

Inquiry Project

Outcome CR3.2

Respond to arts expression that use the environment (natural, constructed, imagined) as inspiration.

Indicator

- a. Demonstrate ways that arts expressions can represent ideas and convey meaning verbally and non-verbally (e.g., music that conveys a mood; dance that conveys ideas about bullying; drama that conveys ideas about compassion; visual art work or graphic that conveys a social message).

Planning

- Ask the students to be thinking about what they have been learning in science about natural and constructed environments, along what makes up these different environments (Outcomes: PL3.1, SM3.1)
- Have a discussion about what the difference between natural, constructed, and imagined environments is
- Students fill out handout 1 - they will draw an example of materials found in each of the three environments

<p>ENVIRONMENTS</p> <p>Constructed</p>	<p>ENVIRONMENTS</p> <p>Natural</p>	<p>ENVIRONMENTS</p> <p>Imaginative</p>

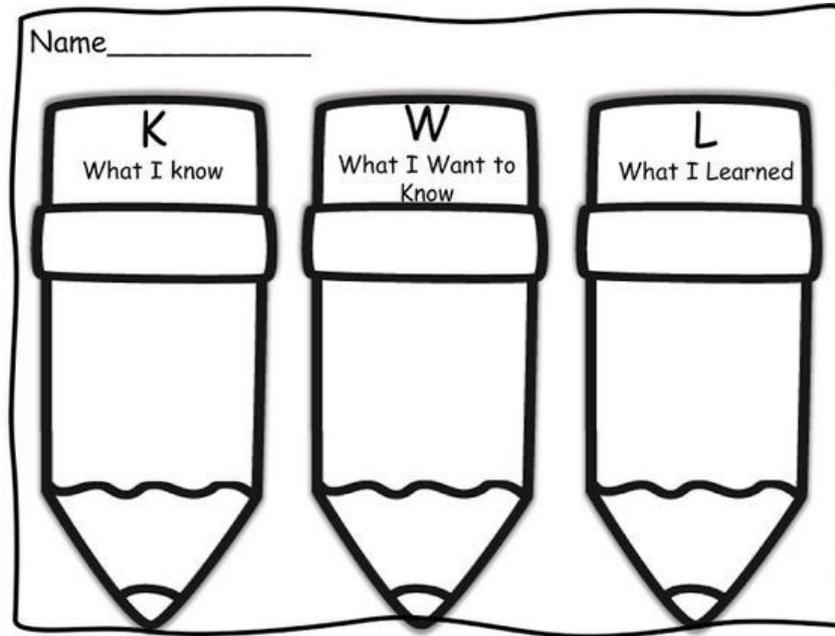
- Have stations set up for students to experience and create their own visual art with different types of materials
- Allow students to make their own decision on what station they go to along with opportunity to move through all different stations

- At each station have them create whatever they choose, build, and explore with the materials
- For students with difficulty deciding what to make or do, have a sheet of prompts/examples at each station
- These prompts include: create a building, an environment, favourite food, a person, an animal, etc
- Station 1: Natural, will have materials such as wood, tree cookies, leafs, moss, sticks, etc
- Station 2: Constructed, variety of wooden blocks, metal, coins, Legos, etc
- Station 3: Imaginative, cotton balls, fluff, colourful materials/scarfs, 'beautiful pieces', etc
- This will have the students thinking about their own visual art with materials from different environments
- Possible questions to prompt this thinking:
 - *What station did you like better? Why?*
 - *How did you manipulate different materials?*
 - *Did you feel like an artist?*
 - *Did your art having meaning or a message? If so, was your message explicit or implicit?*
 - *What were you thinking about when you created your piece?*
 - *How do you think different types of environments inspired your piece?*

- Next move into discussion about how art is different to everyone, whether this is viewing or creating it
- Explain that students do not need to like every piece of art, everyone has their own opinions (this is okay) and how to respect others opinions
- Talk about implicit and explicit messages
- How art conveys a message, but not all art has to have a specific message or purpose
- Show examples of art with explicit and implicit messages in different medias
- Some of these examples for each section that I will show are:
 - Music: show Heal the World by Michael Jackson
<https://www.youtube.com/watch?v=BWf-eARnf6U>
 - Questions after listening:
 - *How did this song make you feel? What mood is conveyed?*
 - *Do you think the message is obvious? Is it a good one?*
 - Dance: We Day dance https://www.youtube.com/watch?v=z4uDUNhaP_A
 - Questions after watching:

