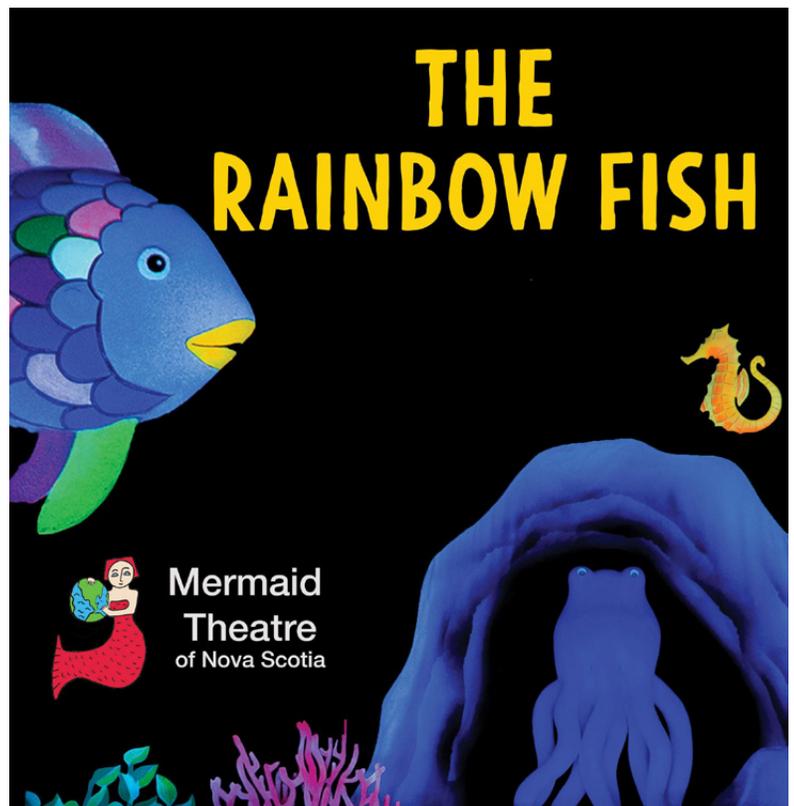




ARTWORKS FOR SCHOOLTIME

2023-24 Learning Module Series 4
to accompany the Van Wezel **Schooltime** Performance of



From Mermaid Theatre of Nova Scotia

GENEROUSLY SPONSORED BY



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Learning Module Series created by: Kat Sjogren, Katelyn McKelley and Jenna Outerbridge
Van Wezel Staff: Justin Goslak and Mia Strickland

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SHARE A SCALE OR TWO

by Kat Sjogren



STANDARDS:

PREK:

BtoK.4y-K.CE.5.1 Uses appropriate art vocabulary to describe own art creations and those of others.

BtoK.4y-K.S1.2.1 Demonstrates knowledge related to living things and their environments.

KINDERGARTEN:

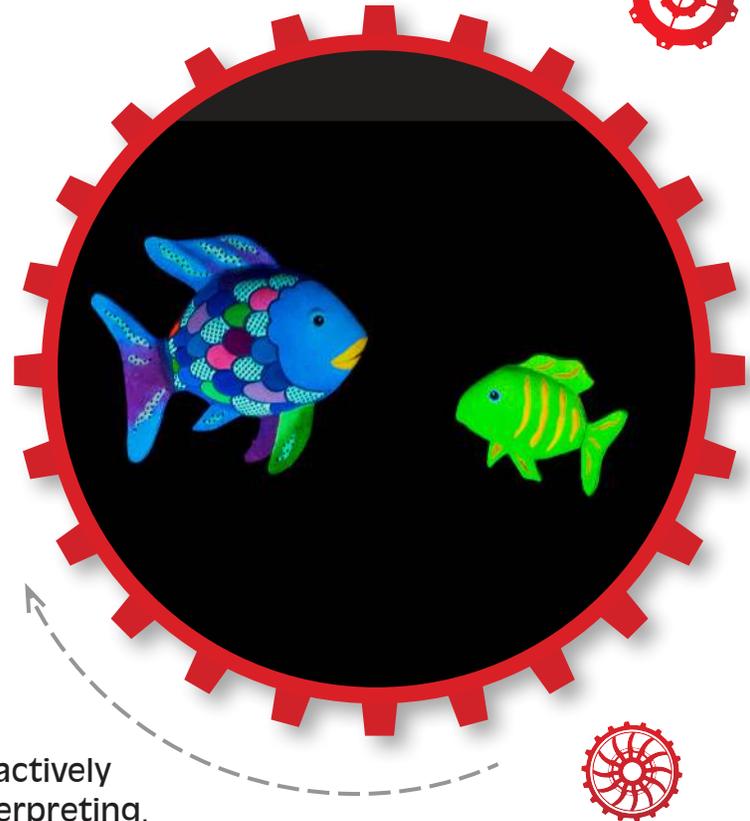
VA.K.S.1.2 Produce artwork influenced by personal decisions and ideas.

ELA.K.R.2.2 Identify the topic of and multiple details in a text.

GRADE 1-3:

VA.1.S.1 The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

ELA.1.R.2.2 Identify the topic of and relevant details in a text.



STUDENT LEARNING INTENTIONS AND SUCCESS CRITERIA:

Today I will...learn about collaborative art, abstract art, and facts about fish scales.

I will know I am successful when... I can make an abstract art piece of fish scales based on factual information. I will know I am successful when I contribute my art piece to be part of a larger art piece that will consist of art pieces made by my classmates. I will collaborate with my classmates in order to determine how the art piece will be displayed.

GOALS:

Students will: learn about the value of sharing based on the main theme of *The Rainbow Fish*. Students will learn the difference between abstract and realistic art. Scientific facts about fish scales will be explored. These facts will be used as a guide to design their artwork. Students will work together to plan and display their collaborative art piece.

NOTE: *PreK Lesson Plan will be modified to accommodate the students' developmental skills. See Note Under Main Activity.*

MATERIALS:



- ✿ White copy paper cut in half (2 pieces per student)
- ✿ Black fine tip Sharpie Marker
- ✿ 6-inch squares of black construction paper
- ✿ Oil Pastels
- ✿ Baby wipes
- ✿ Masking tape
- ✿ Large pieces of paper to use as backing for the collaborative abstract artwork to be displayed.



