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| Bundle Summary | | | | |
| Last Updated: | March 2024 | | Estimated Bundle Minutes: | Lesson 1: 20 – 30 mins + time to compose, reflect and assess.  Lesson 2: 30 mins + outdoor exploration time + time to create + time to reflect |
| **General Description of Bundle** | | | **Bundle Contents** | |
| Essential Question(s): | Lesson 1: Compose a song which represents an animal and describe the process in French.  Lesson 2: What materials in our natural environment can be used to create a 3D map? | | Holistic Curriculum documents  PowerPoint with MP3 selections of “*Wild Symphony*”  Book: “*Wild Symphony*”  Blackline Masters | |
| This lesson plan bundle is designed to introduce learners to “*Wild Symphony*” by Dan Brown. | | |
| Curriculum Mapping | | | | |
| **Lesson 1**  **Music and FSL OR Music and FILA** | | | | |
| **Music**  **Strand: Create**  **Big Idea**: Composition  **Skill Descriptor**: Apply the elements of music to compose music using a variety of sound sources and repertoire.  **Achievement Indicators**:   * Express thoughts, experiences, and/or feelings by composing and singing/performing (alone and with others) * Improvise, compose, notate, and perform musical examples using tie and fermata. * Compose and perform question and answer phrases. * Improvise and notate simple rhythmic and melodic elaborations using standard notation and non-standard notation.   **Big Idea**: Application and Performance  **Skill Descriptor**: Create and present expressive products for a range of audiences and purposes.  **Achievement Indicators**:   * Create and perform rhythms accurately using ti and eighth rest. * Sing on pitch (alone and with others) accurately adding high ti, fa, and low ti using call and response. * Sing/play (alone and with others) with emphasis on complex textures including two-part forms and three-part forms.   **Strand: Communicate**  **Big Idea**: Reflect and Respond  **Skill Descriptor**: Reflect on and respond to artistic intent in their own and others’ expressive works.  **Achievement Indicators**:   * Describe their own and others’ music-making with emphasis on the elements of music. * Share ideas and feelings with others during music-making. * Make and justify decisions about own music-making using terminology from the elements of music. * Respond to music with emphasis on the elements of music. * Identify problems and possible solutions in the music-making process. * Evaluate performance of classroom repertoire using co-constructed criteria * Demonstrate respect for the responses of others to music. | | **French Second Language**  **Strand**: Oral Communication  **Big Idea**: Speak, Listen, Communicate, Interact  **Skill Descriptor**: Ask for and provide information in school settings with some accuracy.  **Achievement Indicators**:   * Share personal information by using complete sentences and by asking and answering simple questions. * Participate in classroom routines conducted in French using phrases and expressions that are useful in school context (e.g., naming and describing objects and places in school, saying where to find someone, talking about school routine, etc.) * Share personal preferences such as favourite activities in specific seasons and favourite foods. * Narrate a personal event.   **Strand**: Writing and Representing  **Big Idea**: Create simple texts.  **Skill Descriptor**: Produce simple texts on familiar topics.  **Achievement Indicators**:   * Provide and compare information on familiar topics. * Describe persons, objects, places, or events. | | |
| **French Immersion Language Arts**  **Strand: Speaking and Listening**  **Big Idea:** Oral Comprehension  **Skill Descriptor:** Understand different oral texts on a variety of familiar/known topics, topics studied and personal interests.  **Achievement Indicators:**   * Understand everyday conversations between two or more people. * Understand narrative oral texts with sequences of events, problem-solutions, triggering events, etc. * Understand informative oral texts on known, studied or interesting topics. * Understand guidelines and instructions. * React to demonstrate understanding. * Use listening strategies to support understanding.   **Big Idea;** Oral Production and Interaction  **Skill Descriptor:** Communicate about familiar/known topics, topics studied and personal interests using specific language.  **Achievement Indicators:**   * Share information, knowledge, ideas and opinions about familiar topics, topics studied and personal interests. * Tell an event/story in chronological order by adding relevant details. * Explain a familiar or studied concept. * Maintain interactions with other people using interaction strategies. * Consider the elements of precision of the language and the elements of syntax to improve its speech and interactions.   **Big Idea:** Vocabulary  **Skill Descriptor:** Use knowledge of the vocabulary acquired to facilitate your reading.  **Achievement Indicators:**   * Recognize most words in a text and read known words with ease (e.g., thematic words, learned words, etc.) * Understand more and more descriptive, incentive, and pictorial words in a text   **Strand: Writing and Representing**  **Big Idea: Written Production and the Writing Process**  **Skill Descriptor:** Write different types of texts about familiar/familiar topics, topics studied and personal interests following the writing process.  **Achievement Indicators:**   * Write different types of texts (narrative, informative, procedural, incentive, and creative) about a familiar/familiar topic, personal interest, concepts learned and lived experiences respecting their textual structure. * Express ideas, feelings, knowledge, needs and preferences, opinions, to inform or entertain audience. * Follow the writing process to improve the quality of your texts.   **Big Idea:** Writing Traits  **Skill Descriptor:** Enrich your writing with different types of texts by applying writing traits.  **Achievement Indicators:**   * Use a choice of more complex words learned in class (e.g., thematic words, adjectives, adverbs, more specific verbs, simple synonyms) * Build longer and more complex sentences by adding complements/relationship words and varying sentence types. * Apply learned language conventions; Write several known words correctly and consider some simple grammatical rules. | | |
| **Lesson 2**  **Visual Art and Science** | | | | |
| **Visual Art**  **Strand: Create**  **Big Idea**: Exploration and Process  **Skill Descriptor**: Apply the elements of art and the principles of design to develop skills, language, techniques, and processes.  **Achievement Indicators**:   * Use lines to show pattern and rhythm. * Explore expressive quality of line. * Explore qualities such as stability and balance. * Create with symmetrical and asymmetrical shapes. * Describe positive and negative space. * Create the illusion of depth. * Experiment with patterns of line to show texture. * Describe intentions regarding colour choices. * Experiment with monochromatic colour schemes * Mix and experiment with tints and shades. * Use variation in value. * Create 3D works. * Use materials and tools safely.   **Big Idea**: Application and Product  **Skill Descriptor**: Create and present expressive work in visual arts for a range of audiences and purposes using a variety of art media, including technology.  **Achievement Indicators**:   * Create representations of a variety of subjects with a focus on careful observation * Create art for a variety of reasons, including responses to music and literature. * Differentiate elements of art and principles of design in artwork   **Strand: Connect**  **Big Idea**: Art and Culture  **Skill Descriptor**: Discuss the role of visual art in creating, expressing, recording, and reflecting culture and human experiences.  **Achievement Indicators**:   * List examples of how visual art is a universal means of expression. * Compare how artists create art using a variety of media/technologies. * Discuss the effects of the media on their lives. * Discuss the ways of perceiving and interpreting art. * Describe the role of art and artists in their communities.   **Strand: Communicate**  **Big Idea**: Reflect and Respond  **Skill Descriptor**: Reflect on and respond to artistic intent in their own and others’ expressive works.  **Achievement Indicators**:   * Discuss artwork using elements of art and principles of design. * Discuss reasons why artwork is created. * Explain reasons for personal decisions during the art-making process. * Discuss the intentions of artists in creating art objects. | | **Science**  ***(Properties and Uses of Earth Materials*)**  **Strand: Scientific Literacy**  **Big Idea**: Investigation  **Skill Descriptor**: Plan investigations to solve problems relating to the natural world: the Earth’s crust, changes in the Earth’s surface, rocks, minerals, soils, and uses of Earth’s resources.  **Achievement Indicators**:   * Ask questions about familiar phenomena. * Make predictions about posed questions based on prior knowledge. * Respond to the ideas of others and acknowledge their contributions.   **Skill Descriptor**: Collect data during scientific inquiry into the natural world.  **Achievement Indicators**:   * Create diagrams or models that include important details. * Describe observations and compare with others.   **Big Idea**: Communication  **Skill Descriptor**: Communicate procedure, result, and conclusion of scientific inquiry using a variety of media.  **Achievement Indicators**:   * Discuss observations and ideas from scientific inquiry. * Communicate how problems were solved or can be solved.   **Strand: Learning and Living Sustainably**  **Big Idea**: Responsible and Sustainable Application  **Skill Descriptor**: Apply scientific knowledge and an understanding of sustainable practices responsibly with respect to the natural world.  **Achievement Indicators**:   * Discuss Wabanaki understandings of interconnectedness with the land (the land is not owned; people “borrow” what the land has to offer and in return take care of the land) * Explore Wabanaki identity including connection to the land, the interconnectedness of all things, responsibility to the natural world, and responsibility to each other. * Describe ways of using Earth’s materials to make useful objects. * Identify responsible and/or sustainable interactions between humans and Earth. * Describe how Earth’s materials are replenished. * Use tools and materials safely when building models and prototypes. * Practise safety rules when carrying out field studies. * Conduct investigations and application while following environmentally sustainable practices. | | |

