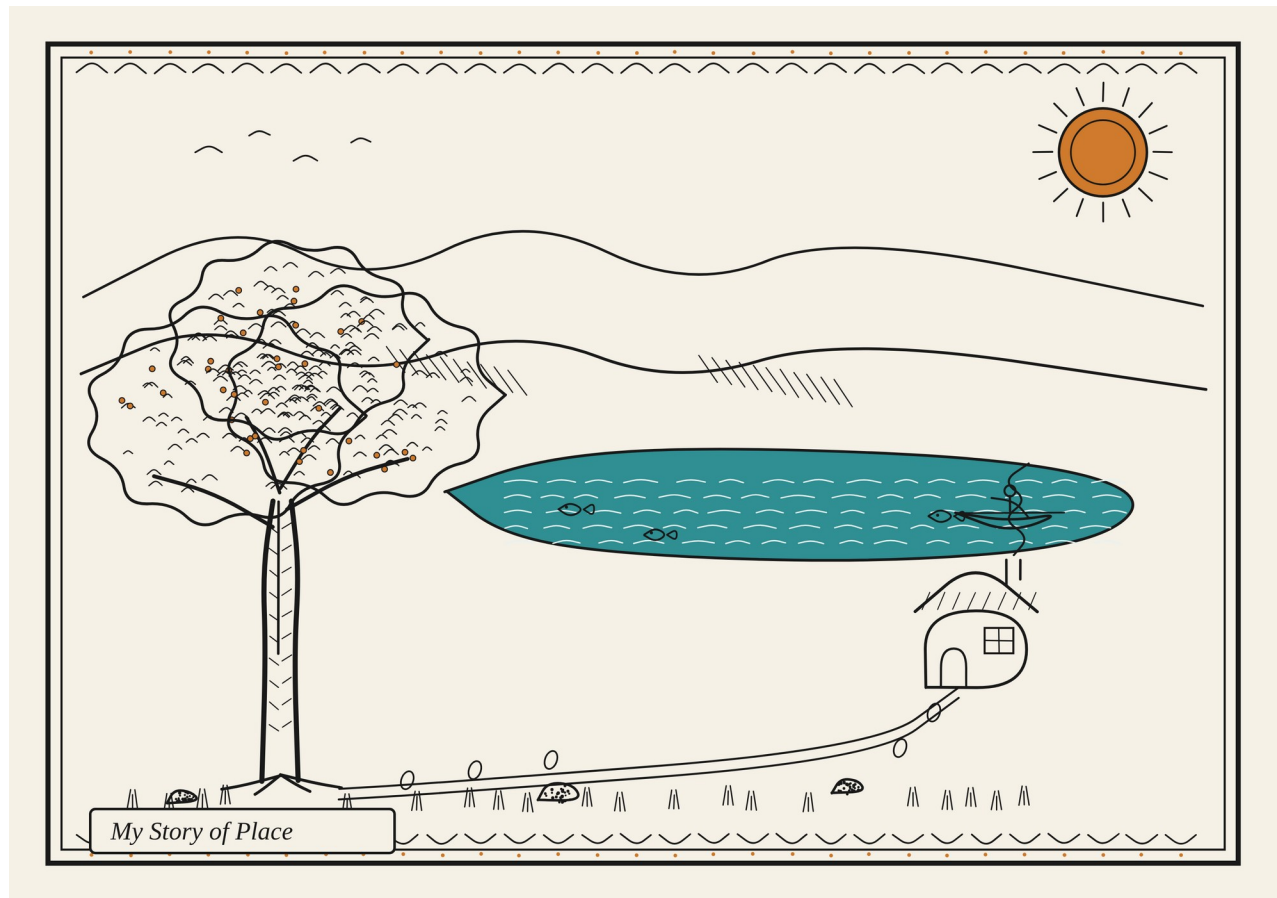


Okanagan School of Education - LESSON SEQUENCE/UNIT PLAN TEMPLATE			
Page One - Curriculum Connection/Pedagogical Plan			
Candidate/Intern: Blake Clark	Unit dates: TBD	Grade level(s): 5/6	Subject(s): Arts Education
Big Idea(s): <i>What will the students <u>UNDERSTAND</u>? What are the key question(s) to be addressed?</i> (Gr 5) Engaging in creative expression and experiences expands people's sense of identity and belonging. (Gr 6) Artistic expressions differ across time and place. (Gr 5) Works of art influence and are influenced by the world around us. (Gr 6) Experiencing art is a means to develop empathy for others' perspectives and experiences. <i>Driving question: How can I use symbols and line to tell my own story of connection to a place?</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 between identity, place, culture, and belonging through creative expression (Gr 5/6). - Intentionally select, combine, and arrange artistic elements, materials, tools, and techniques to express meaning in art making (Gr 5/6). - Interpret and communicate ideas using symbols and elements to express meaning through the arts. - 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: line, shape, texture, form; principles of design: pattern, contrast, emphasis - Image development strategies; symbolism and metaphor - Processes, materials, tools, and techniques (pencil, ink, and marker line work) First Peoples arts: - Traditional and contemporary Aboriginal arts and arts-making processes - Personal and collective responsibility for a safe, respectful learning environment Key vocabulary: - symbol, metaphor, line, pattern, contrast, emphasis, composition, artist statement			
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 story and land (Syilx 101, Okanagan Nation Alliance). Students honour how Syilx artists tell stories of place, then design their OWN original symbols and artwork, never copying Syilx or sacred designs. Centre Elder and community voices where possible.			
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 for the 5/6 split: shared studio lessons with grade-specific depth (Gr 5 symbol banks and sentence starters; Gr 6 layered metaphor and refined craft). Students choose their place and how to plan, with visual and vocabulary supports; sharing their own heritage and places 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> No physical safety concerns. Fine liners and markers used safely (caps on when not in use). Syilx knowledge and personal stories are handled with respect; sharing is invited, never required.			
Assessment Design			
What type of assessment might be embedded in this lesson sequence/unit of study? Formative Assessment: Assessment <u>for</u> Learning / Summative Assessment: Assessment <u>of</u> Learning; Metacognition: How are students reflecting on and monitoring their own learning? Documentation/Evidence of Learning: How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.) Formative: exit tickets, teacher conferences, an observation checklist, and a symbol / composition plan check. Summative: culminating 'Story of Place' artwork plus 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: Reading the Land: How Syilx Art Tells a Story of Place Explore how Syilx artists use symbols and story to show connection to the land. Learn respectful practice (First Peoples Principles): honour the art, create our own symbols. Choose a place that matters and begin a story about it.	Native Land map Syilx 101 resources Story-of-place word web
