

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: Art Education Lesson 5 – Kindness Patterns Lesson # 5 Date: Feb 12, 2026
 Name: Tanya Blackall Subject: Arts Education Grade(s): 1

Rationale:

This lesson is important because in Grade 1, students are developing their ability to express ideas, feelings, and experiences through visual means. A kindness-focused visual arts lesson allows students to explore emotions, empathy, and community in developmentally appropriate ways while strengthening foundational art skills such as line, shape, colour, pattern, and texture. This lesson shows a way to show kindness through exploring simple patterns with art elements.

Core Competencies:

Communication	Thinking	Personal & Social
	<p><i>Critical Thinking and Reflective Thinking</i></p> <p>Designing and developing: Students think critically to develop ideas. Their ideas may lead to the designing of products or methods or the development of performances and representations in response to problems, events, issues, and needs. They work with clear purpose and consider the potential uses or audiences of their work. They explore possibilities, develop and reflect on processes, monitor progress, and adjust procedures in light of criteria and feedback.</p>	

Big Ideas (Understand)

Arts Education 1:

- Engagement in the arts creates opportunities for inquiry through purposeful play.

Mathematics 1:

- Repeating elements in patterns can be identified.

Learning Standards

(DO)	(KNOW)
<p>Learning Standards - Curricular Competencies</p> <p><i>Arts Education 1</i> Exploring and Creating:</p> <ul style="list-style-type: none"> • Create artistic works collaboratively and as an individual, using ideas inspired by 	<p>Learning Standards - Content</p> <p><i>Arts Education 1:</i> Elements in the arts, including but not limited to:</p>

<p>imagination, inquiry, experimentation, and purposeful play</p> <p>Communicating and Documenting:</p> <ul style="list-style-type: none"> Express feelings, ideas, stories, observations, and experiences through the arts <p>Mathematics 1</p> <p>Reasoning and analyzing</p> <ul style="list-style-type: none"> Use reasoning to explore and make connections 	<ul style="list-style-type: none"> Visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition Symbolism as a means of expressing specific meaning <p>Mathematics 1:</p> <ul style="list-style-type: none"> Repeating patterns with multiple elements and attributes
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Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> I can make a simple pattern in my art using shapes and/or lines I can make a pattern that repeats I use the same shapes and/or lines again and again (repeating) 	<ul style="list-style-type: none"> Students repeat a simple pattern in their artwork Students fill the chosen shape with a pattern Student can name their pattern (i.e. ABABAB)

Prerequisite Concepts and Skills:

<p>Students should have:</p> <ul style="list-style-type: none"> Experience using crayons, markers, glue, and scissors safely Basic understanding of shapes (i.e. circle, line, heart) Exposure to classroom routines for listening, sharing, and clean-up Emerging ability to talk about feelings using simple language

Indigenous Connections/ First Peoples Principles of Learning:

<p>Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors: Being kind and learning what that means is important so that students have empathy for others. This gives students an insight into understanding how others feel and how they can help them.</p>
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Universal Design for Learning (UDL):

<p>Multiple Means of Engagement</p> <ul style="list-style-type: none"> Kindness theme provides meaningful, real-life connections for students Choices in shapes, textures, and colours increase motivation Opportunities for sharing are optional and supported (partners and whole class) <p>Multiple Means of Representation</p> <ul style="list-style-type: none"> Teacher modelling and visual examples are used in every lesson Key concepts (kindness, pattern, texture, colour) are taught through discussion, visuals, and hands-on exploration Vocabulary is reinforced through oral language and demonstrations rather than text-heavy instruction <p>Multiple Means of Action and Expression</p> <ul style="list-style-type: none"> Students may demonstrate understanding through drawing or using other materials Fine motor demands are adjustable with precut shapes, templates, and fewer steps

Differentiate Instruction (DI):