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| Lesson Plan: Music and FSL/FILA | | | | | |
| Lesson #1: | * Compose a song which represents an animal. * Describe the process in French. | | Estimated Lesson Minutes: | | 20 – 30 mins + time to compose, reflect and assess |
| **Learner materials and links for this lesson:** | | | **Background materials and links for educators:** | | |
| Compose Your Own Piece  Rubric Example 1  Assessment Example 1 | | |  | | |
| **Skill Descriptor(s) and Achievement Indicator(s)** | | | **Vocabulary** | | |
| **Music**  **Skill Descriptor**: Apply the elements of music to compose music using a variety of sound sources and repertoire.  **Achievement Indicators**:   * Express thoughts, experiences, and/or feelings by composing and singing/performing (alone and with others) * Improvise, compose, notate, and perform musical examples using tie and fermata. * Compose and perform question and answer phrases. * Improvise and notate simple rhythmic and melodic elaborations using standard notation and non-standard notation.   **Skill Descriptor**: Create and present expressive products for a range of audiences and purposes.  **Achievement Indicators**:   * Create and perform rhythms accurately using ti and eighth rest. * Sing on pitch (alone and with others) accurately adding high ti, fa, and low ti using call and response. * Sing/play (alone and with others) with emphasis on complex textures including two-part forms and three-part forms.   **Skill Descriptor**: Reflect on and respond to artistic intent in their own and others’ expressive works.  **Achievement Indicators**:   * Describe their own and others’ music-making with emphasis on the elements of music. * Share ideas and feelings with others during music-making. * Make and justify decisions about own music-making using terminology from the elements of music. * Respond to music with emphasis on the elements of music. * Identify problems and possible solutions in the music-making process. * Evaluate performance of classroom repertoire using co-constructed criteria * Demonstrate respect for the responses of others to music. | | | **Elements of Music**:   * Melody * Rhythm/Duration * Harmony * Texture * Timbre * Form * Tempo * Dynamics * Articulation   *(It may be helpful to have these visible in the classroom so learners may refer to them)* | | |
| **French Second Language**  **Skill Descriptor**: Ask for and provide information in school settings with some accuracy.  **Achievement Indicators**:   * Share personal information by using complete sentences and by asking and answering simple questions. * Participate in classroom routines conducted in French using phrases and expressions that are useful in school context (e.g., naming and describing objects and places in school, saying where to find someone, talking about school routine, etc.) * Share personal preferences such as favourite activities in specific seasons and favourite foods.   **Skill Descriptor**: Produce simple texts on familiar topics.  **Achievement Indicators**:   * Provide and compare information on familiar topics. * Describe persons, objects, places, or events. | | **French Immersion Language Arts**  **Skill Descriptor:** Understand different oral texts on a variety of familiar/known topics, topics studied and personal interests.  **Achievement Indicators:**   * Understand narrative oral texts with sequences of events, problem-solutions, triggering events, etc. * Understand informative oral texts on known, studied or interesting topics. * Understand guidelines and instructions. * React to demonstrate understanding. * Use listening strategies to support understanding.   **Skill Descriptor:** Communicate about familiar/known topics, topics studied and personal interests using specific language.  **Achievement Indicators:**   * Share information, knowledge, ideas and opinions about familiar topics, topics studied and personal interests. * Explain a familiar or studied concept. * Maintain interactions with other people using interaction strategies.   **Skill Descriptor:** Use knowledge of the vocabulary acquired to facilitate your reading.  **Achievement Indicators:**   * Recognize most words in a text and read known words with ease (e.g., thematic words, learned words, etc.) * Understand more and more descriptive, incentive, and pictorial words in a text   **Skill Descriptor:** Write different types of texts about familiar/familiar topics, topics studied and personal interests following the writing process.  **Achievement Indicators:**   * Write different types of texts (narrative, informative, procedural, incentive, and creative) about a familiar/familiar topic, personal interest, concepts learned and lived experiences respecting their textual structure. * Express ideas, feelings, knowledge, needs and preferences, opinions, to inform or entertain audience. * Follow the writing process to improve the quality of your texts.   **Skill Descriptor:** Enrich your writing with different types of texts by applying writing traits.  **Achievement Indicators:**   * Use a choice of more complex words learned in class (e.g., thematic words, adjectives, adverbs, more specific verbs, simple synonyms) * Build longer and more complex sentences by adding complements/relationship words and varying sentence types. * Apply learned language conventions; Write several known words correctly and consider some simple grammatical rules. |
| Develop understanding (Prior knowledge/pre-assessment) | | | | | |
| (10 – 15 minutes)   1. Introduce “*Wild Symphony*” by Dan Brown. Share with learners that each animal represented in the book has an accompanying piece of music or “movement” in the symphony. 2. Read the text of “*Wild Symphony*” aloud. 3. Engage learners in a discussion about their thoughts how the music might represent an animal. Encourage learners to use the elements of music to describe their ideas. For example, the elephant must walk very heavy as the music is very loud – it is “forte.” 4. Ask learners to share examples of music where they may have previously encountered this concept of music representing a person, place, or thing. You may want to capture these ideas on chart paper or a whiteboard for learners to refer to as they compose. | | | | | |
| **Description of Formative Assessment** | | | **Achievement Indicator(s) Assessed** | | |
| * Educator observation of listening habits * Tracking use of elements of music through discussion * Educator observation of connecting elements of music to sounds/music heard | | | **Music**  **Achievement Indicators**:   * Describe their own and others’ music-making with emphasis on the elements of music. * Respond to music with emphasis on the elements of music. * Demonstrate respect for the responses of others to music. | | |
| **FSL**  **Achievement Indicators**:   * Provide and compare information on familiar topics. * Describe persons, objects, places, or events | **FILA**  **Achievement Indicators:**   * Understand informative oral texts on known, studied or interesting topics. * Understand guidelines and instructions. * React to demonstrate understanding. * Use listening strategies to support understanding. * Maintain interactions with other people using interaction strategies. | |
| Engage write music using French | | | | | |
| (10 – 15 mins)   1. Using the activity template provided (**Compose Your Own Piece**), invite learners to create and notate a short composition that represents an animal. *Learners may choose an animal from the symphony or choose something different.* 2. Engage learners in discussions about what success will look like. Create a rubric (**Rubric Example 1**) based on these ideas. 3. Learners can choose from classroom instruments available or bring their own into class. Sistema learners may wish to use their instrument. | | | | | |
| **Description of Formative Assessment** | | | **Achievement Indicators(s) Assessed** | | |
| Education observation and feedback  Peer support | | | **Music**  **Achievement Indicators**:   * Express thoughts, experiences, and/or feelings by composing and singing/performing (alone and with others) * Improvise, compose, notate, and perform musical examples using tie and fermata. * Compose and perform question and answer phrases. * Improvise and notate simple rhythmic and melodic elaborations using standard notation and non-standard notation. * Create and perform rhythms accurately using ti and eighth rest. | | |
| **FSL**  **Achievement Indicators**:   * Share personal preferences such as favourite activities in specific seasons and favourite foods. * Provide and compare information on familiar topics. * Describe persons, objects, places, or events | **FILA**  **Achievement Indicators:**   * Understand guidelines and instructions. * React to demonstrate understanding. * Use listening strategies to support understanding. * Share information, knowledge, ideas and opinions about familiar topics, topics studied and personal interests. * Maintain interactions with other people using interaction strategies. * Recognize most words in a text and read known words with ease (e.g., thematic words, learned words, etc.) * Express ideas, feelings, knowledge, needs and preferences, opinions, to inform or entertain audience. | |
| Demonstrate competence | | | | | |
