

Candidate's name: Joni Hesselgrave

Grade/Class/Subject:	Grade 5/6 Art Education	School:	Dragon Lake Elementary
Date:	March 3, 2023	Allotted Time:	90 minutes
Topic/Title:	The Barren Grounds Shoebox Diorama Project		

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.

As a class, we have been studying the novel, *The Barren Grounds*, focusing on characters and setting, as well as the themes of belonging, land and place, responsibility, teachings, community, and identity.


Last Friday, students decided on a scene they wanted to recreate in a shoebox diorama, focusing on the characters, setting, and materials needed to bring the scene to life. As a class, we went over the steps involved in this project, explored some exemplars, discussed the criteria, and reviewed how the project would be assessed. Each student then worked independently to complete a "Diorama Graphic Organizer" and began summarizing their planned scene.


Today, students will be directed on how to begin drawing, painting, colouring, and adding materials to their shoeboxes in an effort to recreate their chosen scenes. These efforts will continue next Friday (March 10, 2023).

On Friday, March 17, 2023, students will present their dioramas to the class in a short (1–2-minute) presentation. Students will briefly share which scene they chose, where it is set (i.e., setting), and who is involved (i.e., characters). The focus will then shift to what went smoothly, what was challenging, what could be done differently next time. Students will also have the opportunity to answer two questions and field one comment from their classmates.


2. CORE COMPETENCIES

Key resources: <https://curriculum.gov.bc.ca/competencies>


Core /Sub-Core Competencies (check all that apply):	Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.
<ul style="list-style-type: none"> ✓ COMMUNICATION – Communicating ✓ COMMUNICATION – Collaborating ✓ THINKING – Creative Thinking ✓ THINKING – Critical Thinking ✓ THINKING – Reflective Thinking ✓ PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity <input type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility 	<p> Communicating encompasses the set of abilities that people use to impart and exchange information, experiences, and ideas; to explore the world around them; and to understand and effectively use communication forms, strategies, and technologies.</p> <ul style="list-style-type: none"> ● Students will be active listeners, make connections, and ask clarifying/extending questions when appropriate. ● Students will share their ideas and try to connect them to others' ideas. ● Students will consider their purpose when choosing a form and content. ● Students will communicate clearly about topics they know and understand well, using forms and strategies they have practiced. ● Students will gather basic information and present it.


 **Collaborating** involves the skills, strategies, and dispositions that people use to work together to pursue common purposes and accomplish common goals. People who collaborate effectively recognize how combining others' perspectives, strategies, and efforts with their own enhances collective understanding, use, and impact.

- Students will be active listeners and speakers.
- Students will share their ideas and try to connect them with others' ideas.
- Students will ask clarifying questions and check for understanding when appropriate.
- Students will test their ideas with others and consider their input.

 **Creative Thinking** involves the generation of ideas and concepts that are novel and innovative in the context in which they are generated, reflecting on their value to the individual or others, and the development of chosen ideas and concepts from thought to reality. People who think creatively are curious and open-minded, have a sense of wonder and joy in learning, demonstrate a willingness to think divergently, and are comfortable with complexity. A creative thinker reflects on existing ideas and concepts; uses imagination, inventiveness, resourcefulness, and flexibility; and is willing to take risks to go beyond existing knowledge.

- Students will gather ideas and create new things when they use their senses to explore.
- Student will generate ideas that are fun, entertaining, and useful to them and their peers.
- Students will use their imaginations to get new ideas of their own, or build on other's ideas, or combine other people's ideas in new ways.
- Students will make their ideas work within the constraints of a given form or material.
- Students will build the skills they need to make their ideas work, even if it takes a few tries.

 **Critical and Reflective Thinking** encompasses a set of abilities that students use to examine their own thinking and that of others. This involves making judgments based on reasoning, where students consider options, analyze options using specific criteria, and draw conclusions. People who think critically and reflectively are analytical and investigative, willing to question and challenge their own thoughts, ideas, and assumptions and challenge those of others. They reflect on the information they receive through observation, experience, and other forms of communication to solve problems, design products, understand events, and address issues. A critical thinker uses their ideas, experiences, and reflections to set goals, make judgments, and

