

Differentiated Instruction Teaching/Learning Examples



GRADE 7 ARTS: VISUAL ARTS—CREATING SCULPTURAL FORMS WITH AN ENVIRONMENTAL THEME

Four 45-minute classes

1. Multiple Intelligences (MI) Corners
2. Lesson Overview
3. Multiple Intelligences (MI) Environmental Response Centres**
4. Cubing** Review Centres Activity #1 and #2
5. Co-constructing Assessment Criteria (Setting Objectives and Providing Feedback)*
6. Plan and Thumbnail Sketch (Setting Objectives and Providing Feedback)*
7. Sculptural Forms Centres**
8. Multiple Intelligences (MI) Artist's Statement Choice Board**

Each of the Grade 7 Arts (Music, Drama, Dance, and Visual Arts) Teaching/Learning Examples focus on an environmental theme and provide opportunities for arts integration.

*Marzano's Categories of Instructional Strategies (See Resources, below.)

**Differentiated Instruction Structure

DIFFERENTIATED INSTRUCTION DETAILS

Knowledge of Students

Differentiation based on student:

- Readiness Interests Preferences: Styles Intelligences Other—Medium (e.g., clay, cardboard or papier mâché)



Need to Know

- Student multiple intelligence preferences to design appropriate Choice Board options (Appendix G)

How to Find Out

- Observe and note student preferences as they participate in a Multiple Intelligence Corners activity (Minds On)

Differentiated Instruction Response

- Topic, Entry Point (content) Ways of learning (process) Ways of demonstrating learning (product) Learning environment

CURRICULUM CONNECTIONS

Overall Expectations: (D1) Creating and Presenting; (D2) Reflecting, Responding, and Analysing

D1. Apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies

D2. Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences

Specific Expectations:

D1.3 Use elements of design in art works to communicate ideas, messages, and understandings for a specific audience and purpose

D1.4 Use a variety of materials, tools, techniques, and technologies to determine solutions to increasingly complex design challenges

D2.2 Explain how the elements and principles of design are used in their own and others' art work to communicate meaning or understanding

Learning Goals:

- Use colour, shape and form, texture, balance and emphasis to communicate an idea or feeling about the environment
- Use specific tools, techniques and materials to communicate an idea or feeling about the environment
- Explain, in own and other's work, how the elements and principles of design are used to communicate an idea or feeling about the environment

ASSESSMENT AND EVALUATION

Assessment/Success Criteria

Knowledge and Understanding

- Uses correct terminology for the elements and principles of design

Thinking

- Explains how they used colour, shape and form, texture, balance and emphasis to communicate an idea or feeling about the environment
- Explains how they used tools, techniques and materials to communicate an idea or feeling about the environment

Application

- Uses colour, shape and form, texture, balance and emphasis in the creation of a sculptural/3D form (e.g., mask) to communicate an idea or feeling about the environment
- Uses tools, techniques and materials in the creation of a sculptural/3D form (e.g., mask) to communicate an idea or feeling about the environment

Assessment Tools:

- Checklist
- Rubric
- Anecdotal Comments

PRIOR LEARNING

Prior to this lesson, students will have:

- Some prior knowledge of the principles and elements of design
- Had opportunities to identify and discuss environmental themes in art
- Examined a variety of artist's statements as they relate to the art work for which they were created

MATERIALS AND RESOURCES

Materials:

Reproductions, posters or images of art with an environmental theme—see suggestions in the Internet Resources in Appendix B
Sculptural/3D forms, including masks, or images of sculptural forms from texts, brochures, picture books, post cards, and Internet Resources (Appendix B)
Art supplies for Mask/Sculpture activity—listed in Appendix B
Chart paper and three to four markers per group
Cubes or dice—one per Cubing Group

Appendix A: Multiple Intelligences (MI) Statements and Centres (Teacher Reference)

Appendix B: Art Supplies and Internet Resources (Teacher Reference)

Appendix C: Cubing Review Centres—one per group

Appendix D: Environmental Mask/Sculptural Form Checklists—one per student

Appendix E: Environmental Mask/Sculptural Form Rubric—one per student

Appendix F: Plan and Thumbnail Sketch—one per student

Appendix G: Multiple Intelligences (MI) Artist's Statement Choice Board—one per student

Internet Resources: See Appendix A

Resources:

Bennett, Barrie and Rolheiser, Carol (2001). *Beyond Monet: The Artful Science of Instructional Integration*. Toronto, ON: Bookation Inc.

Brynjolson, Rhian (2009). *Art and Illustration for the Classroom*. Winnipeg, MN: Portage and Main Press. ISBN: 978-1-895411-90-4

Gregory, Gayle (2005). *Differentiating Instruction with Style*. Thousand Oaks, CA: Corwin Press.

Hume, Karen (2009). *Evidence to Action: Engaging and Teaching Young Adolescents through Assessment*. Toronto, ON: Pearson Education Inc.

Marzano, Robert J., Pickering, Debra and Pollock, Jane E. (2001). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD.

