: thick/thin (weight), curved/straight, jagged/smooth, dotted, pattern, cross-hatching.

4. What does 'emphasis' or 'focal point' mean in a picture?

Answer: The part the artist makes stand out so the viewer looks there first (through size, contrast, or detail).

5. Why do we design our OWN symbols instead of copying Syilx or sacred designs?

(Respectful practice)

Answer: Because some knowledge is sacred and shared only with permission; we honour Syilx art and tell our own story with our own symbols.

6. Match each: pattern, contrast, texture. (light next to dark; a repeated mark; how a surface looks or feels)

Answer: Contrast = light next to dark; Pattern = a repeated mark; Texture = how a surface looks or feels.

7. Grade 6 challenge: What is a metaphor in art? Give one example.

(Grade 6 / challenge)

Answer: Using one image to stand for a bigger idea (e.g., deep roots standing for a strong family).

Unit Rubric - Story of Place

Grade 5/6 Arts Education - Story of Place

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 Story of Place (explore identity, place, belonging)	Little connection to a place or story.	A place is chosen; the story is unclear or general.	A clear personal story of place drives the artwork.	A rich, personal story of place with thoughtful meaning.
Symbols and Meaning (symbolism; image development)	Few or borrowed symbols; meaning unclear.	Some own symbols; meanings partly explained.	Own symbols clearly stand for parts of the story.	Original symbols work together; layered meaning (metaphor).
Craft: Line, Pattern, Contrast, Emphasis (select and refine techniques)	Few techniques; work is unfinished.	Some line variety or pattern; emphasis unclear.	Line variety, pattern, and contrast used; clear focal point.	Confident, refined technique; strong contrast and emphasis.
Artist Statement and Reflection (communicate; respond to art)	Statement missing or very brief.	Statement names the place or a symbol.	Statement explains the story, symbols, and techniques used.	Insightful statement; reflects on choices and others' work.

Grade 6 extension: layer metaphor, refine contrast, and reflect on another artist's intent.

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

Student 'I Can' Tracker - Story of Place

Grade 5/6 Arts Education - Story of Place

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

'I can' statement	Not yet	Getting there	Yes
Period 1 - Reading the Land			
I can describe how Syilx artists use symbols and story to show connection to the land.	[]	[]	[]
I can explain why we create our own symbols instead of copying sacred designs.	[]	[]	[]
I can name a place that matters to me and begin a story about it.	[]	[]	[]
Period 2 - Symbols and Line			
I can make many kinds of line and use pattern and texture.	[]	[]	[]
I can design my own symbols for parts of my story of place.	[]	[]	[]
I can plan a composition with thumbnail sketches.	[]	[]	[]
Period 3 - Ink and Marker			
I can draw my plan in pencil, then ink my lines.	[]	[]	[]
I can use line variety, pattern, and contrast.	[]	[]	[]
I can add one or two accent colours for emphasis.	[]	[]	[]
Period 4 - Artist Statement and Gallery Walk			
I can finish and refine my artwork.	[]	[]	[]
I can write an artist statement about my story and symbols.	[]	[]	[]
I can give and receive respectful feedback.	[]	[]	[]

One thing I am proud of: _____

One thing I want to get better at: _____

Teacher Observation Checklist - Story of Place

Grade 5/6 Arts Education - Story of Place

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

[illegible]

Practice Activity 1 - Story-of-Place Word Web

Grade 5/6 Arts Education - Story of Place

Name: _____

Think of a place that matters to you. Write it in the middle, then fill each branch.

My place: _____

What I SEE there:	What I HEAR there:
What I DO there:	How I FEEL there:
Who I am WITH:	One memory from there:

Star the ONE idea you most want to show in your artwork.

Practice Activity 2 - Line Lab and Symbol Design

Grade 5/6 Arts Education - Story of Place

Name: _____

Line Lab: fill each box with the kind of line named. Try thick and thin.

Straight lines	Wavy lines	Zigzag lines	Dotted / dashed
Cross-hatching	Spirals / curls	A pattern you invent	Thick to thin

Symbol Design: draw 3 to 5 of your OWN symbols. Write what each one means.

Symbol above = _____	Symbol above = _____	Symbol above = _____

Practice Activity 3 - Pattern and Contrast Practice

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Name: _____

Pattern: fill each shape with a different repeating pattern of lines and dots.

Pattern A	Pattern B	Pattern C
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Contrast: make one box mostly WHITE and one box mostly DARK (filled with ink).

Mostly light	Mostly dark
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Emphasis: draw four of the same small shape, then make ONE stand out (bigger, darker, or more detail).

Focal point practice:

Practice Activity 4 - Artist Statement Builder

Grade 5/6 Arts Education - Story of Place

Name: _____

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

My story of place is _____.

The place matters to me because _____.

My main symbol is _____, which stands for _____.

Another symbol I used is _____, which means _____.

Techniques I used: _____.

I want people who look at my art to feel _____.

My artist statement (neat copy):