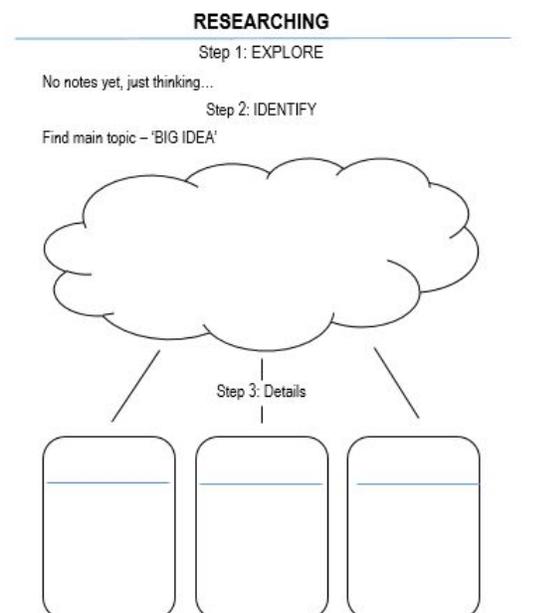
- *Can you easily find the message in this dance?*
 - *How did watching this make you feel?*
 - This can be used to discuss WE Day (<https://www.we.org/we-movement/>)
 - If interested, allow students to research We day, their goals, and beliefs (more inquiry)
 - Drama: Animated visual about never giving up
https://www.youtube.com/watch?v=o_D11Kt8bo4
 - Questions:
 - *Did this video have an obvious message?*
 - *Did you like this video? How did this make you feel?*
 - Visual art: Visit the Mackenzie Art Gallery in Regina (when there's no snow) and view their outdoor exhibits, an example of art in our community environment
<http://www.mackenzieartgallery.ca/engage>
 - Explore the inside exhibits at the gallery, focusing on visual art, have the students think about what the art pieces are trying to say implicit or explicitly
-
- We are focusing on the powerful and positive messages in our inquiry
 - Messages both implicit and explicit: making a better world and never giving up - we can make a difference
 - Topic ideas:
 - Music: songs that convey messages through words or mood
 - Dance: Inspirational dances with a positive message
 - Drama: Scenes that inspire
 - Visual Art: conveys a positive mood or feeling with or without words
 - Ask students which topic they would like to learn more about? What was more interesting to them? Which topic is more meaningful to them?
 - Which one are you more interested in investigating?
 - The whole class will split into groups (music, dance, drama, and visual art) for the topic they are interested in pursuing
 - Each group will be given an additional sheet with more examples (music, dance, drama, and visual art) with different artists with different cultures, religions, beliefs, etc
 - Students may work alone or in small groups of two or three
 - Have each student fill out a KWL chart (Handout 2) while discussing in their groups
 - They will only be able to fill out the first two sections (what I know and what I want to know) leaving the last section (what I learned) at the end

- Once students have their agreed upon ideas, they will write a few short sentences on their topic and a description on how they plan on finding research to hand in to the teacher, along with any additional questions they have



Retrieving

- Assuming the students will want to use the internet and library to find research on their topics, I will teach students how to find credible information using a computer first
- Watch the video: <https://www.youtube.com/watch?v=K5JUfNwmwQc>
- This video explains how to use search engines, keywords, and how to preview a website before using it
- Talk about how to tell which sites that are reliable (government, organizations, etc)
- Watch the video on what to do while researching: <https://www.youtube.com/watch?v=EEuul8hBip8> where we will pause at certain times to read the fast parts and discuss the important information given
- Discuss different search engines to use (google, sweet search <http://www.sweetsearch.com/>)