TBD (Period 2):	Lesson 2: Symbols and Line: Designing My Story of Place Practice line variety, pattern, and texture. Design personal symbols and plan a composition with thumbnail sketches.	Line warm-up strips Symbol-design handout Pencils
TBD (Period 3):	Lesson 3: Bringing My Story to Life in Ink and Marker Draw in pencil, then ink using line variety, pattern, and contrast. Add one or two accent marker colours for emphasis.	Fine liners / black markers Accent markers Drawing paper
TBD (Period 4):	Lesson 4: Artist Statement and Gallery Walk Finish the artwork and write an artist statement. Share in a gallery walk with respectful feedback, then reflect.	Artist statement template Feedback slips Display space

Story of Place - Teacher Exemplar

Grade 5/6 Arts Education - an example of the finished ink and marker artwork students create



How to read this exemplar

This is one original artwork built only from the artist's own invented symbols and line techniques. It is a model, not a template. Students learn from and honour how Syilx artists tell stories of place, then design their OWN symbols and their OWN story. We never copy Syilx, sacred, or specific designs.

Model artist statement (what a student might write)

"My story of place is the lake where my family walks every summer. The big tree stands for my family: deep roots and always growing. The lake is where I feel calm, and the canoe is for the mornings I paddle with my grandpa. The trail and footprints are our walk home to the cabin. I used thick and thin lines, pattern in the water and leaves, and two accent colours to make the tree and sun stand out."

Symbol key (this artist's choices)

Symbol	What it means to the artist
Big tree (focal point)	Family: deep roots and steady growth
Lake	A place where I feel calm
Canoe	Mornings paddling with my grandpa
Trail and footprints	Our walk home; journeys we take
Cabin with smoke	Home and warmth
Sun and birds	New mornings and freedom
Mountains	The land that holds us

Techniques shown: line variety (thick and thin), pattern and texture (water, leaves, bark, border), contrast, emphasis (the tree as focal point), and two accent marker colours.

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: Reading the Land - How Syilx Art Tells a Story of Place

Unit launch: how Syilx artists use symbols and story to show connection to the land, and how we respectfully create our own story of place.

Core (Sub) Competency:

Creative Thinking

Positive Personal & Cultural Identity

Unit Focus: Grade 5/6 Arts Education - Story of Place

Big Idea(s):

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

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

How can art carry a story about a place and the people who belong to 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 describe how Syilx artists use symbols and story to show connection to the land.
2. I can explain why we create our own symbols instead of copying sacred or specific designs.
3. I can name a place that matters to me and begin a story about it.

