

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM/BETT Unit Plan Template

Unit Title: Kindness Through Visual Arts Number of Lessons 6 Time (in weeks): 4
 Name: Tanya Blackall Subject(s): Arts Education Grade(s): 1

Rationale

In Grade 1, students are developing their ability to express ideas, feelings, and experiences through visual means. A kindness-focused visual arts unit 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.

Overview:

The unit begins with exploring art through listening and then moves into using their hands, simple mathematics patterns, and textures to explore kindness in a variety of ways using their imagination and creativity. Lessons 1 -3 explore listening through story and then students will be translating the act of kindness in different ways: Making Valentine's for others, combining their art into a classroom quilt for display, and empathy through recognizing a character's facial changes throughout a story. Lesson 4 – 6 show various ways to show kindness through hands holding a heart, exploring simple patterns with art elements, and showing how textures can represent different things.

CORE COMPETENCIES

Communication	Thinking	Personal & Social
<p>Communicating Connecting and engaging with others: Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives. This facet of communication is closely linked to the building and sustaining of relationships at home, at school, in the community, and through social media.</p>	<p>Critical Thinking and Reflective Thinking 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> <p>Analyzing and Critiquing: Students learn to analyze and make judgments about a work, a position, a process, a performance, or another product or act. They reflect to consider</p>	<p>Social Awareness and Responsibility Building relationships Students build and maintain diverse, positive peer and intergenerational relationships. They are aware and respectful of others' needs and feelings and share their own in appropriate ways. They adjust their words and actions to care for their relationships.</p>

	<p>purpose and perspectives, pinpoint evidence, use explicit or implicit criteria, make defensible judgments or assessments, and draw conclusions. Students have opportunities for analysis and critique through engagement in formal tasks, informal tasks, and ongoing activities.</p> <p><i>Creative Thinking</i> Creating and innovating: Students get creative ideas that are novel and have value. An idea may be new to the student or their peers, and it may be novel for their age group or the larger community. It may be new to a particular context or absolutely new. The idea or product may have value in a variety of ways and contexts – it may be fun, provide a sense of accomplishment, solve a problem, be a form of self-expression, provoke reflection, or provide a new perspective that influences the way people think or act. It can have a positive impact on the individual, classmates, the community, or the world.</p>	
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BIG IDEAS

(multiple subject areas for integrated unit)

Subject Name: Arts Education	Subject Name: Mathematics
<ul style="list-style-type: none"> Engagement in the arts creates opportunities for inquiry through purposeful play. People connect to others and share ideas through the arts. 	<ul style="list-style-type: none"> Repeating elements in patterns can be identified.

LEARNING STANDARDS

Curricular Competencies	Content
<p>Exploring and Creating:</p> <ul style="list-style-type: none"> Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play 	<p>Elements in the arts, including but not limited to:</p> <ul style="list-style-type: none"> Visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition

<ul style="list-style-type: none"> Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> Reflect on creative processes and make connections to other experiences <p>Communicating and Documenting:</p> <ul style="list-style-type: none"> Express feelings, ideas, stories, observations, and experiences through the arts 	<ul style="list-style-type: none"> Symbolism as a means of expressing specific meaning
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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

Teacher Preparation Required:

Lesson #	Teacher Preparation Required
Lesson 1	<ul style="list-style-type: none"> Bring the book "The Day It Rained Hearts" by Felicia Bond Distribute heart shapes (large and small) into baskets for each table (5) Buy other stickers and bling for the Valentine's Collect white construction paper from the copier room Make an example of a heart project Make Canva presentation if needed (maybe just for examples)
Lesson 2	<ul style="list-style-type: none"> Bring the book "Somebody Loves You, Mr. Hatch" by Eileen Spinelli Print out Mr. Hatch template (19) Make an example of the Mr. Hatch project Make Canva presentation if needed (maybe just for examples)
Lesson 3	<ul style="list-style-type: none"> Bring the book "The Love Letter" by Anika Aldamuy Denise Print copies of the quilt template (19) Make an example of quilt project Distribute heart shapes into baskets for each table (5) Collect black Sharpies for outlines if students want them Make a checklist for students to explain their quilt square
Lesson 4	<ul style="list-style-type: none"> Collect numerous colours of construction paper from the copy room Distribute large hearts to each student (19) Make an example of the hands/heart project Make a Canva presentation if needed
Lesson 5	<ul style="list-style-type: none"> Copy various shapes for choice (heart, egg, or circle) Make an example of the repeating pattern in a shape Make a Canva presentation for repeating patterns for a refresher (Sept) Buy various shapes (preferably stickers) for students to use for their patterns Bring sticker circles from Sept for students to use
Lesson 6	<ul style="list-style-type: none"> Bring various textures (tin foil, cloth, tissue, cardboard, scrap paper) Collect various colours of construction paper from the copy room Make a Canva presentation if needed

- Make an example of the texture project

Cross-Curricular Connections:

Mathematics: In lesson #5, students will use patterns (i.e. AB, ABC, AABB) to decorate a shape of their choice.