| (Time as required – this may take multiple classes depending on length of class)   1. Learners develop and create their compositions either individually, pairs or small groups. 2. Think, pair, share to give peer feedback. What did you like about the composition? What might make it better? 3. Encourage learners to share their composition process. This can be an ‘artist introduction’ or a written artist statement (**Assessment Example 1**).   (Time as required – this may take more than one class)   1. Learners perform their compositions. 2. Self-Assess based on co-constructed rubric. | | | | | |
| **Description of Assessment (Formative/Summative)** | | | **Achievement Indicators(s) Assessed** | | |
| Educator Observation  Peer support  Self-Assessment | | | **Music**  **Achievement Indicators**:   * Express thoughts, experiences, and/or feelings by composing and singing/performing (alone and with others) * Improvise, compose, notate, and perform musical examples using tie and fermata. * Compose and perform question and answer phrases. * Improvise and notate simple rhythmic and melodic elaborations using standard notation and non-standard notation. * Create and perform rhythms accurately using ti and eighth rest. * Sing on pitch (alone and with others) accurately adding high ti, fa, and low ti using call and response. * Sing/play (alone and with others) with emphasis on complex textures including two-part forms and three-part forms. * Describe their own and others’ music-making with emphasis on the elements of music. * Share ideas and feelings with others during music-making. * Make and justify decisions about own music-making using terminology from the elements of music. * Respond to music with emphasis on the elements of music. * Identify problems and possible solutions in the music-making process. * Evaluate performance of classroom repertoire using co-constructed criteria * Demonstrate respect for the responses of others to music. | | |
| **FSL**  **Achievement Indicators**:   * Share personal information by using complete sentences and by asking and answering simple questions. * Participate in classroom routines conducted in French using phrases and expressions that are useful in school context (e.g., naming and describing objects and places in school, saying where to find someone, talking about school routine, etc.) * Share personal preferences such as favourite activities in specific seasons and favourite foods. * Provide and compare information on familiar topics. * Describe persons, objects, places, or events | **FILA**  **Achievement Indicators:**   * Understand guidelines and instructions. * React to demonstrate understanding. * Use listening strategies to support understanding. * Share information, knowledge, ideas and opinions about familiar topics, topics studied and personal interests. * Maintain interactions with other people using interaction strategies. * Recognize most words in a text and read known words with ease (e.g., thematic words, learned words, etc.) * Understand more and more descriptive, incentive, and pictorial words in a text. * Write different types of texts (narrative, informative, procedural, incentive, and creative) about a familiar/familiar topic, personal interest, concepts learned and lived experiences respecting their textual structure. * Express ideas, feelings, knowledge, needs and preferences, opinions, to inform or entertain audience. * Write several known words correctly and consider some simple grammatical rules. | |
| **Extension** | | | | | |
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| **Adjustments** | | | | | |
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| Lesson Plan: Visual Art and Science | | | |
| Lesson #2: | Create a multimedia map of the natural environment where animals from “*Wild Symphony*” would live. | Estimated Lesson Minutes: | 30 mins + outdoor exploration time + time to create + time to reflect |
| **Learner materials and links for this lesson:** | | **Background materials and links for educators:** | |
| *This lesson includes a suggestion for outdoor exploration. Please plan for weather and safety accordingly*.   * Moulding materials such as plasticine, playdough, clay, etc. * Other crafting materials to create a map. * Rubric Example 2 * Assessment Example 2 | | [3D Maps: A Complete Guide To See Earth in 3D - GIS Geography](https://gisgeography.com/3d-maps/) | |
| **Skill Descriptor(s) and Achievement Indicator(s)** | | **Vocabulary** | |
| **Visual Art**  **Skill Descriptor**: Apply the elements of art and the principles of design to develop skills, language, techniques, and processes.  **Achievement Indicators**:   * Use lines to show pattern and rhythm. * Explore expressive quality of line. * Explore qualities such as stability and balance. * Create with symmetrical and asymmetrical shapes. * Describe positive and negative space. * Create the illusion of depth. * Experiment with patterns of line to show texture. * Describe intentions regarding colour choices. * Experiment with monochromatic colour schemes * Mix and experiment with tints and shades. * Use variation in value. * Create 3D works. * Use materials and tools safely.   **Big Idea**: Application and Product  **Skill Descriptor**: Create and present expressive work in visual arts for a range of audiences and purposes using a variety of art media, including technology.  **Achievement Indicators**:   * Create representations of a variety of subjects with a focus on careful observation * Create art for a variety of reasons, including responses to music and literature. * Differentiate elements of art and principles of design in artwork   **Skill Descriptor**: Reflect on and respond to artistic intent in their own and others’ expressive works.  **Achievement Indicators**:   * Discuss artwork using elements of art and principles of design. * Explain reasons for personal decisions during the art-making process.   **Science: Properties and Uses of Earth Materials**  **Skill Descriptor**: Plan investigations to solve problems relating to the natural world: the Earth’s crust, changes in the Earth’s surface, rocks, minerals, soils, and uses of Earth’s resources.  **Achievement Indicators**:   * Ask questions about familiar phenomena. * Make predictions about posed questions based on prior knowledge. * Respond to the ideas of others and acknowledge their contributions.   **Skill Descriptor**: Collect data during scientific inquiry into the natural world.  **Achievement Indicators**:   * Create diagrams or models that include important details. * Describe observations and compare with others.   **Skill Descriptor**: Communicate procedure, result, and conclusion of scientific inquiry using a variety of media.  **Achievement Indicators**:   * Discuss observations and ideas from scientific inquiry. * Communicate how problems were solved or can be solved.   **Skill Descriptor**: Apply scientific knowledge and an understanding of sustainable practices responsibly with respect to the natural world.  **Achievement Indicators**:   * Discuss Wabanaki understandings of interconnectedness with the land (the land is not owned; people “borrow” what the land has to offer and in return take care of the land) * Explore Wabanaki identity including connection to the land, the interconnectedness of all things, responsibility to the natural world, and responsibility to each other. * Describe ways of using Earth’s materials to make useful objects. * Identify responsible and/or sustainable interactions between humans and Earth. * Describe how Earth’s materials are replenished. * Use tools and materials safely when building models and prototypes. * Practise safety rules when carrying out field studies. * Conduct investigations and application while following environmentally sustainable practices. | |  | |
| Develop understanding (Prior knowledge/pre-assessment) | | | |
| (10 – 15 mins)   1. Introduce “*Wild Symphony*” by Dan Brown. Share with learners that each animal represented in the book has an accompanying piece of music or “movement” in the symphony. 2. Read the text of “*Wild Symphony*” aloud. 3. Engage learners in a discussion about which of the animals could be found in NB and their natural habitat.   *Capture these ideas on a whiteboard or chart paper and post them for learners to see*. | | | |
| **Description of Formative Assessment** | | **Achievement Indicator(s) Assessed** | |
| Educator observation, discussion, peer feedback | | **Achievement Indicators**:   * Ask questions about familiar phenomena. * Make predictions about posed questions based on prior knowledge. * Respond to the ideas of others and acknowledge their contributions. * Discuss observations and ideas from scientific inquiry. * Communicate how problems were solved or can be solved. * Discuss Wabanaki understandings of interconnectedness with the land (the land is not owned; people “borrow” what the land has to offer and in return take care of the land) * Explore Wabanaki identity including connection to the land, the interconnectedness of all things, responsibility to the natural world, and responsibility to each other. * Describe ways of using Earth’s materials to make useful objects. | |
| Engage | | | |
| (10 – 15 mins + outdoor exploration time)   1. Engage learners in a discussion about the upcoming art project:    1. Learners will create a map of the surrounding area (this could be the playground, the school grounds, the community around them, etc.)    2. When they go outside, learners will be asked to collect materials that will best represent the natural environment that will be used to create a map of the area. 2. Take time to remind learners of expectations while outside then prepare for the exploration.    1. You may wish to provide a baggie or other container for learners to collect items.    2. Remind learners to consider how the materials they are collecting may be used in creating their map. Scale will be important – is your item too big/small? 3. Learners can go outside to look at the natural surroundings and collect items. | | | |
| **Description of Formative Assessment** | | **Achievement Indicators(s) Assessed** | |
