

UNIT PLAN TEMPLATE

1. NAME(S)
Carla & Megan

2. UNIT THEME (What is the overall “big” question or inquiry?) – please provide a title plus a descriptive phrase	3. GRADE/S – specific grade or range of grades for which this unit would apply
Ecosystems Exploring what an ecosystem is, different parts within ecosystems, and the human impacts on them.	3-4

4. BRIEF DESCRIPTION OF EACH LESSON (title/one phrase) and indication of relevant LEARNING OUTCOMES

#	LESSON TITLE + ONE SENTENCE DESCRIPTION	CONTENT (Skills; strategies; techniques)	COMPETENCIES (Creative Processes)	BIG IDEAS (this may be the same for each lesson)	Resources (videos, posters, books, field trip etc)	Interdisciplinary Connections (Subject)
1.	<p>Maps Mixed media (different papers, yarn, pipe cleaners, etc.) project in pairs (class size dependent) where students represent the characteristics of the ecosystem they choose. Each group will create an ecosystem in Canada and fit them together to form a map.</p>	<p>Elements of design: Line, texture, colour.</p> <p>Symbolism as a way of creating and representing meaning</p> <p>Image development strategies: Taking facts and turning them into artistic representations</p> <p>Techniques: Cutting, glueing,</p>	<p><u>Exploring & Creating:</u> Choose elements, processes, materials, movements, technologies, tools, techniques, and environments of the arts</p> <p>Create artistic works collaboratively and as an individual, using ideas inspired by imagination,</p>	<p>Creative experiences involve an interplay between exploration, inquiry, and purposeful choice.</p>	<p>Ecosystem map of Canada</p>	<p>Social science, science (geography)</p>

		planning and arranging	<p>inquiry, experimentation, and purposeful play</p> <p><u>Reasoning & Reflecting:</u> Connect knowledge and skills from other areas of learning in planning, creating, and interpreting works for art</p> <p><u>Communicating & Documenting:</u> Interpret and communicate ideas using symbolism in the arts</p>			
2.	<p>Weather</p> <p>Students will create a “window” into their ecosystem. The window will be a tissue paper mosaic suncatcher that shows what the weather is like in their ecosystem of choice.</p>	<p>Elements of design: Shape, space, colour</p> <p>Principles of Design: Pattern, repetition, rhythm</p> <p>Image</p>	<p><u>Exploring & Creating:</u> Choose elements, processes, materials, movements, technologies, tools, techniques,</p>	<p>Creative experiences involve an interplay between exploration, inquiry, and</p>	<p>Contact paper Suncatcher (supplies and how-to)</p>	<p>Science</p>

		<p>development strategies: processes that transform ideas and experiences into visual images (e.g., elaboration, repetition, and simplification.)</p>	<p>and environments of the arts</p> <p><u>Reasoning & Reflecting:</u> Choose elements, processes, materials, movements, technologies, tools, techniques, and environments of the arts</p> <p><u>Communicating & Documenting:</u> Apply learned skills, understandings, and processes in new contexts</p> <p>Express feelings, ideas, and experiences in creative ways</p> <p>Demonstrate increasingly sophisticated application</p>	<p>purposeful choice.</p>		
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			and/or engagement of curricular content			
3.	<p>Shelter</p> <p>Using inspiration from ‘The Homebuilders’, and the animal stories we wrote in Language Arts class, we’ll design and build a home for an animal characters using found nature objects</p>	<p>Elements of design: Shape, space, texture, form</p> <p>Principles of design: Pattern, repetition</p> <p>Image development strategies</p> <p>personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment</p>	<p><u>Exploring & Creating:</u> Choose elements, processes, materials, movements, technologies, tools, techniques, and environments of the arts</p> <p>Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play</p> <p>Explore identity, place, culture, and belonging</p>	<p>Creative experiences involve an interplay between exploration, inquiry, and purposeful choice.</p>	<p>The Homebuilders by Varsha Bajaj</p> <p>Stories written in ELA class</p> <p>Similar to this project</p>	<p>English Language Arts</p>