Social-Emotional Learning: Empathy, kindness, and emotional awareness

Career Education: Helping roles at home and school

Language Arts: Oral explanation and vocabulary development

Aboriginal Connections/ First Peoples Principles of Learning:

Learning involves recognizing the consequences of one's actions: Students will see how doing nice things for others benefits community relationships and gives them a sense of wellbeing benefiting all.

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.

Universal Design for Learning (UDL)

Multiple Means of Engagement

- 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)

Multiple Means of Representation

- 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

Multiple Means of Action and Expression

- Students may demonstrate understanding through drawing, collage, and oral explanation
- Writing is optional and can be teacher supported
- Fine motor demands are adjustable with precut shapes, templates, and fewer steps

Differentiated Instructions (DI)

- Differentiation if embedded throughout the unit using interest, choice, and learning needs
- 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
- Students can work independently, with an elbow partner, or teacher supported
- Sensory-friendly options are available (choice of colours, materials, and textures)
- Art products vary in complexity while meeting the same learning goals
- Students can explain their work verbally rather than in writing if they prefer
- 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

Overview of Lessons:

Lesson 1

Name & Time (Minutes Allotted):	Valentine's Day Kindness Hearts – 45 minutes
Learning Standards: Curricular Competencies	Exploring and Creating; <ul style="list-style-type: none"> • Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play
Learning Standards: Content	Elements in the arts, including but not limited to: <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
Instructional Objectives	<ul style="list-style-type: none"> • Identify at least one way to show kindness to others • Demonstrate kindness through art • Create a Valentine's themed heart artwork that communicates a kind message to a household member • Use ideas that are original in their artwork
Assessment:	<ul style="list-style-type: none"> • I can listen to a Valentine's Day story about kindness • I can create heart art to show kindness to a household member • I can name or show one way to be kind • My art heart includes a kind word, picture, or message
Teaching Strategies:	<ul style="list-style-type: none"> • Students will raise their hand if they want to contribute to the conversation • Items for the artwork will be distributed when needed • The book will be read on the carpet area so students are focused and able to see the pictures • Students that are not paying attention will be moved • Students can work with an elbow partner if desired • Examples will be shown • The book "The Day It Rained Hearts" will gain interest as a hook • What is happening for the lesson will be stated so that students know what is coming up and what is expected
Materials:	<ul style="list-style-type: none"> • The book "The Day It Rained Hearts" by Felicia Bond • Pre-cut foil hearts and larger hearts (dollar store) • White and pink construction paper (for choice) • Crayons and markers • Glue sticks • Scissors • Checklist for discussion
Lesson Activities:	
Introduction/Hook: 15 min.	<ul style="list-style-type: none"> • How can you show kindness to others? At school? At home? • What do you think Valentine's Day is all about? • Reading of "The Day It Rained Hearts" • Discussion about why Cornelia picked up the hearts • How did Cornelia show kindness to her friends? • How do the hearts make people feel in the story? • Do kind gifts need to cost money? • Outline of what we are going to be doing and expectations
Body: 20 min.	Activity – Valentine's Kindness Hearts

	<ul style="list-style-type: none"> • I want you to think of one person at home that you would like to do a Valentine for – Have you all chosen one? • We are going to use the hearts that I have given you at your tables – the larger hearts are for the base and the smaller ones are for decorating • BUT you can also cut our your own and I've given each table some paper hearts that you can cut out and use • I expect you to share and be kind – you cannot be the only one that gets a sheet of hearts. You must share if your table mates want to use those too • You can work with your elbow partner for ideas if you can keep the noise level down – If it gets too noisy, I will have to take that option away • Show the example and talk about what I chose and why • Any questions?
Closure: 10 min.	<ul style="list-style-type: none"> • Offer if anyone wants to share their art and talk about it (dependent on time) • Time to clean-up • It is time to clean-up • Please hand in your heart art into the hand-in bin – don't forget your name! • Please clean-up your supplies, put things away in the baskets and in your supply bins