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. Symbolism and metaphor; an image as a story of place
3. Key vocabulary: symbol, story of place, connection to land

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 story and land; students honour Syilx art and then design their own symbols, never copying sacred or specific designs.

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, images, video, and discussion give visual and narrative entry points; Gr 5 and Gr 6 supported at their level.
2. Students may draw on their own heritage and places if they choose; 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 Syilx knowledge and land history 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 (territory; one way Syilx art connects to land; my place).

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

What place matters 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 together; find our school on the Native Land map. • Look at contemporary Syilx art that turns a story of place into art. • Ask: how can a picture carry a story about a place?	Native Land interactive map: https://native-land.ca/ Syilx artist Taylor Baptiste, story-of-place installations (UBCO News): https://news.ok.ubc.ca/2025/01/07/larger-than-life-art-installations-honour-elements-of-syilx-storytelling/
	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 Syilx connection to land and story on Syilx 101 (Territory; How Food Was Given). • Discuss First Peoples Principles: some knowledge is shared with permission, so we design our own symbols. • Brainstorm: list places that matter to me and what happens or how I feel there.	Syilx 101, Okanagan Nation Alliance (Territory, captikwl): https://learn.syilx.org/ FNEsc First Peoples Principles of Learning (poster PDF): https://www.fnesc.ca/first-peoples-principles-of-learning/ Teacher background, Jeannette Armstrong on oral Syilx stories: https://news.ok.ubc.ca/2021/10/06/jeannette-armstrong-works-to-protect-indigenous-philosophies-and-oral-syilx-stories/

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): territory; one way Syilx art connects to land; my place that matters. • Fill a story-of-place word web: what I see, hear, do, and feel there.	Exit ticket handout (printable) Story-of-place word-web handout (Practice Activity 1)

Exit Ticket

Lesson 1: Reading the Land - How Syilx Art Tells a Story of Place

5/6 Arts Education - Story of Place

Name: _____ Date: _____

1. Whose traditional territory is our school on? Name one First Peoples nation.

2. Name one way Syilx artists show their connection to the land.

3. Why do we create our own symbols instead of copying Syilx or sacred designs? One sentence.

(Grade 6 / challenge)

Self-check: Today I can explain how art can tell a story of place.

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

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.

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: Symbols and Line - Designing My Story of Place

Practice line variety and pattern, design personal symbols for a story of place, and plan a composition with thumbnail sketches.

Core (Sub) Competency:

Creative Thinking

Communicating

Unit Focus: Grade 5/6 Arts Education - Story of Place

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 can symbols and different kinds of line carry meaning?

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 make many kinds of line and use pattern and texture.
2. I can design my own symbols to stand for parts of my story of place.
3. I can plan a composition with thumbnail sketches.

Content:

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

1. Elements of design: line; principles of design: pattern, contrast, emphasis
2. Image development strategies; symbolism and metaphor
3. Key vocabulary: line variety, pattern, symbol, thumbnail, composition

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 design their own visual symbols to express their own story of place, inspired by the idea of symbol and story, not by copying Syilx imagery.

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 line and mark-making warm-up gives every learner a way in; word or picture planning both accepted.
2. Symbol banks and sentence starters support Gr 5; Gr 6 pushed to layer metaphor and meaning.

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. Fine liners and markers used safely; caps on when not in use.

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 symbols and meanings; my composition plan).

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

Which symbol best captures your story, and why?

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

Symbol plans and thumbnails reviewed before students begin final work.

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	- Line warm-up: fill a strip with as many different lines as you can. - Look at how line weight and pattern change the feeling of a drawing. - Ask: what could a wavy line mean? a bold, heavy line?	Tate, line and mark-making guide (teacher reference): https://www.tate.org.uk/art/line-coursework-guide
	PART TWO BODY OF LESSON Construct meaning, monitor understanding, process ideas How will I help students interact with ideas they encounter?	25/30 Minutes	- Turn simple lines into pattern and texture (line-to-pattern practice). - Design 3 to 5 of my own symbols for parts of my story of place; label each meaning. - Sketch 2 thumbnail compositions; choose one and mark the focal point (emphasis).	Kitchen Table Classroom, the element of line (line-to-pattern activities): https://www.kitchentableclassroom.com/the-element-of-line-in-art/ Symbol-design and thumbnail planning handout (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): my symbols and what each means; my chosen composition. • Set one goal for my final drawing (a line technique I will use).	Exit ticket handout (printable) Composition plan handout

Exit Ticket

Lesson 2: Symbols and Line - Designing My Story of Place

5/6 Arts Education - Story of Place

Name: _____ Date: _____

1. Draw 2 of your symbols and write what each one means.

2. Name one line technique you will use (for example, line weight or pattern).

3. Where is the focal point in your composition, and how will you make it stand out? One sentence.

(Grade 6 / challenge)

Self-check: Today I can design my own symbols and plan my composition.