	<p>refine their thinking.</p> <ul style="list-style-type: none"> • Students will explore with a purpose and apply critical, metacognitive, and reflective thinking to identify ways they can improve or adapt their approach to learning. • Students will reflect on and assess their experiences, thinking, learning process, work, and progress. • Students will give, receive, and act on feedback. <p> Personal Awareness and Responsibility involves understanding the connections between personal and social behaviour and well-being; it encourages people to make constructive and ethical decisions and act on them. People who are personally aware and responsible demonstrate self-respect, persevere in difficult situations, and exercise responsibility. They understand that there are consequences for their decisions and actions. A personally aware and responsible individual takes steps to ensure their well-being, sets goals and monitors progress, regulates emotions and manages stress, and recognizes and advocates for their own rights.</p> <ul style="list-style-type: none"> • Students will advocate for themselves and their ideas. • Students will accept themselves. • Students will be willing to engage with new ideas or information that is challenging for them. • Students will be focused and determined. • Students will set realistic goals, use strategies to accomplish them, and persevere with challenging tasks. • Students will be able to tell when they are becoming angry, upset, or frustrated, and have strategies to calm themselves.
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3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

FPPL to be included in this lesson (check all that apply):	<i>How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?</i>
<ul style="list-style-type: none"> ✓ Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. ✓ Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). ✓ Learning involves recognizing the consequences of one's actions. <input type="checkbox"/> Learning involves generational roles and responsibilities. ✓ Learning recognizes the role of Indigenous knowledge. ✓ Learning is embedded in memory, history, and story. ✓ Learning involves patience and time. <input type="checkbox"/> Learning requires exploration of one's identity. <input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. 	<p>In these lessons, students are encouraged to be patient and kind to themselves and each other as they <i>define, ideate, prototype, make, and share</i> their favourite scenes from the novel, <i>The Barren Grounds</i>, via shoebox dioramas.</p> <p>Lessons will be delivered via open, non-judgmental group discussions, built upon positive teacher/student and student/student relationships and connections.</p> <p>Ideas, concepts, designs, and skills will be learned experientially, through a mixture of instruction, modeling, scaffolded support, practice, and student-doing.</p>

4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/>

(choose course under Curriculum, match lesson to one or more Big Ideas)

<i>What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?</i>
<ul style="list-style-type: none"> Engaging in creative expression and experiences expands people's sense of identity and belonging (Grade 5); and identity and community (Grade 6). Artists experiment in a variety of ways to discover new possibilities and perspectives (Grade 5). Works of art influence and are influenced by the world around us (Grade 5).

5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

Curricular Competencies: <i>What are students expected to do?</i>	Content: <i>What are students expected to learn?</i>
<p>In this lesson, students are expected to DO:</p> <p>Exploring and Creating:</p> <ul style="list-style-type: none"> Intentionally select, apply, combine, and arrange artistic elements, processes, materials, movements, technologies, tools, techniques, and environments in art making. Create artistic works collaboratively and as an individual using ideas inspired by imagination, experimentation, inquiry, and purposeful play. Explore relationships between identity, place, culture, society, and belonging through the arts. Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts. <p>Reasoning and Reflecting:</p> <ul style="list-style-type: none"> Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations. Reflect on creative processes as an individual and as a group, and make connections to other experiences. Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art. Examine relationships between the arts & the wider world. <p>Communicating and documenting:</p> <ul style="list-style-type: none"> Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences. Interpret and communicate ideas using symbols and elements to express meaning through the arts. Take creative risks to express feelings, ideas, and experiences. Experience, document, and present creative works in a variety of ways. Demonstrate increasingly sophisticated application and/or engagement of curricular content. 	<p>In this lesson, students are expected to KNOW:</p> <ul style="list-style-type: none"> Elements and principles that together create meaning in the arts, including <i>elements of design</i> (line, shape, space, texture, colour, form, value) and <i>principles of design</i> (balance, pattern, repetition, contrast, emphasis, rhythm, unity, harmony, variety). Processes, materials, technologies, tools, and techniques to support creative works. Symbolism and metaphor to explore ideas and perspective.



6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?

Students will demonstrate their learning and understanding by working independently to complete shoebox dioramas that clearly recreate a scene from the novel, *The Barren Grounds*, which we have been studying in ELA.

This ADST/ART project allows students the opportunity to utilize and apply design thinking and skills while showcasing their understanding of the novel in a creative and artistic way.

Over the course of four afternoons, students will: (1) focus on *defining, ideating, and prototyping* their scenes (ADST lesson plan from last week); (2) *making* their scenes (today and next week); and (3) *sharing* their scenes and the processes that went into creating them (the final afternoon).

