

Chagall et les animaux acrobates



Grade : 3-4 (Elementary)

Time needed : 4 periods of 60 minutes (minimum)

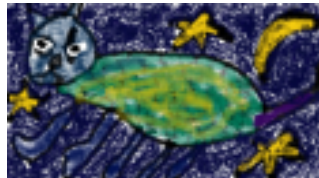
Summary

After a visit to the Chagall exhibit at the Musée d'art de Mont-Saint-Hilaire and/or a research assignment about the painter, students draw an animal acrobat flying in the sky. They use the LopArt software to produce their drawings. All drawings are mounted in Power Point with the goal of creating an installation-slide show (« diaporama »).

Broad area of learning : Environmental awareness and consumer rights and responsibilities

Educational aim : To encourage students to develop an active relationship with their environment while maintaining a critical attitude towards the exploitation of the environment.

Axes of development : awareness of his/her surroundings : sensitivity to natural and human environment; understanding of certain characteristics and phenomena of his/her milieu.



Cross-curricular competencies

- To use ICTs
- To use information

Evaluation criteria

- Effective use of computer tools
- Acquisition of ICT related terminology
- Consultation of varied sources
- Selection of pertinent data

Subject-specific competencies

- To produce individual works in the visual arts
- To appreciate works of art

Evaluation criteria

- Relationship between his/her production and the stimulus for creation
- Pertinent use of spontaneous transforming gestures and visual arts language
- Pertinent elements in his/her description of the creative experience

Cultural references (visual repertory) : Marc Chagall, his life and works

Connections to related subjects

French : Oral or written presentation of an animal acrobat. This activity could take several different forms : a game, web riddle, calligramme, rebus, invitation card, pamphlet, interactive postcard, or animation in hyper studio.

ICT : Use of the computer (LopArt software <http://www.lopart.net>, mouse, electronic pen) to produce a work of visual art.

Essential knowledge

Gestures, techniques and materials

- Freehand drawing virtual style, using the computer.

Visual arts language

- textures and patterns

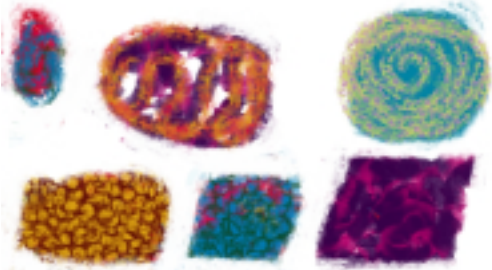
Tools


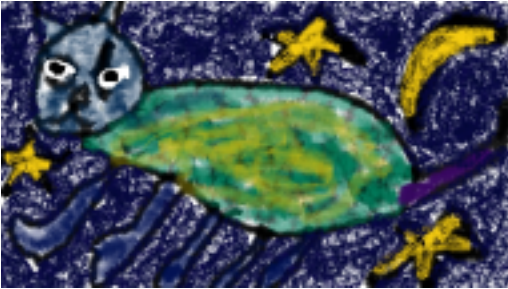
- electronic pen

Vocabulary

- textures and patterns
- electronic pen

Class Activity

teacher	student	evaluation
<p>Preparation</p> <ul style="list-style-type: none"> • Presents different works of Chagall in which animals are featured. • Organizes internet image-search work groups. Each group is required to select a work of its choice. <p>See these internet sites :</p> <ul style="list-style-type: none"> • Google : http://images.google.ca • Musée national du message biblique Marc Chagall http://www.acnice.fr/chagall/chagall.htm <ul style="list-style-type: none"> • Presents the Clic Art internet site. • Leads an exchange and brainstorming about the stimulus to creation. • Outlines the educational aim. • Outlines the evaluation criteria and invites students to suggest others. <p>Instruction</p> <ul style="list-style-type: none"> • Invites students to do basic exercises and sketches, to do experiments and make choices. 	<p>Inspiration</p> <ul style="list-style-type: none"> • Discusses his/her knowledge of different painters, including Chagall. • Looks for information on the internet. • Shares found information with classmates. • Observes digital reproductions of the works. • Consults the various documents contributed by peers and the teacher. • Writes notes on the characteristics of his/her painted work. • • Explores the Clic Art internet site. • Becomes familiar with the various steps of a creative process. • Makes adjustments when necessary. <p>Development</p> <ul style="list-style-type: none"> • Does exploration exercises and makes sketches using the electronic pen and the LopArt software. <ol style="list-style-type: none"> 1. Makes six different shapes and fills them in with six different textures. <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> • Verification of written notes in student's sketchbook, to ascertain understanding of the elements of the lesson. • Verification of student's understanding of evaluation criteria. • Verification of the effective use of the computer tools with an observation or self-evaluation sheet.

<ul style="list-style-type: none"> Invites students to create their final product; draws special attention to the dominant colours in the works of Chagall, the coloured surfaces in superimposition, the strange and unusual elements. Invites students to carefully observe their own creations, ask themselves questions about the result : whether it corresponds to their original idea and finally, if the work is really finished. Invites students to share their creative experiences. 	<p>2. Makes an animal sketch with a contoured outline.</p>  <ul style="list-style-type: none"> Makes his/her final drawing, inspired by the following stimulus to creation : an animal-acrobat with the ability to fly!  <p>Focus</p> <ul style="list-style-type: none"> Focuses his/her production on a frequent basis throughout the creative process, alone or with classmates, to make adjustments if necessary. Talks about what he/she has learned, the steps of his/her process, and the difficulties encountered. Shares his/her good moves, successes, things he/she is proud of. Exchanges with the others about his/her choice of animal and about the choices of classmates. Sends his/her drawing to Clic Art http://ntapo.csvdc.qc.ca:591/clicart/default.htm and to LopArt.net http://lopart.net 	<ul style="list-style-type: none"> Verification of the pertinent use of spontaneous, precise transforming gestures, the pertinent use of visual arts language, the making of connections between the art work or product and the student's feelings about it, with a self-evaluation sheet. (see http://recit.csp.qc.ca/plastique/1_0/reforme/evaluation.html) Verification of student's motivations for his/her decisions in the appreciation phase, and his/her pertinent use of subject-specific vocabulary, in oral or written form.
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<p>Integration</p> <ul style="list-style-type: none"> • What is a texture? • What is a superimposition? • What is the difference between opaque and transparent? 	<p>Reinvestment</p> <ul style="list-style-type: none"> • Draws circus characters : jugglers, acrobats, etc. • Creates an illustrated book of poetry about a magic circus. • Creates a media image to announce the arrival of an imaginary circus. • Creates a deck of cards, a calendar, a computer screen background with his/her drawings. 	
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Return to Teaching

To be filled out by the teacher who has tried out the activity.

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