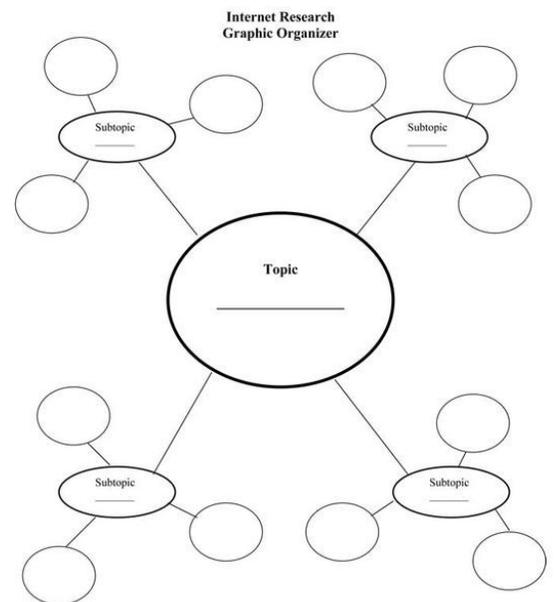
- Together go through an example as a class by searching a simple topic (ex. Fields) then breakdown different types, what we want to know, using keywords
- During the example fill out the 'Researching' handout (Handout 3) together as a class
- Next I will ask the school librarian to come into the class to teach about book resources
- If the school doesn't have a resourceful library, the class will go on a trip to the public library (I'm assuming the school will)
- The librarian can teach students where to locate the books about their chosen topics and how to use a table of contents inside
- This information will help the students determine what book will have quality information on what they are looking for
- Do examples with the class reading sections of a book about a specific topic and finding the main ideas and additional details
- As a teacher I watched an example video to reference about teaching how to read informational texts: <https://vimeo.com/album/2777084/video/55966243>
- Teach students to use a graphic organizer by doing another example
- Help each small group find at least one quality book about their topic
- Throughout this inquiry experience students will keep a binder of their notes, planning, and brainstorming. This includes a journal
- I will need to teach a lesson on how to find the important parts/ideas of a piece of writing and make jot notes
- Students will have 'Stop & Jot' bookmarks (Handout 4) or a graphic organizer to use as they are reading
- Ask students questions to prompt a discussion about what they learned, what they are still unsure about, and any more questions they still have
- Possible questions:

<p>STOP & JOT READING NOTES</p> <p>FACTS</p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div> <p>OPINIONS</p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div>	<p>STOP & JOT READING NOTES</p> <p>SUMMARY</p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div> <p>*MY REFLECTION*</p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div>
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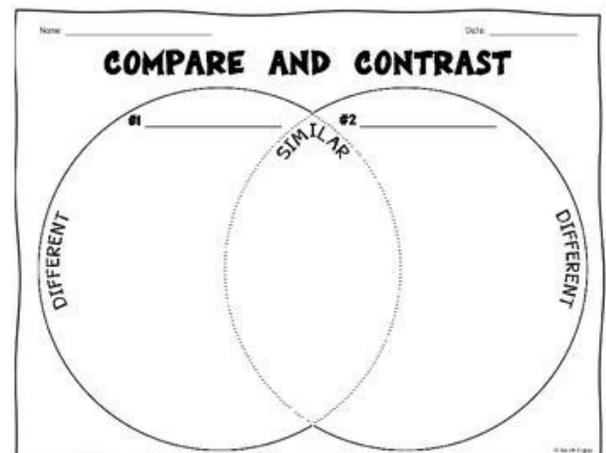
- Do you feel confident finding a book at the library?
- How will you use search engines?
- Can you tell what source is reliable?
- Do you still have anymore questions or wonders?
- Are you able to research your topic on your own or in your group?

Processing

- In their groups, have the students read through their library book and fill out their 'Stop & Jot' bookmark (Handout 4)
- Next students will fill out their graphic organizer (Handout 5) as they are using the internet to research their topic
- Students will work together in their groups, but each have a copy of the organizer to put in their binder
- Once done the graphic organizer, students will have a discussion with other groups that have the same topic
- Discussion questions:
 - What were the best resources found?
 - What are your main topics?
 - What are your subtopics?
 - Did you a have any similarities? Differences?
- Together the groups will create a venn diagram (Handout 6) about the information they found
- Each student will create their own venn diagram to include it in their "journal"
- I am assuming the students have already used venn diagrams before
- If not, there will be prior instruction on what they are
- Students will now have a the KWL handout, the Researching handout, the two "Stop & Jot" bookmarks, the graphic organizer and the venn diagram in their 'journal'