In this lesson, students will consult their “Diorama Graphic Organizers” and take steps toward bringing their scenes to life. In the graphic organizers, completed last week in ADST, students identified and defined the scenes they wished to recreate, outlined the characters involved, as well as the setting, and completed a detailed sketch. As such, students should have a concrete plan and will only require a brief recap of the shoebox diorama criteria, as well as an overview of the expectations for this work block.

During this lesson, and the one to follow, students will have ample opportunity to gain **formative feedback** and receive extra support as they are making their dioramas. During the fourth and final lesson, students will receive **summative feedback** on the basis of how well they were able to adhere to project criteria (rubric attached).

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.

It is essential that all students be included in this lesson and the ones to follow. Effective UDL strategies (tailored to the classroom and students) will be utilized to ensure accessibility for all learners. Lessons will aim for a lively pace, consist of explicit oral and visual instruction, and be interwoven with hands-on activities to engage all learners. Composite tasks are broken down into steps and robust class discussion will prepare students for the design activity. Additional support will be made available to students who require it, so as to ensure that all diverse needs are met.

Required preparation: *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.*

- Well in advance, print and send home the parent/guardian letter (included) outlining the project and asking that each student bring a shoe box, in addition to any specialized items they wish to include in their dioramas.
- Collect extra shoe boxes for students that may not have brought one.
- In the weeks leading up to the lesson, give each student a brown paper bag and take the class out during a PE block to explore the local environment and collect items such as twigs, moss, bark, pebbles, and rocks.
- Have ready to display on the Smartboard the following website, which students can consult during the work block: <https://www.pinterest.ca/pin/319826011013070584/>
- Collect communal supplies (exacta knife, hot glue sticks, glue guns, packing tape, paint, cotton balls, toothpicks, stir sticks, popsicle sticks, pretzels, cardboard, cardstock, tissue paper, clay, plasticine, packing foam, etc.).
- Just prior to the lesson, when students are outside at lunch, lay out communal supplies and set up gluing station.

8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does (<i>learning activities to target learning intentions</i>)	Pacing
OPENING: <i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i>	<p>Cue ALL students that it is time for Art, referring them to the visual schedule.</p> <p>When students are seated, organized, quiet, and “eyes on,” say:</p> <p>“Today, you will start the process of bringing your scenes to life, recreating them in your shoe boxes using the planning sheets and sketches from last week. We will begin by reviewing the requirements of the project, which we discussed in detail last week, and then I will go over my expectations for this afternoon’s work block.”</p>	<p>Quick transition to lesson; interactive and lively pace. (2 min)</p>
BODY: <ul style="list-style-type: none"> ● <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i> ● <i>Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback</i> ● <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modeling</i> ● <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i> 	<p>I DO: On the Smartboard, bring up the rubric and go over it one more time. Ask students if they have any questions or concerns.</p> <p>STUDENTS DO: Raise questions and/or concerns.</p> <p>I DO: Answer student questions and concerns.</p> <p>I DO: Go to https://www.pinterest.ca/pin/319826011013070584/ and scroll through the exemplars, addressing shoebox orientation (fully enclosed, partially enclosed with front and/or sides cut out or flipped down); backdrops (painted and/or coloured vs. images from magazines and/or printouts); ground coverings (painted and/or coloured vs. cardstock, foam, etc.); and different materials being used to represent different things (real sticks, stir sticks, toothpicks, popsicle sticks, or pretzels for longhouses and lodges; twigs, stones, rocks, and red/yellow/orange tissue paper for fires; characters drawn on paper and then coloured and adhered to cardboard for characters, characters made from plasticine or clay; figurines for animals; cotton balls, marshmallow, or white packing foam for snow; cardboard cut into any number of things; etc.).</p> <p>STUDENTS DO: Pay attention to the dioramas of interest to them and ask clarifying questions pertaining to specific artistic elements.</p> <p>I DO: Answer student questions pertaining to artistic elements. Then, direct attention to the supplies I have distributed throughout the classroom, and to the hot glue gun station. Go over rules and expectations (be respectful; share and take only what you need; clean up after yourself; stay in the classroom unless you are given permission to leave; no wandering the halls; stay on task and out of mischief; no touching classmate dioramas unless given permission). Go over hot glue gun and cutting safety (do not touch the tip of the hot glue gun or put your fingers directly in hot glue; scissors must be pointed down; and only the teacher can use the exacta knife).</p> <p>I DO: Tell students that they have the rest of this block (and the next Art block) to make their scenes come to life inside their shoe box dioramas. Instruct students to gather the materials they need and find a productive spot to work, free from distractions.</p> <p>I DO: Circulate and support students as needed. Redirect off task behaviour.</p>	<p>Interactive, Responsive and lively pace. Redirect students who go off-task as needed. (18 min instruction, followed by 60 min to work on projects)</p>