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

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 = _____

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: Bringing My Story to Life in Ink and Marker

Studio work: draw the plan in pencil, ink the lines with line variety, pattern, and contrast, and add one or two accent marker colours for emphasis.

Core (Sub) Competency:

Creative Thinking

Personal Awareness & Responsibility

Unit Focus: Grade 5/6 Arts Education - Story of Place

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 do I use line, pattern, and contrast to bring my story of place 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 transfer my plan into a pencil drawing, then ink my lines.
2. I can use line variety, pattern, and contrast to add meaning and interest.
3. I can add one or two accent colours with marker for emphasis.

Content:

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

1. Processes, materials, tools, and techniques (pencil, ink, marker)
2. Elements and principles: line, texture, contrast, emphasis
3. Key vocabulary: line variety, contrast, emphasis, accent colour

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 studio process mirrors the care and time Syilx artists give their work; students focus on their own story and craft.

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. Step-by-step demo, worktime, and teacher conferences; students work at their own pace.
2. Grip supports, larger paper, or simpler symbol sets available; Gr 6 encouraged to layer more detail.

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. Keep marker caps on when not in use; work in a tidy space.

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 plus printable exit ticket (technique used; going well / to improve).

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

Which technique is helping tell your story best?

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; exit tickets reviewed.

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	- Quick demo: pencil first, then ink; how to build pattern and contrast. - Revisit my plan and goal from last class. - Set up materials and workspace.	Teacher demo (pencil to ink to marker accent) Student composition plans from Lesson 2
	PART TWO BODY OF LESSON Construct meaning, monitor understanding, process ideas How will I help students interact with ideas they encounter?	25/30 Minutes	- Draw the composition lightly in pencil. - Ink the lines using line variety, pattern, and texture. - Add one or two accent marker colours for emphasis; conference with the teacher.	Fine liners / black markers, pencils, erasers 1 to 2 accent markers per student Kitchen Table Classroom, line and pattern (reference): https://www.kitchentableclassroom.com/the-element-of-line-in-art/

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. • Tidy materials and store artwork safely.	Exit ticket handout (printable) Pattern and contrast practice sheet (Practice Activity 3)

Exit Ticket

Lesson 3: Bringing My Story to Life in Ink and Marker

5/6 Arts Education - Story of Place

Name: _____ Date: _____

1. Name one line or design technique you used today.

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

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

(Grade 6 / challenge)

Self-check: Today I can use line, pattern, and contrast in my artwork.

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

Practice Activity 3 - Pattern and Contrast Practice

Grade 5/6 Arts Education - Story of Place

Name: _____

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

Pattern A	Pattern B	Pattern C
-----------	-----------	-----------

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:

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: Artist Statement and Gallery Walk

Finish and refine the artwork, 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 - Story of Place

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 is my story of place, and what can I learn from the stories of others?

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 refine my artwork.
2. I can write an artist statement about my story and my symbols.
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, gallery walk, feedback, 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 stories of place builds empathy and community, echoing how story connects Syilx people to the land and to one another.

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; students may present in writing, speech, or a recording.
2. Feedback uses a shared respectful format (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 personal stories 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 artwork plus 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 art help you understand?

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	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	• Finish and refine artwork; last touches of contrast and emphasis. • Model an artist statement using the sentence starters. • Ask: what do I want a viewer to feel or understand?	Artist statement template and sentence starters (Practice Activity 4)
	PART TWO 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 place, my symbols, and the elements and principles I used. • Set up the gallery walk; place each artwork and its statement together. • 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 learning and one thing I am proud of. • Class reflection: how can art tell a story of place?	Exit ticket / self-assessment handout (printable)

Exit Ticket

Lesson 4: Artist Statement and Gallery Walk

5/6 Arts Education - Story of Place

Name: _____ Date: _____

1. In one sentence, what is your story of place?

2. Name one element or principle of design you used, and where.

3. What did another student's artwork help you understand or feel? One sentence.

(Grade 6 / challenge)

Self-check: Today I can share my story of place and respond to the art of others.

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

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):

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]