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- Next the grade threes will write two-four sentences for each of the following questions:
- *What is the most interesting thing you learned?*
- *What is the most challenging part of this assignment?*
- *What have you learnt about researching?*
- I will then use this journal/workbook as a source of evaluation and to see where my students are at and where I need to step in with more help and guidance

Creating

- Now have students start thinking about what they will create to show their information and to who, what audience
- Students will be given a Show What You Know handout (Handout 7) that has examples about ways they can create a representation of their knowledge
- They will be encouraged to brainstorm their own ways as well
- Students will then fill out part two of the handout that finalizes what they will create and who they will show it to
- Students in each of the different art strands will be encouraged to create a presentation using aspects of that type of art (ex. Students in the dance section will create or learn and present a dance, etc)
- They will include this handout in their journal

Show What You Know?

In your groups you will together decide:

1. How to show your knowledge?
2. Who will view it?

1. Here's a list of a few examples of ways to show what you've learned. There is room to come up with more ideas on your own.

- Poster
- Write a story
- Write a song
- Create a dance
- Make a video
- Photography
- Poem
- Presentation
- Visual art piece
- _____
- _____
- _____
- _____

2. We _____ are going to share a(n) _____ to _____.

- Once each group has chosen what they are going to create we will need to talk about how they will be evaluated
- Have students with the same form of creation meet together to discuss how they want to be marked on their product
- As a class we will talk about different ways they can be marked on their work
- Will prompt the students having them think back on how they have been marked before, since they are grade 3 they will most likely need more prompts and more

guidance into how they want to be assessed. More class examples and discussion is important

- If this is too difficult, have different options and let the students choose one
 - Let the students know there will be an overall group assessment (that they will decide) and a self evaluation part as well where they will have a chance to mark themselves
 - When each group has decided their ways of being evaluated, have each group write up a 'contract'
 - The 'contract' will include what they are creating, the audience they are sharing it with, and the way they want to be evaluated
 - This will be a way to give the students their own responsibility and to keep them on track
-
- Now students will create a draft of their copy
 - Students will now understand the difference and benefits of having a rough draft and a good copy in other classes
 - As a group students will work on their drafts
 - If it is a visual, written, or other tangible assignment the students will hand it in to me to see how they are doing
 - I will meet with every group whether they have some sort of visual assignment or not to have a quick discussion and answer any questions
 - Once there are any revisions needed, students will complete their final draft/creation

Sharing

- Students have chosen their audiences, they will now share what they have made
- After they have presented or shared their assignments there will be time to reflect on the inquiry process and what they learned
- Questions:
 - *What did you like about learning this way?*
 - *Would you like to do it again?*
 - *What was the hardest part? Why?*
 - *What would you do differently?*
 - *How did you like presenting your creation?*
 - *How does your art piece relate to our main topic and environment in our planning stage?*

- Have the students write a final reflection paragraph for their journal about our class discussion and these questions prompted
- Have the students fill out the 'what I learned' part of their KWL chart

Evaluation

- Students will be evaluated on previously decided criteria
- Both the process and the product will be evaluated
- Discuss together how each group had an implicit or explicit part of their art
- *What message did your art say?*
- *Was this message obvious or not? Verbal or non verbal?*
- Next the students will fill out their self evaluation (Handout 8)
- Looking at the students inquiry journal with their KWL chart, researchig handout, stop & jot bookmarks, graphic organizer, venn diagram, show what you know handout, written reflections, and their self evaluation will be used to mark the process of inquiry
- The teacher rubric (Handout 9) has two sections based on the process and the product. The first is the process (planning, retrieving, & processing) and the second is (Creating & sharing)
- Have one final discussion about how this process relates to real life.
- Questions:
 - *How is this way of learning related to your life?*
 - *Do you think this was helpful for you to learn?*
 - *What was your favorite part about this assignment?*