			<p>through arts experiences</p> <p>Explore relationships among cultures, communities, and the arts</p> <p><u>Reasoning & Reflecting:</u> Observe, listen, describe, inquire, and predict how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques</p> <p>Connect knowledge and skills from other areas of learning in planning, creating, and interpreting works for art</p>			
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			<p><u>Communicating & Documenting</u> Apply learned skills, understandings, and processes in new contexts</p> <p>Express feelings, ideas, and experiences in creative ways</p> <p>Experience, document and share creative works in a variety of ways</p>			
4.	<p>Plants Students use found nature objects to represent trees and plants in their artwork. The top section will be above ground, and the lower section will represent the root system. The background/layers will be paper technique/collaged, and the roots can be represented by curled/folded paper techniques, yarn, etc.</p>	<p>Elements of design: Line, shape, space, texture, colour, form</p> <p>Principles of design: Pattern, repetition, contrast, emphasis</p>	<p><u>Exploring & Creating:</u> Choose elements, processes, materials, movements, technologies, tools, techniques, and environments of the arts</p>	<p>Creative experiences involve an interplay between exploration, inquiry, and purposeful choice.</p>	<p>Similar to this project</p>	<p>Science</p>

		<p>Image development strategies</p> <p>processes that transform ideas and experiences into visual images</p>	<p>Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play</p> <p>Explore identity, place, culture, and belonging through arts experiences</p> <p>Explore relationships among cultures, communities, and the arts</p> <p><u>Reasoning & Reflecting:</u> Connect knowledge and skills from other areas of learning in planning, creating, and</p>			
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			<p>interpreting works for art</p> <p><u>Communicating & Documenting</u> Apply learned skills, understandings, and processes in new contexts</p> <p>Express feelings, ideas, and experiences in creative ways</p> <p>Experience, document and share creative works in a variety of ways</p>			
5.	<p>Food</p> <p>After talking about food sources, food chains, and balanced ecosystems, students select an ecosystem and food chain within it to represent in their art. They will create a cutout paper border of the mouth of the highest animal in the food chain. On a separate page, within the mouth,</p>	<p>Elements of design: Line, shape, space, colour</p> <p>Principles of design: Pattern, rhythm, contrast, emphasis</p>	<p><u>Exploring & Creating:</u> Choose elements, processes, materials, movements, technologies, tools, techniques, and</p>	<p>Creative experiences involve an interplay between exploration, inquiry, and purposeful choice.</p>	<p>Based off of this project, but adapted for younger grade</p>	<p>Science</p>

	<p>students will draw the rest of the ecosystem's food chain.</p>	<p>Image development strategies</p> <p>processes that transform ideas and experiences into visual images</p> <p>symbolism as ways of creating and representing meaning</p>	<p>environments of the arts</p> <p><u>Reasoning & Reflecting:</u> Refine ideas, processes, and technical skills in a variety of art forms</p> <p>Connect knowledge and skills from other areas of learning in planning, creating, and interpreting works for art</p> <p><u>Communicating & Documenting</u> Apply learned skills, understandings, and processes in new contexts</p> <p>Demonstrate increasingly sophisticated application and/or</p>			
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			engagement of curricular content			
6.	<p>Damage to ecosystems</p> <p>Students will choose an ecosystem scene to draw on paper. On one half of the page the ecosystem will be healthy and the other half will be unhealthy.</p>	<p>Elements of design: Line, shape, space, colour</p> <p>Principles of design: Pattern, repetition, rhythm, contrast, emphasis</p> <p>Image development strategies</p> <p>processes that transform ideas and experiences into visual images</p> <p>symbolism as ways of creating and representing meaning</p>	<p><u>Exploring & Creating:</u> Explore identity, place, culture, and belonging through arts experiences</p> <p><u>Reasoning & Reflecting:</u> Refine ideas, processes, and technical skills in a variety of art forms</p> <p>Reflect on creative processes and make connections to personal experiences</p> <p>Connect knowledge and skills from other areas of learning in planning, creating, and</p>	<p>Creative experiences involve an interplay between exploration, inquiry, and purposeful choice.</p>	<p>Inspiration image</p> <p><i>Peter and the Tree Children</i> by Peter Wohllenben</p>	<p>Science, social science</p>

			<p>interpreting works for art</p> <p><u>Communicating & Documenting</u></p> <p>Interpret and communicate ideas using symbolism in the arts</p> <p>Express feelings, ideas, and experiences in creative ways</p>			
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