NOTE: The pieces could be arranged and taped directly on a bulletin board for display.

GUIDING QUESTION(S):

What is the difference between abstract art and realistic art? How does using factual scientific information help artists make creative artwork? What does collaboration mean, and did the fish in the story collaborate?

SKILL BUILDING:

Let's warm up our artistic skills with a FUN drawing exercise. You will use a piece of white drawing paper and a black Sharpie marker. We are all going to work together "step by step".

Step 1. Draw 3 circles of any size or shape on your paper. "Do you know the difference between a dot and a circle?" A dot is filled in.

Step 2. Add 5 dots anywhere on your paper (large or small).

Step 3. Add some curved lines. They can be thick or thin and can overlap your other shapes.

Step 4. Draw some angle lines. They can look like a lightning bolt, sharp teeth, or even a mountain range.

Step 5. Lastly, draw 3 or more straight lines. They can be thick or thin, and they can overlap.

Attachment 1

Everyone, hold up your drawings. Look around the room at everyone's artwork. **Notice** how different everyone's drawings are even though you each had the same directions. As artists, we bring our own unique style to anything we draw. You have created abstract art. **How would you define abstract art?**

(Definition: Abstract art is a form of art with no recognizable subject, it doesn't represent images of our everyday lives. It has colors, lines, and shapes, but they are not designed to represent living things or actual objects.)

Let's make one more quick drawing. I'm going to draw something, and you copy me. First, turn your paper horizontally. Draw a dot, put circle around it, next draw 2 curved lines... See Attachment 2. Can anyone guess what we are drawing? NOTE: Most students guess that it's a fish even before this step. Continue giving students step by step directions (Refer to Attachment 2) until their fish is complete.

Discussion: "How is the abstract drawing and the realistic drawing of the fish similar?" They are similar because dots, circles, curves, angle lines, and straight lines were used to draw both. You as an artist can decide if you want to draw something abstract or realistic.

MAIN ACTIVITY:

Abstract Collaborative Art Piece.

Read *The Rainbow Fish* story aloud. At the beginning of the story the Rainbow Fish is resistant to sharing his beautiful shining scales. He eventually discovers that sharing his scales results in making friends. The more he gave away, the happier he made other people, and the more delighted he became.

PreK NOTE: Read story aloud before teaching "Skill Building". Give students 1/2 sheet of black construction and white oil pastel to draw their abstract drawing. Then have them follow step by step directions in skill building to draw their fish on black construction paper using the white oil pastel. Have students color their fish using oil pastels. Add one sequin or jewel to each fish and display their pieces together on one bulletin board.

Who can define the word collaboration? **Definition:** Collaboration is when people work with each other to complete a task. It involves co-operation and teamwork and the sharing of ideas, knowledge, and skills to reach the same objective. The objective is usually creative in nature.

Today, you are going to make a **Collaborative Piece of Abstract Art**. You will work together with your classmates to create **abstract "Fish Scales"** and then work together to decide how to position the individual art pieces into one large artwork for display.

Artists often do research before they begin a project even if the art piece is going to be abstract. It's important to have a few important facts ahead of time. This will help you create an interesting abstract art piece. You can pick and choose which facts you want to focus on and then "get creative" with the rest.

Did you know that most fish are protected by a covering of "tiny plates" called **scales**? These scales are waterproof and help to protect fish from pests and hunters. Fish scales **overlap** with each other to make a **protective covering**.

Interesting Fact: The rings on fish scales show how old the fish is (similar to the rings on trees), some fish can live up to 80 years old.

Let's check out a short video on "Why Fish Have Scales?" scan the code to the right or click the link below

<https://youtube.com/watch?v=43vi7UwHXp0&feature=share>



Here are some images of fish and scales. You can refer to these images to create your abstract art piece.

Attachment 3

Each student will be given a 6-inch square of black construction paper and a white oil pastel. Students will sketch numerous scales on the paper using their white oil pastel.

Reminder: Fish scales overlap.

Attachment 4

You are going to use black paper because the oil pastel colors will look very vibrant. If you saw the stage production of *The Rainbow Fish*, I'm sure you noticed that the stage was very dark and the actors wore black and held lights so that you could only see the fish seemingly floating against the black background.

Using your oil pastels start to fill-in your drawing with color. Oil pastels blend well, so have fun coming up with unique color combinations.

Attachment 5

NOTE: Did you know that when you work with oil pastels it is considered painting? The only difference from conventional painting is that you don't use paint brushes.

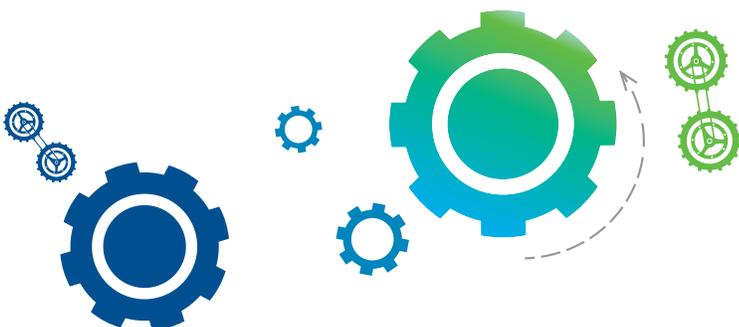
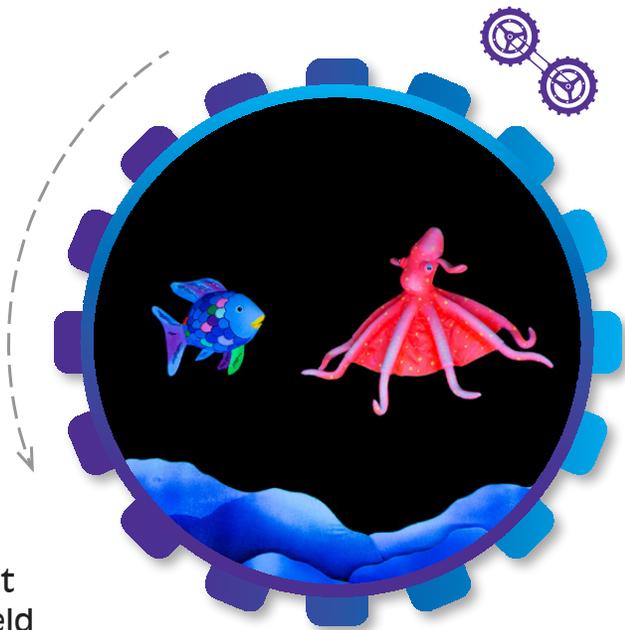
Helpful Hint: Baby wipes are best for cleaning hands and can be used to clean the tips of the oil pastels if they get mixed with other colors.