CLOSING: <ul style="list-style-type: none"> ● <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i> ● <i>review or summary if applicable</i> ● <i>anticipate what's next in learning</i> ● <i>"housekeeping" items (e.g. due dates, next day requirements)</i> 	<p>Cue students that it is nearing the end of the Art block.</p> <p>Instruct students to clean up their workspaces and store their dioramas somewhere safe—on an unoccupied bookshelf or the back table.</p> <p>Get student helpers to gather and organize the left-over communal supplies.</p> <p>Remind students that next Friday is the only other block designated to completing the dioramas. As such, they should take inventory of what they still need to do and come prepared to complete it next week.</p> <p>Cue ALL students to move on to the next activity/scheduled task.</p>	<p>Clean-up (10 min)</p>
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9. REFLECTION

<ul style="list-style-type: none"> ● <i>Did any reflection <u>in</u> learning occur, e.g. that shifted the lesson in progress?</i> ● <i>What went well in the lesson (reflection <u>on</u> learning)?</i> ● <i>What would you revise if you taught the lesson again?</i> ● <i>How do the lesson and learners inform you about necessary next steps?</i> ● <i>Comment on ways you modeled & acted within the Professional Standards of BC Educators & BCTF Code of Ethics?</i> ● <i>If this lesson is being observed, do you have a specific observation focus in mind?</i> 	<p>This lesson went absolutely fabulous and brought back so many great memories of my own upper elementary years—making, creating, and crafting shoebox dioramas alongside my classmates; having fun while also showcasing our individual understanding of some terrific novels. Without question, activities like this are the ones that stood out for me in school, and as this lesson unfolded I knew it would be the same for my students. Everyone was so excited and full of amazing questions and queries—both during the lesson and as they were emersed in the creative hands-on work. I was very fortunate to have an EA assisting in the class for the afternoon, and between the two of us we were able to circulate with ease, helping students as needed. I was in charge of all cardboard cutting (no exacta knife for the kids as I didn't want "student loses a finger" on my practicum resume, lol) so at times there were students waiting for my help, but everyone was patient and waited their turn respectfully. Not a single student got frustrated and there were no fires to put out. I think the extensive discussion about Art not being perfect, and about having fun in the process, may have worked ☺ The only minor issue that I encountered was with one early finisher who was adamant that he was "done" despite having things that could be added or improved upon. I will have to work one-to-one with this student next week, during our final Art block for this task, to add a bit more detail. I will also be getting an early finishers activity ready for any others who may be finished before the end of that block. As per the class show of hands at the end of the lesson/work block, most students will need the entire next block to be fully finished and satisfied with their scenes! In closing, I will definitely be doing this lesson and activity again.</p>
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Shoe Box Diorama examples: <https://www.pinterest.ca/pin/319826011013070584/>





***The Barren Grounds* Shoebox Diorama Rubric**

<u>Requirements</u>	Extending 4	Proficient 3	Emerging 2	Developing 1
The student will recreate a scene from the novel inside their shoe box. The shoe box can be standing up or laying on its side as long as the scene is visible.	The student exceeded the requirement.	The student met the requirement.	The student partially met the requirement.	The student did not meet the requirement.
The scene recreated in the shoe box shows creativity from the student and shows that they had a clear understanding of what took place in the scene.	The student exceeded the requirement.	The student met the requirement.	The student partially met the requirement.	The student did not meet the requirement.
Attached to the shoe box is a detailed summary of the scene.	The student exceeded the requirement.	The student met the requirement.	The student partially met the requirement.	The student did not meet the requirement.
Attached to the shoe box is a description of how one or more of the main characters changed from the beginning to the end of the book.	The student exceeded the requirement.	The student met the requirement.	The student partially met the requirement.	The student did not meet the requirement.
Attached to the shoe box is the <i>specific</i> genre of the book. (Ex: realistic fiction, fantasy-fiction, historical fiction, biography, etc.)	The student exceeded the requirement.	The student met the requirement.	The student partially met the requirement.	The student did not meet the requirement.
Attached to the shoe box is a well thought out book recommendation.	The Student met or exceeded the requirement.	The student met the requirement.	The student partially met the requirement.	The student did not meet the requirement.
Comments:				Total Score /24