Lesson 2

Name & Time (Minutes Allotted):	Somebody Loves You, Mr. Hatch: Spreading Kindness on Valentine's Day – 50 minutes
Learning Standards: Curricular Competencies	Reasoning and Reflecting <ul style="list-style-type: none"> • Reflect on creative processes and make connections to other experiences
Learning Standards: Content	<ul style="list-style-type: none"> • Symbolism as a means of expressing specific meaning
Instructional Objectives	<ul style="list-style-type: none"> • I can listen to a story about kindness • I can demonstrate how Mr. Hatch feels at the start of the story and at the end • I can create a visual representation of Mr. Hatch's facial features at the beginning and end of the story (compare) • I can share respectfully with my classmates
Assessment:	<ul style="list-style-type: none"> • Observation of student participation during discussion and drawing • Ability for students to show how Mr. Hatch was affected through the story • Completed artwork demonstrating effort and understanding
Teaching Strategies:	<ul style="list-style-type: none"> • Students will raise their hand if they want to contribute to the conversation • Items for the artwork will be distributed when needed • The book will be read on the carpet area so students are focused and able to see the illustrations • Students that are not paying attention will be moved • Students can work with an elbow partner if desired

	<ul style="list-style-type: none"> • The book "Somebody Loves You, Mr. Hatch" will gain interest as a hook • What is happening for the lesson will be stated so that students know what is coming up and what is expected
Materials:	<ul style="list-style-type: none"> • Finished art example • Crayons • Pencils & erasers • The book "Somebody Loves You, Mr. Hatch" by Eileen Spinelli • Paper bag • Mr. Hatch Before and After templates (19)
Lesson Activities:	
Introduction/Hook: 5 minutes	<p>The teacher will show the students a plain paper bag and ask:</p> <ul style="list-style-type: none"> • "What do you notice about this bag?" • "Does it look special on the outside?" • Explain that sometimes people look plain on the outside but kindness can help us see what makes them special on the inside. This story is about a man whose life changes because of kindness of people around him.
Body: (40 min) 15 minutes	<p>The teacher will read the story "Somebody Loves You, Mr. Hatch"</p> <p>Discussion: (15 min.)</p> <ul style="list-style-type: none"> • "How does Mr. Hatch feel at the beginning of the story?" • "What does Mr. Hatch start doing differently after he receives that Valentine?" • "How do his kind actions affect his neighbours?" • "How do people show kindness to Mr. Hatch at the end of the story?" • "How can Valentine's Day be about helping people?" (offer them kindness and inclusion) • "How can kindness make people feel?" (brave, joyful, connected, loved, included, etc.)
20 minutes	<p>Activity: (20 min)</p> <p>Mr. Hatch Before and After Feelings Art</p> <p>Students will use a template to show Mr. Hatch's face before he receives the Valentine and then after he receives it showing how his feelings changed with kindness.</p> <ul style="list-style-type: none"> • Students will be given a template • The teacher will point to the left side and explain: "This side shows how Mr. Hatch felt before kindness and the Valentine was delivered to him". • The teacher will point to the right side and explain: "This side shows how Mr. Hatch felt after kindness after the Valentine was delivered to him". • "I want you to draw how you think his face looked at these times and use colour in your drawing. You can use colours that match his feelings. How do you think his mouth and eyebrows look at these different times?" – Go through some examples – How would we look if we were angry? (Red and flushed) How about if we were sad? (Blue and downturned)

5 minutes	<ul style="list-style-type: none"> • “You can use symbols in your drawing (sunshine, clouds) <u>OR</u> choose a feeling word to write for each face. If you need help writing the word, please ask me.” • “You have 15 minutes to finish this so lots of time.” • “Try your best to show the feelings.” <p>Sharing and Reflection: (5 min.)</p> <ul style="list-style-type: none"> • Ask who wants to share their drawings with the class -One feeling that they showed in their picture -One kind of action they noticed in the story i.e.: “One kind thing that I can do for someone is.....”
Closure: (5 minutes)	<p>Clean-up Time: (5 min)</p> <ul style="list-style-type: none"> • “It’s time to clean-up! Please make sure your name is on your picture and hand them into the hand-in bin.” • “Once you’ve done that, please clean up your supplies and area.”