Once you have completed your art piece place it on a large table where all the individual art pieces can be placed by your classmates. Work together and remember the "collaboration" guidelines when deciding the placement of all the individual pieces. Take time to try out different scenarios. Once there is a consensus, take a picture of the finished piece. This way it can be displayed in another setting without mixing up the pieces.

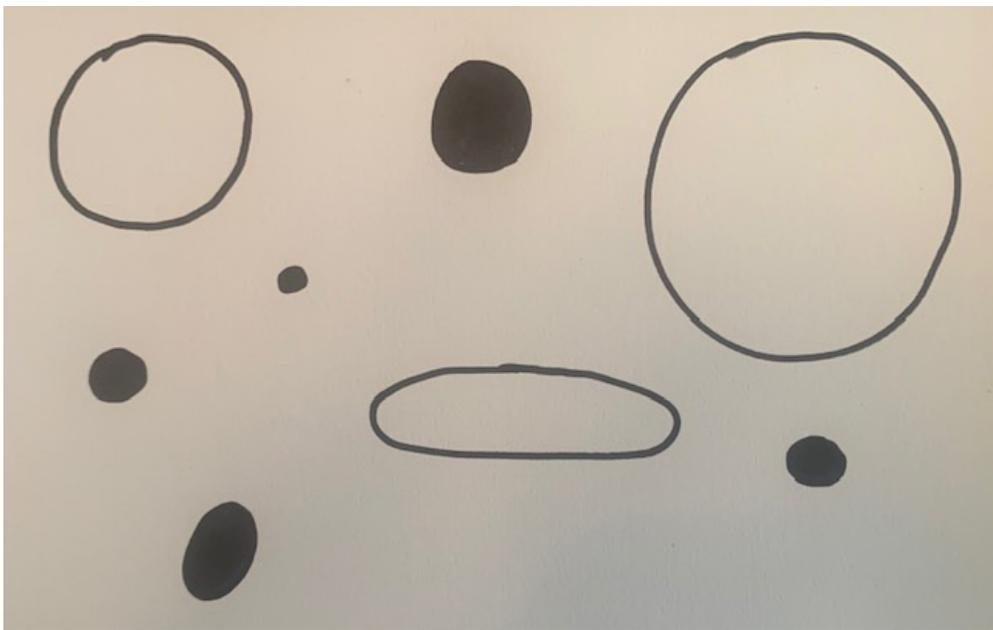
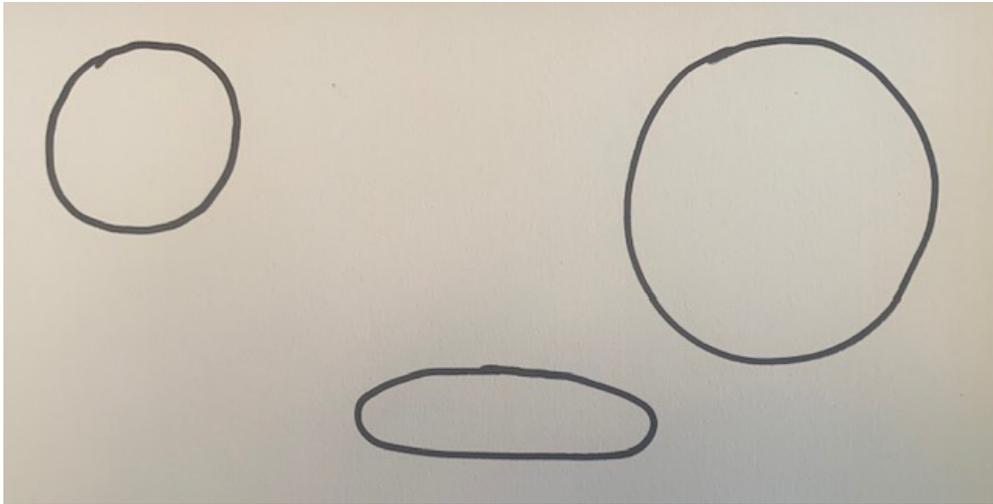
Attachment 6

REFLECTION QUESTION: EXIT TICKET:

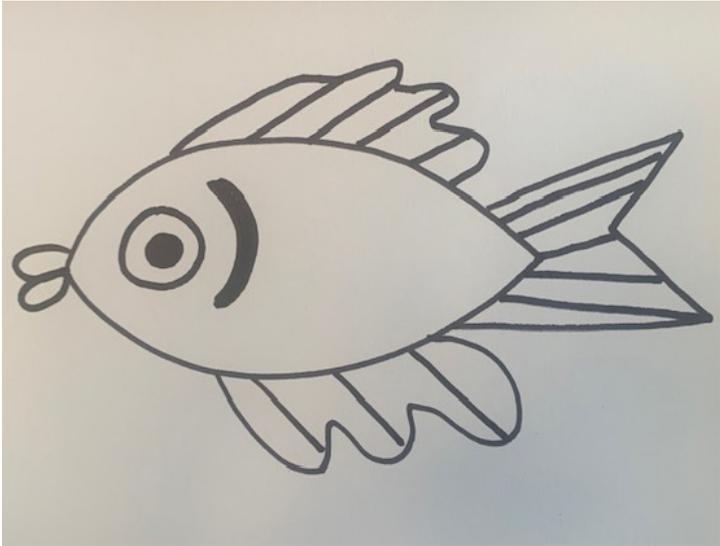
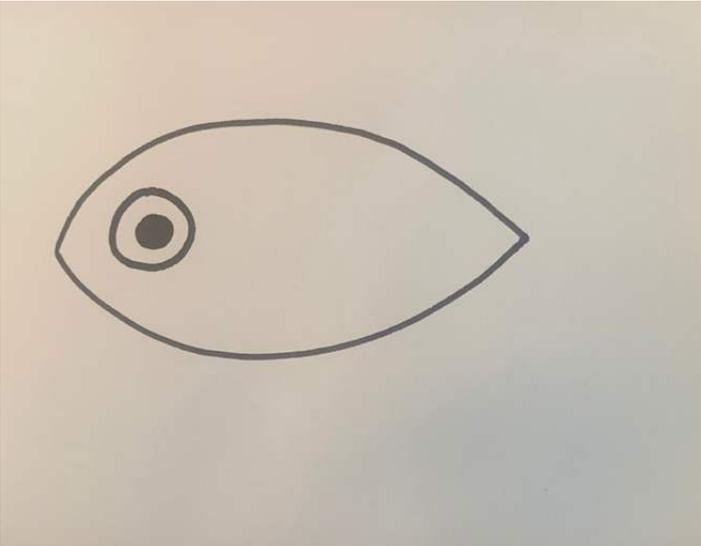
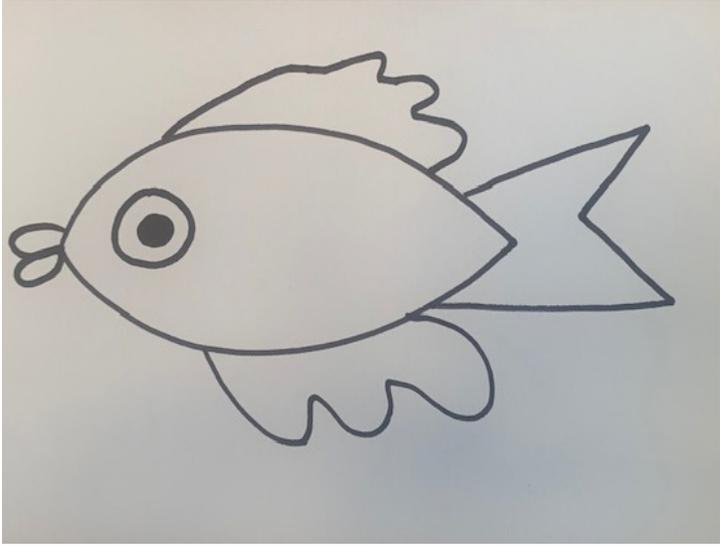
Table Tour - Looking at the finished art piece what do you notice? How are the pieces similar/different? As a class, do you think you could make other collaborative artworks? What other ideas would work when designing a collaborative artwork?



