

Planning for a Learning and Evaluation Situation

Title : Trees

Grade : 1-2

Time needed : About 3 periods of 45 minutes

Summary

To start with, students are invited to take a few minutes to draw a tree using traditional drawing materials, with no particular specifications. This drawing will be compared with the final product in the integration phase of the activity. Students are then invited to observe the trees in the school's immediate environment. They discover the different textures of the bark, the various dimensions of the branches, and the way in which the leaves hide the trunks or leave them exposed. They use LopArt to draw the trees, using the different tools available to them (brushstrokes of different widths, colours, textures, halftones). Finally, they compare their productions with the tree drawing they did in the beginning of the activity; viewing reproductions of works of art in which trees are represented, they observe the ways in which the artists approached the same subject.

Broad area of learning

Environmental awareness and consumers 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, technological development and consumer goods.

Objectives of development

Awareness of his/her surroundings.

Cross-curricular competencies

- use information.
- use his/her creative mind.
- use information and communication technologies.

Subject-specific competencies

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

Evaluation criteria

- Selection of pertinent data.
- Active participation in the creative process.
- Effective use of the computer tools.

Evaluation criteria

- Relationship between his/her production and the stimulus to creation.
- Pertinent use of subject-specific vocabulary.

Cultural references

- Site of the Montreal Museum of Fine Arts.
- Virtual exhibitions, scenes of autumn.
- <http://www.mbam.qc.ca/lundi/ancien-lundi-23-09-96/lundi1502.html>
- And all reproductions of related works of art.

Connections to other subjects

Natural science.

Subject-specific content

Postures and technique

Drawing : Freehand drawing.

Materials

Wax crayons, oil pastels or magic markers.
Mouse or electronic pen.
LopArt visual arts software.

Visual arts language

Thin and thick lines.
Textures.

Terminology

Thin and thick lines.
Textures.
Mouse or electronic pen.

Class Activity

	teacher	students	evaluation
Preparation	Invites students to start by drawing a tree as they normally would. He/she explains that this drawing will be compared, at the end of the activity, with the drawing made with the LopArt software, after observing trees in the school's immediate environment.	Draw a tree with traditional drawing materials (oil pastels, wax crayons or magic markers).	
Inspiration	<p>Takes students outside to observe the trees :</p> <ul style="list-style-type: none"> ▪ Do these trees look like the ones you just drew? ▪ What do you feel when you touch the bark of a tree ? Is the texture smooth or rough? ▪ Is tree bark just one colour? Do you see different shades of colour in the trees that you are observing ? ▪ Are the tree branches visible? ▪ Are the tree branches all the same size? ▪ Where do you see the thinnest branches ? The thickest branches ? ▪ Are all the branches the same shape ? ▪ How would you go about drawing a tree, keeping in mind all the things you have observed ? 	<p>Carefully observe the trees and describe the colours, the size of the branches, and the textures.</p> <p>Propose ideas for the different steps in making the drawing.</p>	
Instruction Development	<p>Asks students to explore the LopArt software tools, naming the ones that they think could be helpful to them in drawing a tree, taking account of all the observations they have made.</p> <p>Invites students to draw a tree, or several trees, using the appropriate tools.</p> <p>Explains to the students that to find a stroke they have already used in their drawing, all they need to do is to press the shift key and click on the stroke in question. The software automatically replaces the parameters.</p>	<p>Explore the software to select the appropriate tools.</p> <p>Produce an individual work of visual art based on the theme of trees.</p>	<p>Verification of the pertinence of the LopArt software tools with which the students have proposed to draw their trees, based on their observations.</p> <p>Verification of how the students use the tools they have selected.</p>

<p>Integration</p>	<p>Asks students to compare the two drawings they have made on the theme of trees.</p> <ul style="list-style-type: none"> ▪ What differences do you see between your two drawings? ▪ Which of the two drawings looks more like the trees you have observed ? ▪ Do you think it is possible to draw a tree the way you have done with LopArt, but this time using wax crayons, magic markers or oil pastels? ▪ Did the tree observation activity help you to find new ways to draw trees? ▪ Did you find it easy or difficult to make the change to drawing trees based on your observations? <p>Present reproductions of art works in which trees are represented. (Site of the Montreal Museum of Fine Arts or all other pertinent reproductions).</p> <ul style="list-style-type: none"> ▪ What did these artists do to represent trees in a realistic way? ▪ Are the trees you see in these art reproductions all alike? How do they differ from one another ? ▪ In the future, do you think you will be able to draw trees in different ways ? 	<p>Compare the differences between their two pictures. Make connections between their observations and their drawings.</p> <p>Anticipate the ways in which they can repeat the same exercise using traditional materials.</p> <p>Evaluate their creative procedure.</p> <p>Evaluate the degree of difficulty experienced during the activity.</p> <p>Observe works of art and voice their opinions.</p>	<p>Evaluation of student's' pertinent use of specialized vocabulary : thin and thick lines, textures, mouse or electronic pen.</p>
<p><i>Focus</i></p>			<p>Evaluation, in later activities, of how this activity has affected the student's repertory of drawing strategies.</p>
<p>Reinvestment</p>	<p>Draw an imaginary tree, playing with different shapes and colours.</p> <p>Draw a tree using traditional materials.</p> <p>Observe an assortment of gourds in order to draw them.</p>		

Return to Teaching

Template : Andrée-Caroline Boucher, arts education advisor, Commission scolaire des Patriotes,
Service national du RÉCIT domaines des arts, February, 2002
Activity : Paule Belleau, arts education advisor, LopLop inc., LopArt visual arts and community networking
software