Student Name: _____ Date: _____

This project shows that the student: (3, 2, 1, or 0 points)				
1. Thoughtful plan				
2. Used Creativity				
3. Used Time Wisely				
4. Worked hard				
5. Worked together as a group				
Total Possible Points: 24 Total Points Earned: _____	Comments:			

Teacher Rubric

(1 not meeting expectations, 4 exceeding expectations)

Planning, Retrieving, & Processing

1. Students show interest, motivation, and connections in their chosen topic	1	2	3	4
2. Students show evidence of thoughtful research gathered by using what they learned about retrieval	1	2	3	4
3. Reflections and handouts are completed fully and show students inquiry process	1	2	3	4
4. Students work well together as a group, sharing ideas, and collaborating	1	2	3	4

Creating & Sharing

1. Students submit rough draft and make revisions where needed	1	2	3	4
2. Students work shows creativity and attention to detail	1	2	3	4
3. Students presentation shows enthusiasm, interest, and has a clear message	1	2	3	4

Copies of all the handouts
larger

Handouts 1 - Each a page,
stapled together

ENVIRONMENTS

Constructed



ENVIRONMENTS

Natural



Handout 2

Name _____

K What I know	W What I Want to Know	L What I Learned

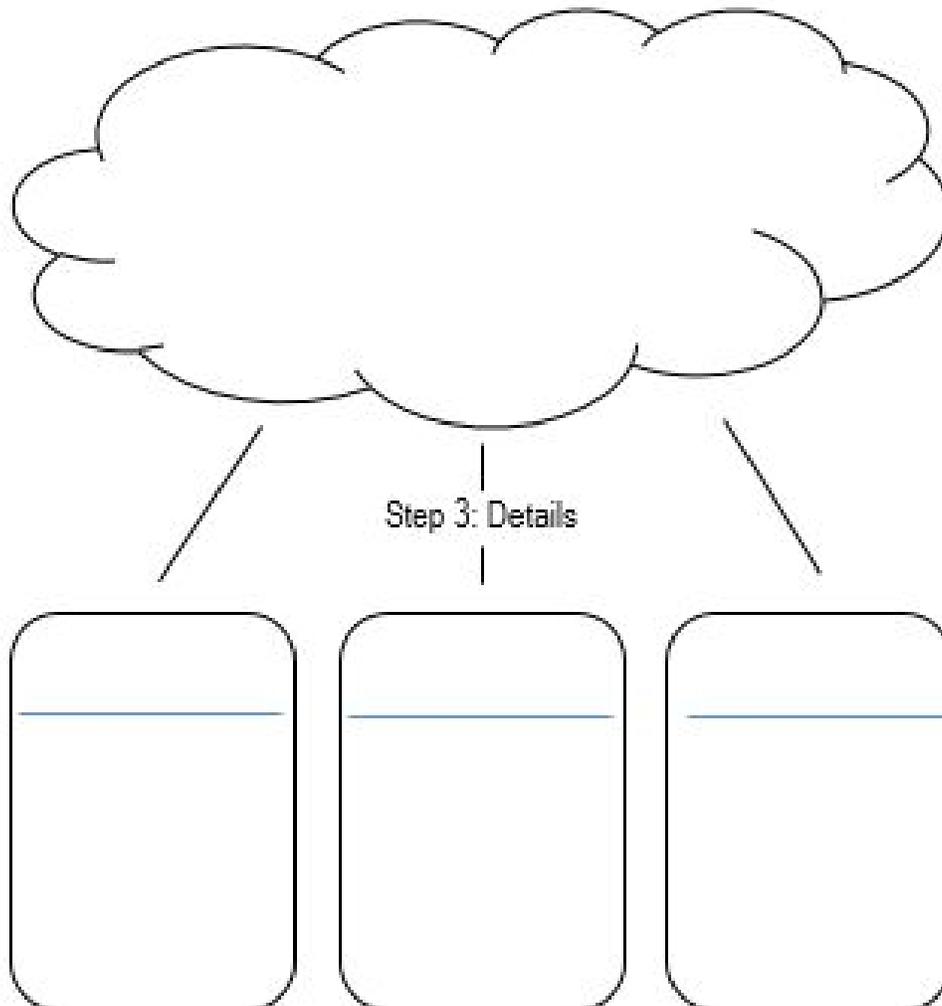
RESEARCHING

Step 1: EXPLORE

No notes yet, just thinking...