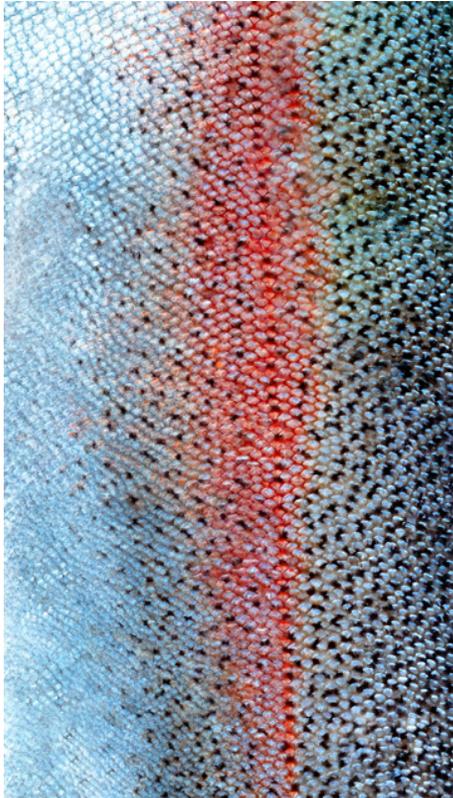
ATTACHMENT 1



ATTACHMENT 2

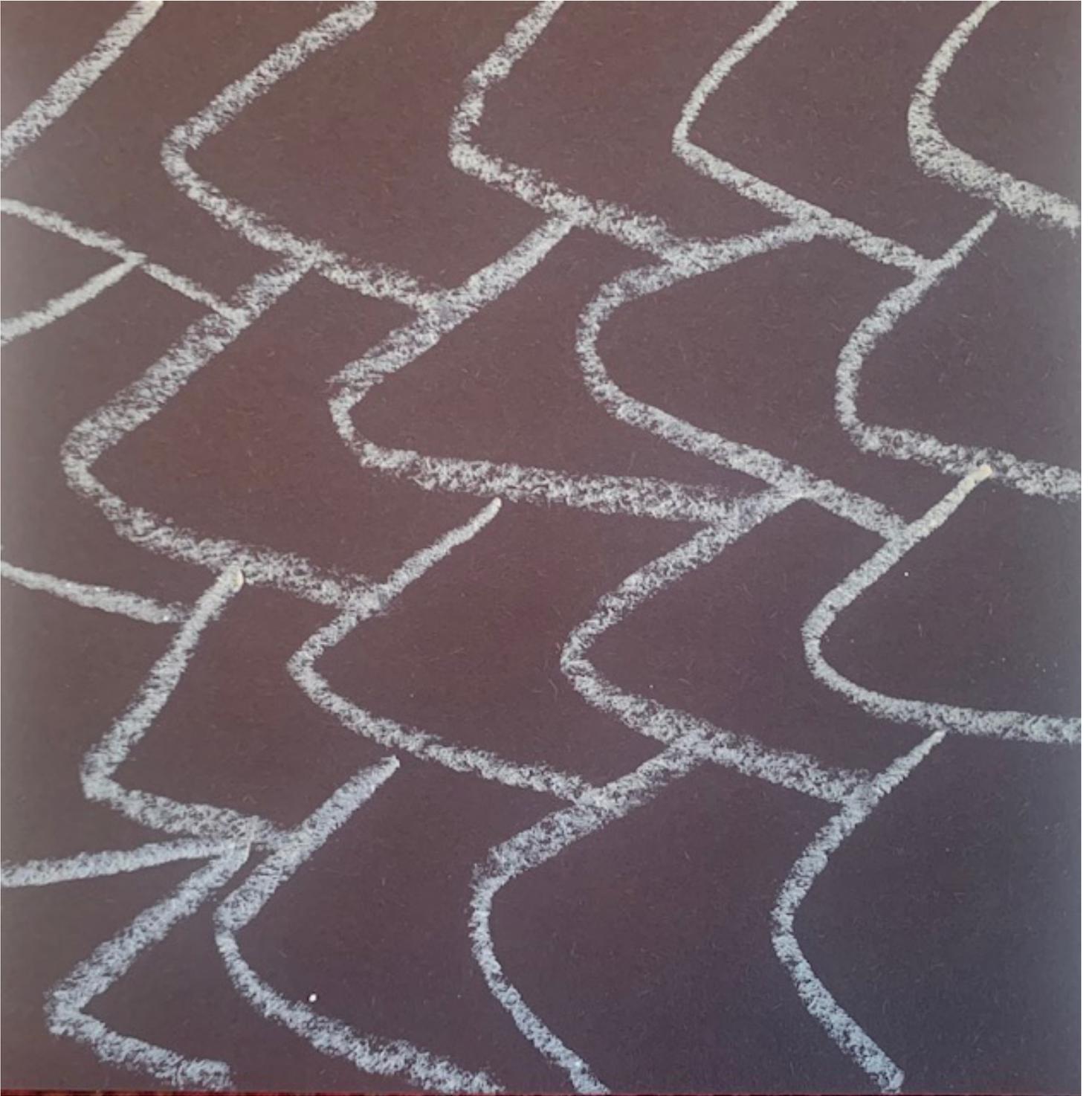


ATTACHMENT 3

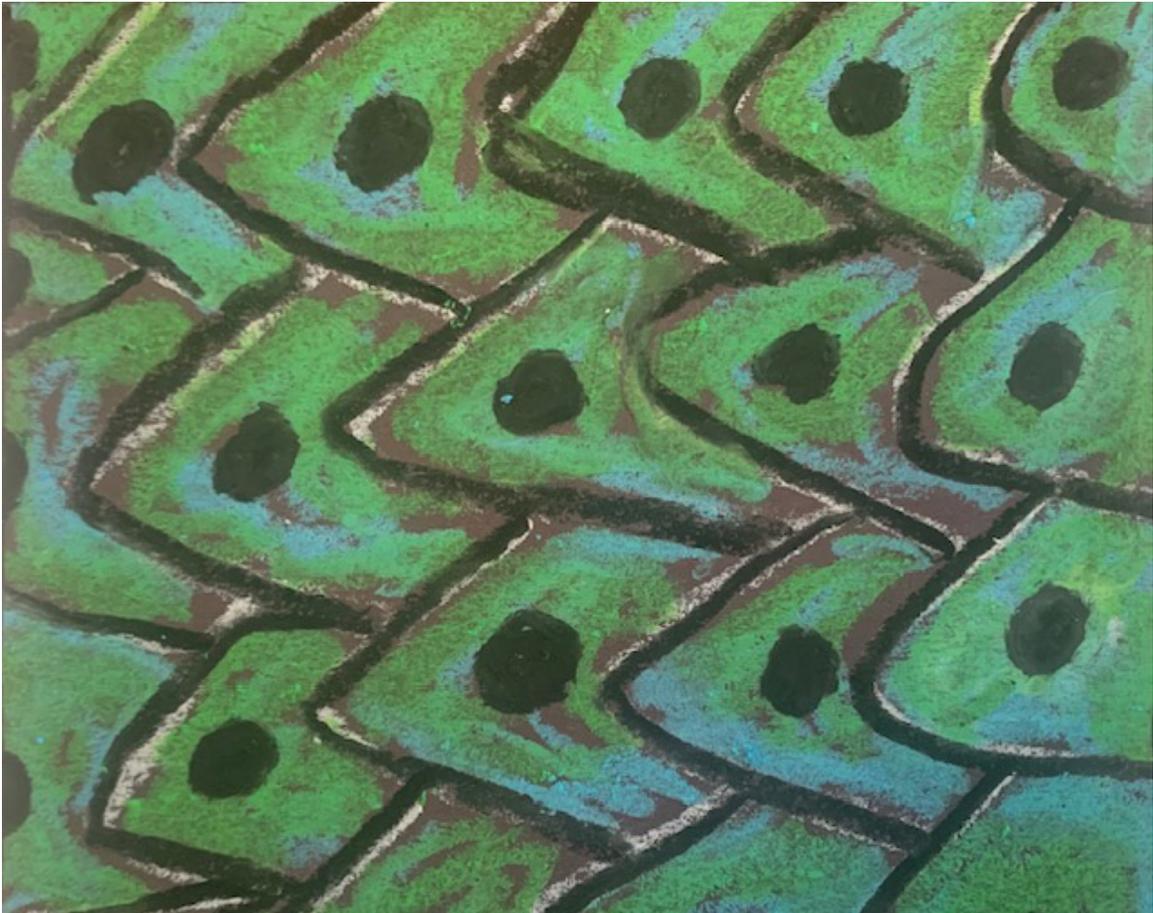




ATTACHMENT 4



ATTACHMENT 5



ATTACHMENT 6

How to Collaborate

1) Hold your idea



*(Think
silently)*

2) Share your idea



“I think we
could _____”

3) Reason



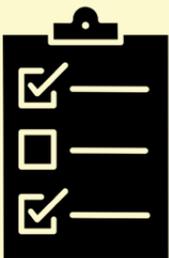
“___ is a
good
choice
because ___”

4) Compromise



“I can live
with _____”

5) Plan



“How should
we _____”

