

RAIN DANCE CURRICULUM LINKS TREX SOUTHWEST

Listed below are curriculum links to the content presented in *Rain Dance*. The first section, Art Appreciation, offers general guidelines while interacting with the exhibition. The second, third and fourth section outline the specific connections between the curriculum with the lesson plans developed for the education guide. Source: Alberta Education, <https://education.alberta.ca/>

ART APPRECIATION

Kindergarten

- student becomes aware of why and how ideas are communicated through art
- student becomes aware of how artists use such elements as line, colour and pattern to express ideas
- student begins to discover that many objects in daily life are designed or created by artists; e.g., picture books, pottery, paintings and sculpture
- student begins to connect own forms of expression to forms of expression in the world around; e.g., use of collage in own work to use of collage in picture books and artworks.
- student responds to and appreciates the art, music, movement and drama of own and other cultures by viewing, discussing and creating.

Fine Arts Grade 1, 2

- student will interpret artworks literally.
- student will discover that art takes different forms depending on the materials and techniques used.
- student will discover that an art form dictates the way it is experienced.
- student will discover that an artwork tells something about its subject matter and the artist.
- student will discover that colour variation is built on three basic colours.
- student will discover that tints and shades of colours or hues affect the contrast of a composition.
- student will discover that all aspects of an artwork contribute to the story it tells.

Fine Arts Grade 3,4

- students will interpret artworks by examining their context and less visible characteristics.
- student will discover that contextual information may be needed to understand works of art.
- student will discover that artistic style is largely the product of an age.
- student will discover that technological change affects types of art.
- student will discover that our associations influence the way we experience a work of art.
- student will discover that art is valued for different reasons; e.g., aesthetic, economic, symbolic, associative.
- student will discover that art serves societal as well as personal needs.

Fine Arts Grade 5,6

- students will interpret artworks for their symbolic meaning.
- student will discover that artistic style affects the emotional impact of an artwork.
- student will discover that an artwork can be analyzed for the meaning of its visible components and their interrelationships.
- student will discover that artworks contain symbolic representations of a subject or theme.
- student will discover that artworks can be appreciated at many different levels, literal and symbolic.

Fine Arts Grade 7-9

- identify similarities and differences in expressions of cultural groups.
- recognize the significance of the visual symbols which identify the selected cultural groups.
- search for contemporary evidence relating to themes studied.

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Fine Arts Grade 10-12

- students will be able to describe and characterize visual features of artifacts, such as subjects, media and design.
- students will be able to analyze relationships among the visual features of artifacts (e.g., subject, medium and design) and to derive meaning from this analysis.
- students will consider how past experience influences personal reaction to a work of art.
- students will analyze what makes an artifact powerful over time and across cultures.
- students will become aware of the range and variety of forms of artistic expression.
- students will compare art styles in different historical periods.
- students will compare aesthetic standards as they have changed over time.
- students will investigate changes in subject matter and sources of imagery over time.
- students will examine how contemporary society acquires, appreciates and preserves artifacts.
- students will analyze various aspects of the modern artistic community.
- students will investigate the possibility of a characteristic Canadian style.

BEGINNER LESSON PLAN - *A Harmony of Rain*

Kindergarten

- student explores and expresses ideas, perceptions, feelings and thoughts in a variety of forms; e.g., art, music, drama and movement.
- student explores and experiments with patterns, movement, rhythm, sound and music.
- student participates in action songs, singing games and poems.

Music Grade 1-6

- students will learn that music may move to a steady beat.
- students will learn that music may move evenly or unevenly.
- students will learn that music is made up of long sounds, short sounds and silences.
- students will learn that there are strong and weak beats in music.
- students will learn that long sounds, short sounds and silences may be grouped to form rhythm patterns
- students will understand that sounds may be high or low, sounds are also in the middle, a sequence of sounds may move from low to high, high to low, or stay the same.
- students will learn that a melody is made up of sounds organized in patterns
- students will understand that two or more sounds can occur simultaneously.
- students will understand that music can be organized into sections--alike or different.
- students will learn that a section may be repeated (verse, chorus). -Music is organized into phrases.
- students will understand that the beat in music may be fast or slow (tempo), music may be soft (p) or loud (f), and that music may express our feelings.
- students will learn that music reflects our feelings about holidays, seasons, our country and heritage.
- students will be able to distinguish environmental sounds: weather.
- students will be able to mime animals, machines and other sounds.
- students will be able to respond to beat through action and simple body percussion.
- students will be able to perform simple action songs and singing games.

INTERMEDIATE LESSON PLAN - *Cloud Form Monoprints*

Fine Arts Grade 4, 5

- students will study and analyze the individual character of natural objects or forms.

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- students will employ surface qualities for specific effects.
- students will learn that the character of marks is influenced by drawing or painting tools and methods.
- students will create emphasis through the use of structural devices and strategies.
- students will learn that labelling (title and signature) demands artistic sensitivity as to placement, size, shape and medium.
- students will create unity by integrating the parts of a composition into the whole.
- students will learn that attention should be given to well-distributed negative space, as well as to the balance of positive forms.
- students will learn that interesting negative space complements and binds the positive areas into an harmonious whole. F. Pervasive colour, texture or tone can unify a composition, as from an overall wash of paint, a glaze, a textural additive, a surface treatment, or the like.
- students will perfect images through economical use of material and efficiency of effort.
- students will learn that minimal actions and limited media result in stronger forms, as in Chinese painting, cartoons or Inuit sculptures.
- students will learn the skill of getting the most from the least.
- students will use media and techniques, with an emphasis on more indirect complex procedures and effects in print making.
- students will further explore print-making materials and their uses and effects.
- students will continue to use print-making techniques learned in lower grades.
- students will apply printing techniques to composition, including block-out techniques, combination of types of printing, and use of more than one colour.

Science Grade 5

- students will learn about weather phenomena and the methods used for weather study. They learn to measure temperatures, wind speed and direction, the amounts of rain and snow, and the amount of cloud cover. In studying causes and patterns of air movements, students learn about the effects of uneven heating and cooling and discover the same patterns of air movement in indoor environments as are found outdoors. They also learn about human actions that can affect weather and climate and study the design and testing of clothing used as protection against the weather.
- students will observe, describe and interpret weather phenomena; and relate weather to the heating and cooling of Earth's surface.
- students will identify some common types of clouds, and relate them to weather patterns.

Fine Arts Grade 7

- students will select and identify line, value and texture in the natural and man-made environment for image making.
- students will use expressiveness in their use of elements in the making of images.
- students will experiment with techniques and media within complete 2D and 3D compositions.

ADVANCED LESSON PLAN - *Abstract Impasto Painting*

Fine Arts Grade 9-12

- students will extend their knowledge of and familiarity with the elements and principles of design through practise in composing 2D and 3D images.
- students will use non-traditional approaches to create compositions in both 2D and 3D.
- students will aim to develop compositional skills.
- students will aim to achieve personal style.

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- students will learn that planned and spontaneous methods of working are ways of developing visual images.
- students will investigate varieties of expression in making images.
- students will use the vocabulary and techniques of art criticism to analyze their own works.
- students will be conscious of the emotional impact that is caused and shaped by a work of art.
- demonstrate control over various components of compositions.