Lesson 3

Name & Time (Minutes Allotted):	Kindness in Colour: Sharing Love Through Art (45 min.)
Learning Standards: Curricular Competencies	<p>Exploring and creating</p> <ul style="list-style-type: none"> • Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play <p>Communicating and documenting</p> <ul style="list-style-type: none"> • Express feelings, ideas, stories, observations, and experiences through the arts
Learning Standards: Content	<p>Elements in the arts, including but not limited to:</p> <ul style="list-style-type: none"> • Visual arts: elements of design: line, shape, texture, colour
Instructional Objectives	<ul style="list-style-type: none"> • I can listen to a story about kindness • I can show kindness through art making a quilt square • I can talk about my quilt square and how it represents kindness
Assessment:	<ul style="list-style-type: none"> • Student engagement in the story and listening • Student thoughtfulness and ability to make a quilt square representing kindness in picture or symbols • Student ability to share their quilt square and what it represents
Teaching Strategies:	<ul style="list-style-type: none"> • Students will raise their hand if they want to contribute to the conversation • Items for the artwork will be distributed when needed • The book will be read on the carpet area so students are focused and able to see the illustrations • Students that are not paying attention will be moved • Students can work with an elbow partner if desired • An example will be shown • The book “The Love Letter” will gain interest as a hook • What is happening for the lesson will be stated so that students know what is coming up and what is expected
Materials:	<ul style="list-style-type: none"> • The book “The Love Letter” by Anika Aldamuy Denise • Quilt patch template (1 per student) • Example of finished quilt patch • Crayons • Pencils & erasers • Name stickers for quilt patches

	<ul style="list-style-type: none"> • Banner with “Kindness Quilt” for display • Black Sharpies (optional) • Magnifier projector • Checklist for student’s explaining their patches on rotation
Lesson Activities:	
Introduction/Hook: (10 minutes)	<p>Hook: The teacher will:</p> <ul style="list-style-type: none"> • Gather the students onto the carpet for a story • Show the students the cover of <i>The Love Letter</i> • Ask: “What is a love letter?” “Do you think kindness can travel from one person to another?” “Today, we are going to read a story about kindness and then we’re going to do a class quilt that shows what we have learned about kindness. To do that, you will each do a quilt square and you’re going to share how you can spread kindness with someone else on that square. You could do that in symbols or pictures or words. It’s up to you.” • “Let’s read this story now. Remember that if you have a question, you need to raise your hand.” • Read “<i>The Love Letter</i>”
Body: (30 minutes)	<p>Discussion: (5 minutes)</p> <ul style="list-style-type: none"> • Ask: “How does that love letter make people feel?” “How do you think you would feel if you received a love letter?” “What happened in the story when the letter was shared?” “This story is showing how kindness can spread. If you put paint on a paper and added water to it, it would spread right? Kindness can do the same thing. When we are kind to someone, that kindness can spread much like our paint would if we added water. Being kind goes a long way!” • Explain what is expected before the students move to their tables for their art project (quiet, orderly, collect their supply bins from the window ledge, sit quietly, and wait for instructions) <p>Activity – <i>Kindness Quilt</i> (Collaborative Art Piece for Display) The teacher will explain:</p> <ul style="list-style-type: none"> • “Today, each of you will make one quilt patch showing how you can spread kindness. When we put them together, they will make a kindness quilt—just like the story shows how kindness spreads from person to person.” <p>Modelling a patch: (5 minutes)</p> <ul style="list-style-type: none"> • “I did an example of a way that I could spread kindness to others. This is my drawing – I showed a person on a bench by themselves and I sat with them. In my idea, I started a conversation with them so that they did not feel alone. I was being a friend to this person and that is how I decided to share how I can spread kindness to someone else. Does anyone have any questions? Begin by thinking of ways that you could be kind to someone. You could draw a picture, use a word or words, you could use symbols. It’s up to you.”

	<p>Create Quilt Patches: (20 minutes)</p> <ul style="list-style-type: none"> • “Draw one way you can be kind.” • “Use colours and pictures.” • “Do your best—no fancy details needed.” • “Please add your name to your patch. I’m going to cut the patches out and add a label to your patch when I make the quilt.” • “I’m going to circulate and ask you to explain your patch.” • “If we run out of time today don’t worry, I’ll find time for you to finish it soon.” • “You have 20 minutes starting now. Have fun! Art is about having fun in the process.”
Closure: (5 minutes)	<p>Clean-up Time:</p> <ul style="list-style-type: none"> • “It’s time to clean-up now.” • “Please hand-in your quilt patch and make sure your name is on it.” • “After that, please clean-up your supplies and area.”