6) Create together



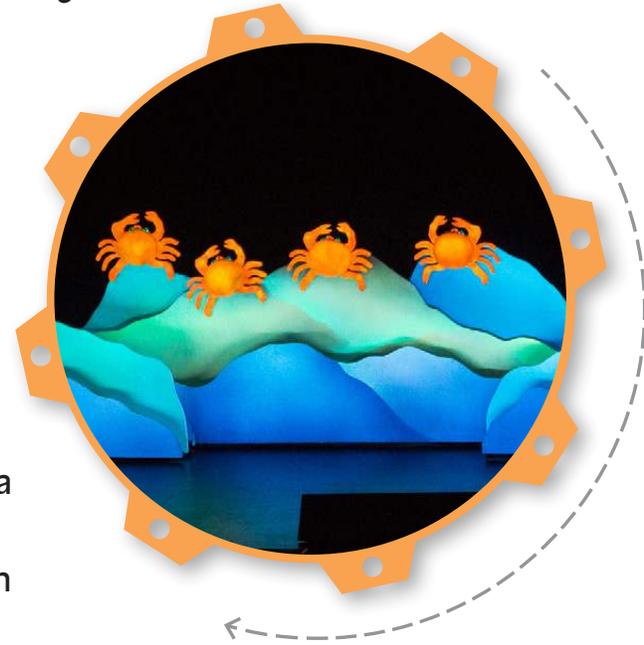


SCALE SKILLS

By Katelyn McKelley

STANDARDS:

- ELA.K.R.3.3: Compare and contrast characters' experiences in stories.
- ELA.1.R.1.2: Identify and explain the moral of a story.
- ELA.2.R.1.2: Identify and explain a theme of a literary text.
- ELA.2.R.1.3: Identify different characters' perspectives in a literary text.
- VA.K.C.2.1: Describe personal choices made in the creation of artwork.



STUDENT LEARNING INTENTIONS AND SUCCESS CRITERIA:

Today I will...

- ✿ name the emotions felt by the characters throughout *The Rainbow Fish*.
- ✿ identify the characteristics of a good friend.
- ✿ practice being a good friend to others.
- ✿ deepen my understanding of friendship.
- ✿ recognize what it means to share.

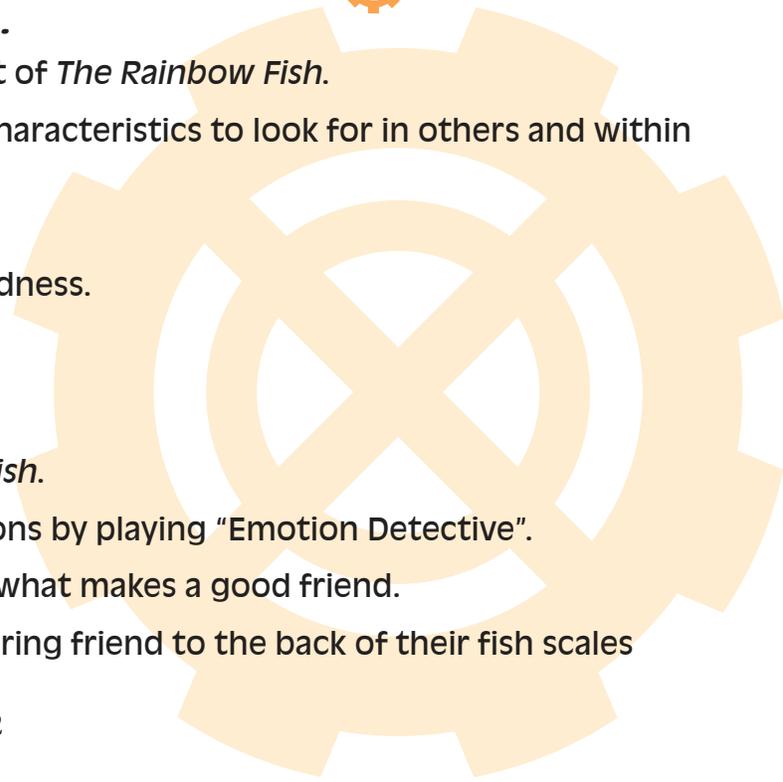
I will know I am successful when I can...

- ✿ identify the various emotions within the text of *The Rainbow Fish*.
- ✿ collaborate with my peers to make a list of characteristics to look for in others and within yourself.
- ✿ describe what makes a solid friendship.
- ✿ articulate the importance of sharing and kindness.

GOALS:

Students will:

- ✿ Identify emotion words from *The Rainbow Fish*.
- ✿ Further their understanding of these emotions by playing "Emotion Detective".
- ✿ Collaborate with peers to construct a list of what makes a good friend.
- ✿ Add suggestions of how to be a kind and sharing friend to the back of their fish scales (created in Module 1).





MATERIALS:

- ✿ a copy of *The Rainbow Fish*
- ✿ a large post-it, display board, or white board, etc.
- ✿ writing and coloring utensils
- ✿ fish scales from Module 1 (see **Note in Main Activity**)



GUIDING QUESTION(S):

1. Can you think of a time you didn't feel like sharing?
2. How would you feel if you were Rainbow Fish? Would you want to share your pretty scales with friends?
3. What if you were Rainbow Fish's friends? How would you feel if Rainbow Fish didn't want to share his scales?
4. What can you do when you don't want to share what you are playing with? (For example, they could tell their friend that they can trade the toy back and forth in 5-minute intervals).

SKILL BUILDING AND PROCEDURE FOR LESSON:

Skill Building Exercise 1:

Begin with a short brainstorm identifying what emotions were evident throughout *The Rainbow Fish*. Keep a list of what the students come up with on the white board or large post-it, or wherever it is visible for students to refer back to.



Some examples of emotions within *The Rainbow Fish*:

Happy, sad, lonely, joyful, surprised, disappointed, excited, prideful, etc.

Once you have a fairly lengthy list of emotions found within the story, briefly discuss as a class how these emotions look and feel within our bodies. In other words, can we tell when someone is feeling sad without them saying so? Just by observing body language, facial expressions, and gestures, we can often identify how someone is feeling. Using "sad" as an example, explore how we can communicate that emotion without using our voice. We can tell sadness from a frowning face, drooped shoulders, lack of eye contact, etc.