Step 2: IDENTIFY

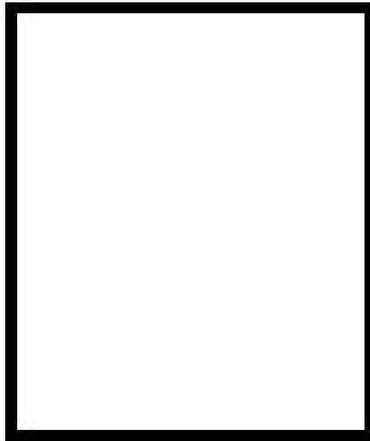
Find main topic - 'BIG IDEA'



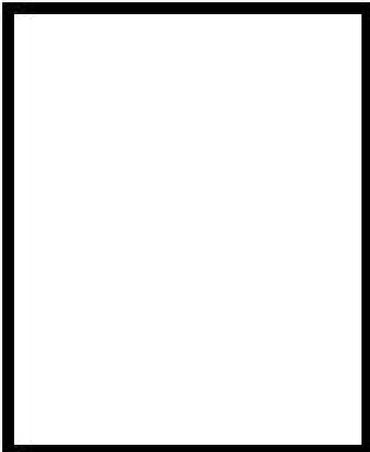
Handout 4

STOP & JOT
READING NOTES

FACTS

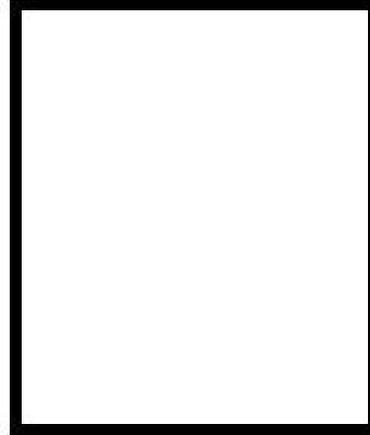


OPINIONS

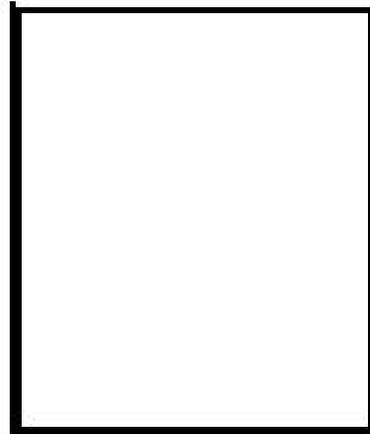


STOP & JOT
READING NOTES

SUMMARY

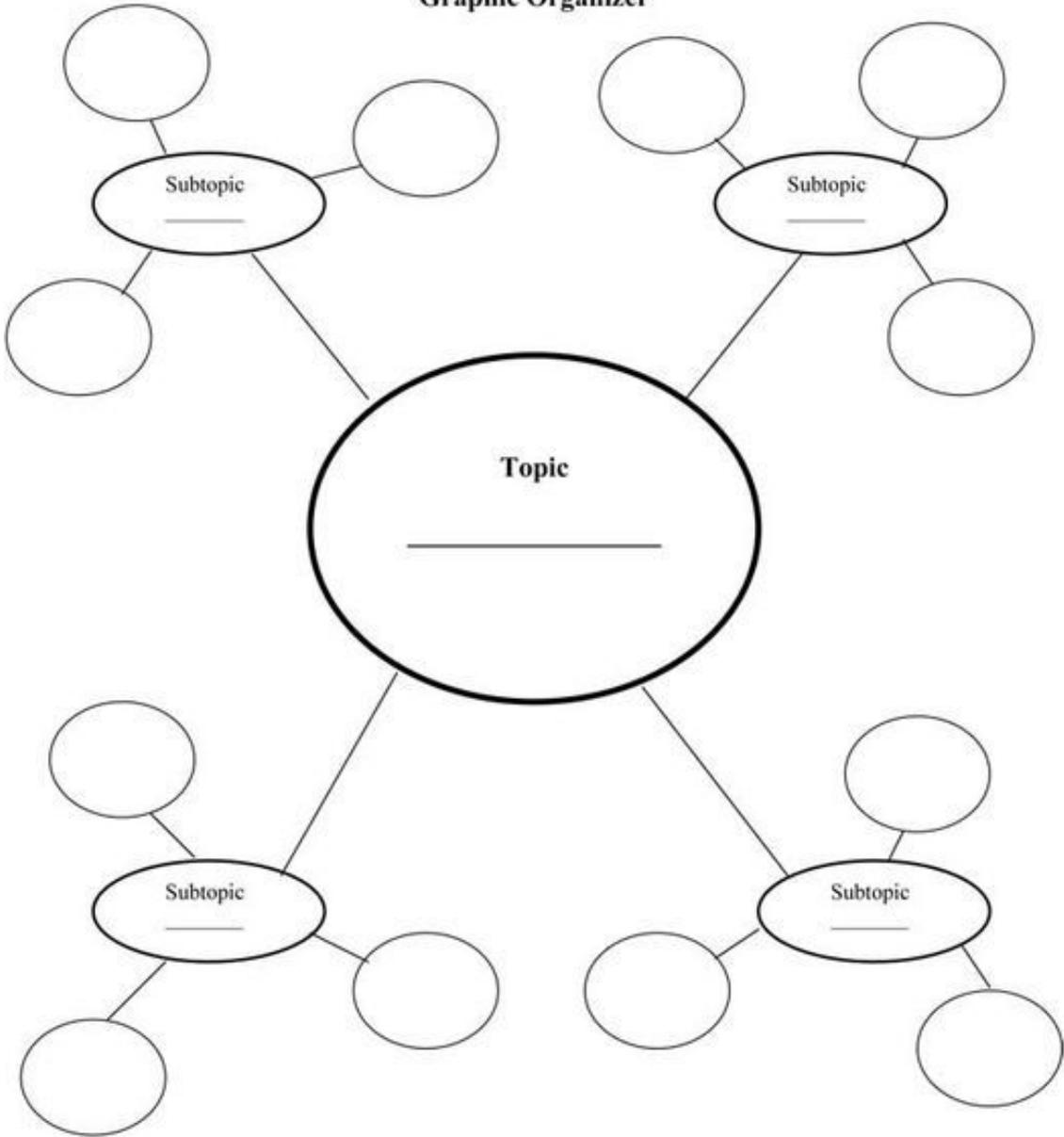


MY REFLECTION



Handout 5

**Internet Research
Graphic Organizer**



Handout 6

Name: _____ Date: _____

COMPARE AND CONTRAST

#1 _____ #2 _____

DIFFERENT

DIFFERENT

SIMILAR

© Sarah Frigo

Handout 7

Show What You Know?

In your groups you will together decide:

1. How to show your knowledge?
2. Who will view it?

1. Here's a list of a few examples of ways to show what you've learned. There is room to come up with more ideas on your own.

- Poster
- Write a story
- Write a song
- Create a dance
- Make a video
- Photography
- Poem
- Presentation
- Visual art piece
- _____
- _____
- _____
- _____

2. We _____ are going to share a(n) _____ to _____.

Handout 8

Student Name: _____ Date: _____

This project shows that the student: (3, 2, 1, or 0 points)				
1. Thoughtful plan				
2. Used Creativity				
3. Used Time Wisely				
4. Worked hard				
5. Worked together as a group				
Total Possible Points: 24 Total Points Earned: _____	Comments:			

Handout 9

Teacher Rubric

(1 not meeting expectations, 4 exceeding expectations)

Planning, Retrieving, & Processing

1. Students show interest, motivation, and connections in their chosen topic
2. Students show evidence of thoughtful research gathered by using what they learned about retrieval
3. Reflections and handouts are completed fully and show students inquiry process
4. Students work well together as a group, sharing ideas, and collaborating

1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

Creating & Sharing

1. Students submit rough draft and make revisions where needed
2. Students work shows creativity and attention to detail
3. Students presentation shows enthusiasm, interest, and has a clear message

1	2	3	4
1	2	3	4
1	2	3	4