Lesson 4

Name & Time (Minutes Allotted):	Helping Hands – 60 minutes
Learning Standards: Curricular Competencies	<p>Exploring and creating</p> <ul style="list-style-type: none"> • Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts
Learning Standards: Content	<ul style="list-style-type: none"> • Symbolism as a means of expressing specific meaning
Instructional Objectives	<ul style="list-style-type: none"> • I can trace my hands • I can cut out my hands after I trace them • I can use my hand shapes to display a symbol of kindness (a heart)
Assessment:	<ul style="list-style-type: none"> • Students trace 1 or both hands and cut them out (show fine motor development) • Students glue the hand(s) showing a heart to represent how they can offer kindness to others onto a construction paper background (shows special awareness) • Students will colour and decorate the background to their choice
Teaching 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
Materials:	<ul style="list-style-type: none"> • Multiple colours of larger construction paper for backgrounds • White and other smaller colours of construction paper for hand tracing and cut-outs • Scissors • Pencils & erasers • Crayons • Glue sticks • Stickers for decorating • Magnifier • Projector • Markers • Black Sharpies (optional)

Lesson Activities:	
Introduction/Hook:	<p>Hook: (5 minutes) Class discussion</p> <ul style="list-style-type: none"> • “What can hands do?” • “Can hands help?” • “Can hands be kind?” • “What are some ways that our hands can be kind?” (helping, sharing, holding doors, cleaning up, comforting) • “Can someone show me how to do that?” (Get volunteers to show you something that was suggested i.e. sharing a toy) • “Today, we are going to trace our hands and use those to show how our hands can offer kindness by holding a heart shape. This is going to take time and patience, so I need you to hang in there. We can all do this! I am here to help if you’re having troubles.”
Body:	<p>Teacher Modelling: (10 minutes) The teacher will show an example that is done The teacher will model in a very clear way:</p> <ul style="list-style-type: none"> • How to trace a hands • How to cut out the hands • Where to glue the hands and heart onto the paper • Where to add a name • Explain that if they want more of a challenge, they can do the hands reaching towards a simple drawing of something that their hands can offer as caring (i.e. toy, heart, book, etc.) <p>Creation: (30 minutes) Students will:</p> <ul style="list-style-type: none"> • Choose a colour of paper to trace their hands on & the background colour that they will attach to • Trace their hands (both if they can) • Cut out their hand tracings • Chose a design (a heart between the hands or hands reaching to something that reflects an offering of caring) • Lay out their design and then glue it to their paper background • Decorate their background & add their name to the back of the project • Can add a sentence strip: “My hands help by.....” <p>Reflection: (10 minutes)</p> <ul style="list-style-type: none"> • Students that wish to share their art can do so and explain how their hands are being kind in their artwork
Closure:	<p>Clean-up: (5 minutes)</p> <ul style="list-style-type: none"> • “It’s time to clean up now. Please ensure that your name is on the back of your art. Hand it into the bin.” • “Please clean up the supplies and put away your things. Clean up your table and floor area.”

Lesson 5

Name & Time (Minutes Allotted):	Kindness Patterns (50 minutes)
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Learning Standards: Curricular Competencies	Arts Education 1: Exploring and creating <ul style="list-style-type: none"> • Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play Reasoning and reflecting <ul style="list-style-type: none"> • Reflect on creative processes and make connections to other experiences Mathematics 1: Reasoning and analyzing <ul style="list-style-type: none"> • Use reasoning to explore and make connections
Learning Standards: Content	Arts Education 1: Elements in the arts, including but not limited to: <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 Mathematics 1: <ul style="list-style-type: none"> • Repeating patterns with multiple elements and attributes
Instructional Objectives	<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)
Assessment:	<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)
Teaching 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
Materials:	<ul style="list-style-type: none"> • 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:	
Introduction/Hook:	Hook: (5 minutes) The teacher will say:

	<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
<p>Body:</p>	<p>The teacher will model (5 minutes)</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) • 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 (30 minutes) 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 (5 minutes)</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
<p>Closure:</p>	<p>Clean-up Time (5 minutes) 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."