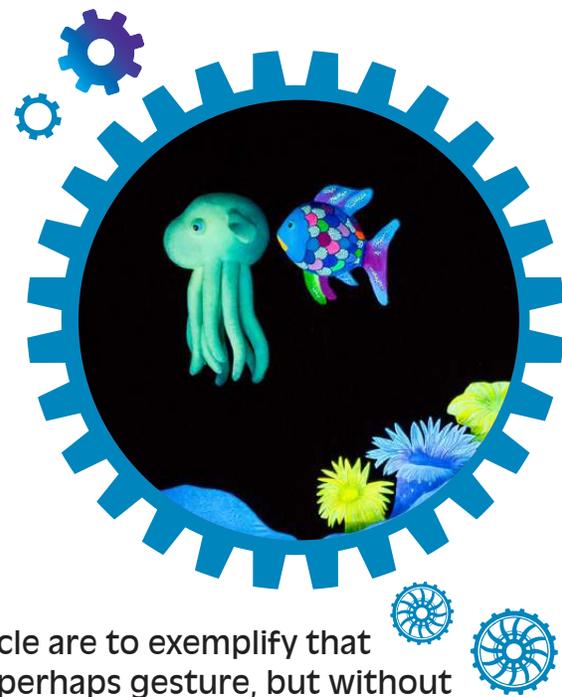


Skill Building Exercise 2:

To further practicing our understanding of these emotions, we are going to play a game called "Emotion Detective."

Directions:

1. Ask students to sit in a circle on the floor.
2. Select one student to step away, either to a far corner of the room or just outside in the hallway. This student just needs to be out of earshot of the rest of the circle.
3. Once that student (who will be playing as the Detective) has stepped away, the rest of the circle will select one of the emotions off the list we just created.
4. When an emotion is chosen, the students seated in the circle are to exemplify that emotion with their body language, facial expressions, and perhaps gesture, but without sounds or voice.
5. As soon as all the students are connected to the chosen emotion, invite the "Detective" back into the space.
6. The "Detective" will stand in the middle of the circle and will have three guesses as to which emotion the rest of the group is emoting.
7. Play as many rounds as time allows, or until everyone has had the opportunity to play as the detective. (Note: If it is a particularly large class, you may need to have a backup list of emotion words that were not brainstormed as a class or have two detectives step away and come back as partners to determine what the rest of the class is feeling).



MAIN ACTIVITY:

Scale Skills

Set-up: Above *The Rainbow Fish* from Module 1, have the words: "I am a good friend when I..."

Explain to the students that they are going to use the scales from their collaborative Rainbow Fish to help keep kindness alive the classroom.

Every student will be given back their scale to write their answer to the prompt above.

Before handing out the scales, have a brief discussion to get some inspiration flowing. Ask the students what kinds of things do good friends do? Have them think about their own friends. What do their friends do that make them feel really special?

Provide an example: "I am a good friend when I take turns on the swing", or "I am a good friend when I am trustworthy" or "I am a good friend when I am patient".

It may be helpful to make a list again as a class to generate plenty of ideas and encourage deeper-level thinking.

Once the students have an understanding of the task, hand out the students' scales and ask that they write on the back what they feel is their most shining Scale Skill.

When they have written their Scale Skill, ask the students to return their scale to their Rainbow Fish.

Their Rainbow Fish can now serve as a reminder of what it takes to be a good friend and can help keep the message of the story active in the classroom.

*(**Note: If it is preferable not to use the fish scales from Module 1, these notes of kindness and good friendship can be written on fish scale shaped index cards or small strips of paper and then put in a container to serve as a "fish bowl" to go along with the book's theme or hung below their Rainbow Fish as loose scales.)*

REFLECTION QUESTIONS (EXIT TICKET):

1. Think about some of your friends; what drew you to them? (In other words, what qualities do they have that make them good friends?)
2. Did you ever have something that someone else wanted? What was it? Did you share it? Why or why not?
3. Everybody is different and special in some way. What would you say is most special about you?





SHIMMERING CONNECTIONS: A MOVEMENT JOURNEY

by Jenna Outerbridge



GRADES: 1ST – 5TH STANDARDS:

ELA.3.R.1.2 Explain a theme and how it develops, using details, in a literary text.

ELA.5.R.1.1 Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.

ELA.5.R.1.2 Explain the development of stated or implied theme(s) throughout a literary text.

DA.1.S.1.1 Discover movement through exploration, creativity, self-discovery, and experimentation in dance.

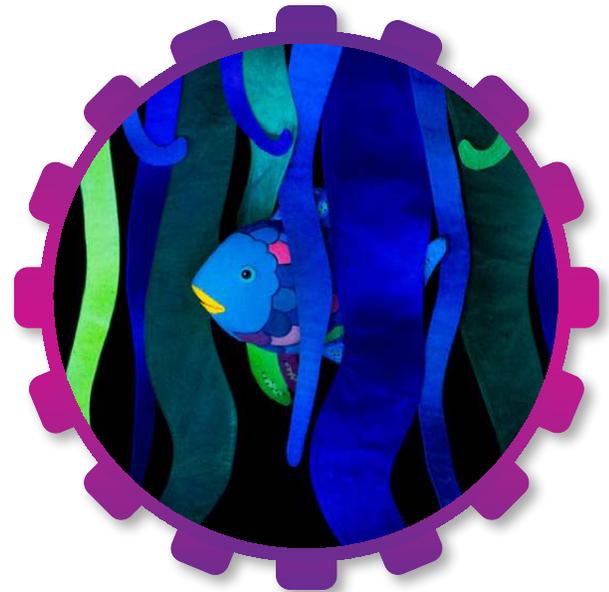
DA.5.O.3.3 Use accurate dance terminology and/or movement vocabulary to respond to movement based on personal ideas, values, or point of view.

DA.2.S.1.2 Explore dance sequences by creating and imitating images that move through space.

DA.3.O.3.1 Translate words, pictures, or movements into dance to express ideas or feelings.

HE.4.C.2.2 Explain the important role that friends/peers may play in health practices and behaviors.

SP.PK12.US.20.3 Identify and maintain behaviors that build positive relationships with peers and adults, including friendships, family relations, and cooperating with peers.



STUDENT LEARNING INTENTIONS

- I can work with others to create movement that represents friendship.
- I can create movement that shows the value of sharing.
- I can take turns leading and following.
- I can represent my ideas, feelings, and thoughts through movement.