| Educator observation | | **Achievement Indicators**:   * Ask questions about familiar phenomena. * Make predictions about posed questions based on prior knowledge. * Respond to the ideas of others and acknowledge their contributions. * Describe observations and compare with others. * Discuss observations and ideas from scientific inquiry. * Communicate how problems were solved or can be solved. * Discuss Wabanaki understandings of interconnectedness with the land (the land is not owned; people “borrow” what the land has to offer and in return take care of the land) * Explore Wabanaki identity including connection to the land, the interconnectedness of all things, responsibility to the natural world, and responsibility to each other. * Describe ways of using Earth’s materials to make useful objects. * Identify responsible and/or sustainable interactions between humans and Earth. * Use tools and materials safely when building models and prototypes. * Practise safety rules when carrying out field studies. * Conduct investigations and application while following environmentally sustainable practices. | |
| Demonstrate competence | | | |
| (2 – 3 classes to create)   1. Being the lesson by showing examples of 3D and multimedia maps using [GIS Geography](https://gisgeography.com/3d-maps/) or other websites.    1. What do learners see?    2. What captures their attention?   *You may wish to capture these ideas on a whiteboard or chart paper for learner to refer to as they work.*   1. Engage learners in a discussion about what success will look like with their map creation. *Capture these ideas to create a rubric for success and post them so learners can refer to them as they create their piece*. (**Rubric Example 2)** 2. Using their found materials and provided consumables, learners will create a map of the natural environment. *This can be done on a regular 8x11 piece of paper or larger if learners are working in small groups. Allow learners some flexibility to explore the size of map they wish to create*.   (1 class to self-assess and reflect)   1. Engage learners in a discussion about the map they have created. Using **Assessment Example 2,** ask learner to reflect on the following ideas:    1. Discuss artwork using elements of art and principles of design.    2. Explain reasons for personal decisions during the art-making process. 2. Discuss personal intentions in creating art objects. | | | |
| **Description of Assessment (Formative/Summative)** | | **Achievement Indicators(s) Assessed** | |
| Educator observation  Self-assessment (Rubric Example 2)  Self-assessment (Assessment Example 2) | | **Visual Art**  **Achievement Indicators**:   * Use lines to show pattern and rhythm. * Explore expressive quality of line. * Explore qualities such as stability and balance. * Create with symmetrical and asymmetrical shapes. * Describe positive and negative space. * Create the illusion of depth. * Experiment with patterns of line to show texture. * Describe intentions regarding colour choices. * Experiment with monochromatic colour schemes * Mix and experiment with tints and shades. * Use variation in value. * Create 3D works. * Use materials and tools safely. * Create representations of a variety of subjects with a focus on careful observation * Create art for a variety of reasons, including responses to music and literature. * Differentiate elements of art and principles of design in artwork * Discuss artwork using elements of art and principles of design. * Explain reasons for personal decisions during the art-making process.   **Science: Properties and Uses of Earth Materials**  **Achievement Indicators**:   * Ask questions about familiar phenomena. * Make predictions about posed questions based on prior knowledge. * Respond to the ideas of others and acknowledge their contributions. * Create diagrams or models that include important details. * Describe observations and compare with others. * Discuss observations and ideas from scientific inquiry. * Communicate how problems were solved or can be solved. * Discuss Wabanaki understandings of interconnectedness with the land (the land is not owned; people “borrow” what the land has to offer and in return take care of the land) * Explore Wabanaki identity including connection to the land, the interconnectedness of all things, responsibility to the natural world, and responsibility to each other. * Describe ways of using Earth’s materials to make useful objects. * Identify responsible and/or sustainable interactions between humans and Earth. * Describe how Earth’s materials are replenished. * Use tools and materials safely when building models and prototypes. * Practise safety rules when carrying out field studies. * Conduct investigations and application while following environmentally sustainable practices. | |
| **Extension** | | | |
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| **Adjustments** | | | |
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**Please note:**

*This plan and all related resources are provided for educational purposes only and cannot be used outside the context of education or training. These resources are for school use only.*

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