- Differentiation if embedded throughout the lesson using interest and choice
- Concepts are introduced both verbally and visually (not in written form)
- Key skills (line, shape, pattern, texture) are explored using multiple lessons for learning
- Tasks are broken into clear and manageable steps
- Sensory-friendly options are available (choice of colours and materials)
- Art products vary in complexity while meeting the same learning goals
- Extensions are open-ended (adding details, patterns, and labels)
- The classroom is a calm, organized environment that helps support focus
- There are clear expectations for clean-up
- Visual displays celebrate all efforts

Materials and Resources

- Magnifier
- Projector
- Checklist for students naming their pattern
- Stickers of shapes and other items that students can make a simple pattern out of for their artwork
- Templates to choose from (circle, heart, and an egg)
- Scissors
- Glue sticks
- Example of artwork
- Pencils & erasers
- Crayons & markers
- Canva presentation with examples of patterns
- Laptop

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – “HOOK”): The teacher will say:</p> <ul style="list-style-type: none"> • Show a simple pattern. “Does anyone remember what this pattern is?” • “What comes next in this pattern?” • Show some more examples including some with missing pieces that the students need to figure out • Show some artwork with patterns • Explain that they will be choosing a shape, either an egg, a heart, or a circle, and they will be making a simple pattern inside of it. • Show the example and show how it is a repeating pattern 	<ul style="list-style-type: none"> • Students will listen to the teacher • Students will raise their hand if they want to ask a question or answer a question 	5 min.
<p>Body: The teacher will model</p> <ul style="list-style-type: none"> • Show an outline of one of the shapes • Slowly fill in the shape with one simple pattern (ABABAB) 	<ul style="list-style-type: none"> • Students will listen to the teacher 	5 min.

<ul style="list-style-type: none"> • Say “Artists can use patterns to decorate their art. We are going to use one pattern today and do that too.” • “Help me to fill in this shape. What pattern should we do? What should I add to the shape to make our pattern?” • “Make sure you are only using one pattern so if you start with an ABAB pattern, you are going to continue repeating that pattern until your shape is filled in. Please try and stay inside the lines of your shape and make sure your pattern is clear.” • “Are there any questions?” <p>Independent Art Time Students will:</p> <ul style="list-style-type: none"> • Choose their shape & decide what pattern they want to do • Choose what they will use in their pattern (shapes, lines, etc.) • Begin laying out their pattern or drawing out their pattern on their shape • If they are laying objects on the paper, once they are done, students will glue their pattern onto the paper shape • Encourage students to use slow repetition and staying inside their shape • When circulating, prompt students by saying, “What comes next in your pattern?” <p>Reflection and Sharing</p> <ul style="list-style-type: none"> • Volunteers will share their artwork (try to pick different students to share) • Volunteers will share what their pattern is and how they did that in their artwork 	<ul style="list-style-type: none"> • Students will raise their hand if they wish to ask a question • Students will raise their hand if they wish to answer a question 	<p>20 min.</p> <p>5 min.</p>
<p>Closure: Clean-up Time The teacher will say:</p> <ul style="list-style-type: none"> • “It’s time to clean up.” • “Please make sure that your name is on your artwork and hand it in.” • “Once you have handed in your artwork, please clean up the supplies and clean up your table and floor area.” 		<p>5 min.</p>

Organizational Strategies:

<ul style="list-style-type: none"> • Students will raise their hand if they want to ask a question

- Items for the artwork will be distributed when needed
- Students that are not paying attention will be moved
- An example will be shown and the teacher will model as well
- What is happening for the lesson will be stated so that students know what is coming up and what is expected

Proactive, Positive Classroom Learning Environment Strategies:

- There will be a lot of class-wide discussion
- The teacher will make behaviour expectations clear by stating them before the lesson begins and offer reminders throughout the lesson
- The teacher will verbally acknowledge and thank students who are on task and will verbally address the students who continue to distract others
- The teacher will, if necessary, separate students who continue to distract each other
- The activity is hands-on with drawing & creating art so the students will enjoy using their crayons, stickers, colour, and other materials

Extensions:

- Students can add words, phrases, or sentences if they wish
- Early finishers will have the opportunity to do an activity related to Valentine's Day such as an object search or colouring page

Reflections (if necessary, continue on separate sheet):