SUCCESS CRITERIA

I will know that I am successful when I have created movement with my class that conveys the importance of sharing and teamwork.

GOALS

- ✿ Students will explore multiple movements and gestures to represent an idea or feeling.
- ✿ Students will explore the relationship between sharing and happiness.
- ✿ Students will discover what it means to give and receive.
- ✿ Students will work together using dance elements (B.E.S.T.) to practice leading and following.
- ✿ Students will develop spatial awareness, kinesthetic awareness, social awareness, and improvisational skills.

INTRODUCTION:

Rainbow Fish is a story that imparts valuable lessons about the beauty of sharing and friendship. The tale follows the Rainbow Fish, a dazzling fish with shimmering scales, who learns that true happiness comes from giving and connecting with others. Through his journey, Rainbow Fish discovers the joy of sharing his scales with less colorful fish. Students will explore the themes of sharing, friendship, and selflessness through physical expression and collaboration. Individual movement will gradually become more inclusive and harmonious, mirroring the character's evolution from isolation to connection. This lesson provides students' the opportunity to experience the story's messages on a sensory level, fostering a deeper understanding of the importance of generosity and building relationships.

GUIDING QUESTIONS:

Have you ever owned an item that you didn't want to share?

Why didn't you want to share it?

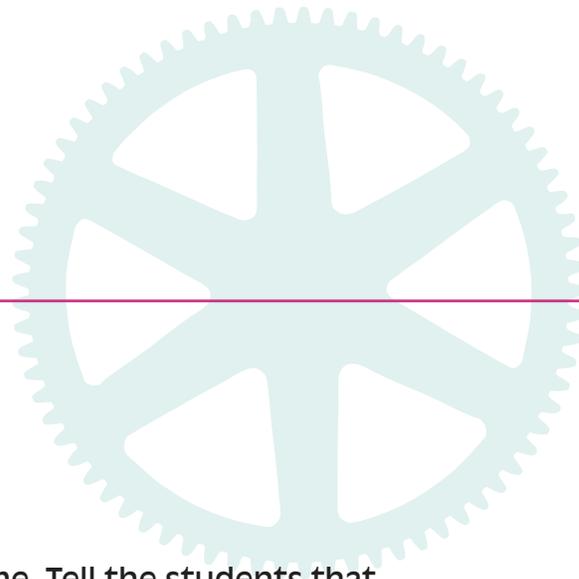
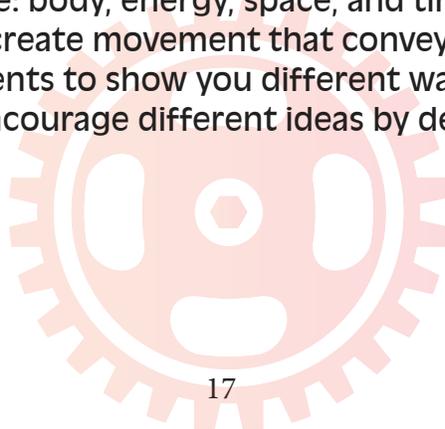
Did it make you happier or sadder to share the item?

MATERIALS

Open space

SKILL BUILDING

Introduce the elements of dance: body, energy, space, and time. Tell the students that dancers use these elements to create movement that conveys ideas, feelings, and thoughts and tells a story. Invite the students to show you different ways of moving using the following exercise. Be sure to encourage different ideas by demonstrating each element.



Sea Creature Improv

Ask students to spread out in the open space. Next, ask students to think about how different sea creatures might move underwater. Suggest ideas, i.e.: octopus, jellyfish, sharks, etc. Encourage students to use the elements of dance (body, energy, space, and time) to represent each of the suggested creatures. Ask questions such as, do they swim at the top of the ocean or the bottom? Do they swim slow or fast? Are they hunting or resting? Hiding or playing? Encourage students to change level, speed, and the energy of their movement.

School of Fish

Ask students if they have ever seen a school of fish and observed how they swim together, like a flock of birds. When one fish turns, the rest follow. They copy the movement of the leading fish exactly. Tell the students that sometimes we are leaders, and sometimes we are followers. We demonstrate care for others by taking turns and giving everyone a chance to be a leader.

Ask students to huddle together closely without touching one another and have them face the same direction. Explain that they will move like a school of fish. There will be one leader and the rest of the students will follow. As the leader changes to face a new direction, the student now in front will take over the lead position and lead the group. Students may change their tempo to find a new position in the "school" so that the same person isn't always leading when the group rotates to face a new direction. Allow students to try this activity for a few minutes, starting with walking, and building on their movement as they go. They can incorporate swaying, bending, reaching, wiggling, marching, etc. Encourage the students to try different types of movement by using experiential language. It is easier for students to stay together if they move slowly. Remind them not to talk, so they can get a sense or feel of where the group is going next. Emphasize that they are "sharing" space and taking turns.

MAIN ACTIVITY

Sharing is Caring

Tell the students that sharing takes many forms. Ask them to think of a time when they did something for someone else. This can be an act of service (helping tidy, prepare a meal, or being inclusive of others), saying a kind or thoughtful word, or by giving someone a physical gift. Ask them how it made them feel to share.

Tell the students that they are going to create a movement or a gesture using the example they provided. Their movement will represent their act of sharing and should take a minimum of 4 counts with a clear beginning (pose) and end (pose).



After creating their solo movement, bring the students into small groups. One by one they will teach each other their phrase or gesture of movement, and the group will copy. Remind them about the following and leading warm-up activity and that they are taking turns. Once they have performed each group member's movement, ask the students to put all the movement together following the same order (1st person, 2nd person, 3rd person, etc.) until they have a dance. The students will need to practice the movement with their group a few times.

Next, invite the students, group by group, to share the movement they created for the class. When they are finished, ask them about the movement they created and how it felt to share.

ENCOURAGING SIDENOTES

- ✿ Remind the students that there is no right or wrong.
- ✿ Encourage the students to be creative and try using their whole body, reflecting on the elements of dance.

REFLECTION QUESTIONS

- ✿ Return to the guiding questions.