Lesson 6

Name & Time (Minutes Allotted):	Texture of Kindness Collage (50 minutes)
Learning Standards: Curricular Competencies	<p>Exploring and creating</p> <ul style="list-style-type: none"> • Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> • Reflect on creative processes and make connections to other experiences
Learning Standards: Content	<p>Elements in the arts, including but not limited to:</p> <ul style="list-style-type: none"> • Visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition
Instructional Objectives	<ul style="list-style-type: none"> • I can touch and explore different textures (i.e. rough, bumpy, soft, etc.) • I can use different textured materials to create a collage • I can represent the idea of kindness through my art collage • I can verbally explain how my artwork shows kindness
Assessment:	<p>Students:</p> <ul style="list-style-type: none"> • Explored different textures • Use texture vocabulary (i.e. bumpy, rough, soft, etc.) • Make intentional choices for their artwork • Can explain how their artwork textures show kindness verbally or with support • I can create a textured collage to show kindness using more than one texture
Teaching 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
Materials:	<ul style="list-style-type: none"> • Magnifier • Projector • Scissors • Glue sticks & liquid glue • Example of collage • Pencils & erasers • Crayons & markers • Laptop • Canva presentation with examples of textures • Sun template • Textures (cloth, cotton balls, Paper scraps, cardboard scraps, doilies, bubble wrap, tin foil, tissue paper)
Lesson Activities:	
Introduction/Hook:	<p>Hook: (10 minutes) Mystery Touch The teacher will put textured items in the table baskets:</p> <ul style="list-style-type: none"> • Cotton ball • Sandpaper • Fabric scrap • Bubble wrap

	<p>The teacher will ask:</p> <ul style="list-style-type: none"> • You'll see that I have given your table a few items to touch and feel." • "Pick the cotton ball and close your eyes. How does it feel?" • "Is it soft or rough?" • "Is it smooth or bumpy?" • Continue with the other items <p>Then connect: "Today we're using different textures to show kindness in art. To show kindness and how it affects others, we think of being warm, comfortable, happy, safe, and those types of things. If we think of bumpy, rough, or gritty, we don't really associate that with comfort."</p>
Body:	<p>Discussion: (5 minutes) The teacher will say:</p> <ul style="list-style-type: none"> • "What textures feel kind and why? Do you think it would be something hard or rough? How about soft or fluffy?" • "How about the sun? How do you feel when the sun is on your face? Does it make you feel happy?" • "Kindness can feel warm just like the sun on your face. Today, we are going to make a kindness sun using different textures. So I want you to use textures that make you feel warm and happy, like the sun!" <p>Teacher Modelling (5 minutes) The teacher will say:</p> <ul style="list-style-type: none"> • "Here is my sun. When I think of kindness, I think of soft and warm feelings so I want to pick items that represent those ideas. I'm going to chose cotton balls and soft material scraps to fill in my sun." • "I'm going to glue my items onto my sun and make sure that they are secure." • "When I am done glueing, I am going to make sure that my name is on my paper and set it to the side so that it can dry overnight." <p>Activity Explanation & Doing (25 minutes) The teacher will say:</p> <ul style="list-style-type: none"> • "Each of you will be given a sun template to use. You have various textures that you have to share at your tables and I expect you all to get along and share." • "There are a lot of different things to use. I want you to pick a few textures and fill in your sun with those textures that you think represent kindness. Things that remind you of warmth, happiness, wellness, and those types of emotions and senses." • "You will glue your textures onto your sun and make a collage just like I just did." • "Does everyone understand? Any questions?"
Closure:	<p>Clean-up Time (5 minutes) 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."

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| | <ul style="list-style-type: none">• “Once you have handed in your artwork, please clean up the supplies and clean up your table and floor area.” |
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Resources:

Lesson 2

Mr. Hatch template:

https://www.canva.com/design/DAG_Hlm_HG4/sctQii2MbkAmOyPGvFvYeg/view?utm_content=DAG_Hlm_HG4&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=h8dd501d103

Lesson 3

Quilt template: <https://www.teacherspayteachers.com/Product/Blank-Quilt-Square-4977289>

Lesson 5

Shape templates: <https://superstarworksheets.com/templates/shape-template/>
<https://chevronlemon.com/printable-egg-templates-in-different-sizes/>

Lesson 6

Sun template: <https://www.findtoprint.com/wp-content/uploads/2024/12/Printable-Sun-Coloring-Pages.pdf>

Extensions to Unit:

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Reflections and Revisions

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