Ministry of Education (2009). *The Ontario Curriculum, Grades 1–8, The Arts*. (Health and Safety in Arts Education, p. 58)

Sendak, Maurice (1988). *Where the Wild Things Are*. Scarborough, ON: HarperCollins Publishers Canada, Limited. ISBN: 0064431789/0-06-443178

Seuss, Dr. (1996). *My Many Coloured Days*. New York, NY: Alfred A. Knopf, Inc. ISBN: 978-0-679-87597-0

Teaching/Learning Sequence: Grade 7 Arts: Visual Arts—Creating Sculptural Forms with an Environmental Theme

MINDS ON

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

Small Groups → Multiple Intelligence (MI) Corners

Post statements relating to each of the multiple intelligences around the room—see Multiple Intelligences (MI) Statements and Centres (Teacher Reference) (Appendix A).

Students:

- Select the Multiple Intelligence Corner whose statements best describe them and, in partners, share why they selected that particular intelligence and one or more examples of ways they have used the intelligence as a strength
- In pairs, share with the rest of the group, record the examples on chart paper and share with the class
- Select a second MI location and repeat the activity for that intelligence

Facilitate a discussion that clarifies that we all have all intelligences, that we have natural preferences for some intelligences and that our intelligences and preferences develop and change over time. Indicate that students will have opportunities to use their multiple intelligences as strengths during the following lesson(s).

Whole Class → Lesson Overview

Explain to students that they will be creating a sculptural form (e.g., mask) that conveys a mood, feeling, or an idea about the environment. They will examine art that has an environmental theme to get their ideas, review ways that some of the elements and principles of design can help them convey ideas through art, and create an artist's statement to introduce and explain their sculptural form or mask to others. Review the learning goals with students as part of this lesson overview.

Small Groups → Multiple Intelligences (MI) Environmental Response Centres

Set up six MI Environmental Response Centres as outlined in Appendix A. Each centre will represent two or more multiple intelligences. At each centre, place a variety of visual stimuli relating to the environment (e.g., images, posters, and reproductions)—see Art Supplies and Internet Resources (Teacher Reference) (Appendix B). The resources should be selected to elicit a personal and thoughtful response from students on environmental issues and illustrate how environmental themes and ideas are portrayed in various art works.

Students:

- Select a centre related to some of their preferred intelligences
- Examine, with others at that centre, the various resources and note what they see, in terms of colour, shape and form, texture, emphasis and balance
- As a group, brainstorm and list on chart paper, their response to any environmental themes, issues or ideas that they think the art conveys
- Refine the list to three or four words or phrases that reflect their response
- As a group, select one of the Options for Sharing from that particular Multiple Intelligence Centre (Appendix A), and share their response through their selected option with the class

As groups share their responses to the environmental issues and themes represented by the art, students note the words and phrases that “ring true for them” and select one as a focus for their sculptural form.



CONNECTIONS

- L: Literacy
- ML: Mathematical Literacy
- AfL, AoL: Assessment for/of Learning
- EE: Environmental Education

EE: Environmental themes in the visual arts

ACTION

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

Small Groups → Cubing Review Centres

Activity #1 (Design)

Set up several centres with a variety of sculptural forms and images of sculptural forms (e.g., sculpture, totems, relief carvings, masks)—see Art Supplies and Internet Resources (Teacher Reference) (Appendix B), Cubing Review Centres (Appendix C) and one cube or die. Students select a centre with materials that appeal to them.

Students, as a group:

- Select two or more of the resources at the table to examine
- Participate in Cubing Activity #1—see Cubing Review Centres (Appendix C) to review elements and principles of design (i.e., colour, shape and form, texture, emphasis and balance) that are dominant in sculptural forms

Circulate during the cubing activity to clarify and provide feedback as needed.

Activity #2 (Interpretation)

Students:

- In the same groups as above, participate in Cubing Activity #2—see Cubing Review Centres (Appendix C) to discuss how elements and principles of design contribute to the interpretation (e.g., a feeling, mood) of an art work that they select from the materials at the centre.

Circulate during the Cubing activity to support, clarify and provide feedback as needed.

Whole Class → Co-constructing Assessment Criteria

Indicate to students that they will do the same thinking when they use colour, shape and form, texture, emphasis and balance to create a mask or sculptural form that reflects their selected feeling or idea about the environment.

Pending available resources, provide students with options for the medium (e.g., clay, papier mâché or cardboard).

Review the parts of the task: a) planning the art work, b) creating the form, and c) developing an artist's statement on the mood, idea or feeling conveyed by the work and how it was created. Lead a discussion on the assessment criteria and emphasize that what will be assessed is their explanation of and use of the elements and principles of design and techniques and materials to communicate their mood, idea or feeling. Refine the assessment criteria based on student input. Distribute the amended Environmental Mask/Sculptural Form Checklists (Appendix D) and the Environmental Mask/Sculptural Form Rubric (Appendix E).

Pairs/Individuals → Plan and Thumbnail Sketch

Distribute Plan and Thumbnail Sketch (Appendix F).

Students:

- Brainstorm, in groups of three or four, how to develop a plan for a sculptural form so that it conveys an intended mood, idea or feeling
- Share their responses with the class

Lead a discussion on planning/clarifying the process by “thinking aloud.” Indicate that the initial plan that they create will not only help them create their art but will also be the basis of their artist's statement.

Students:

- Individually, complete Plan and Thumbnail Sketch (Appendix F) to illustrate their ideas
- Work in pairs to examine each other's plan and sketch and provide feedback based on Environmental Mask/Sculptural Form Checklists (Appendix D)

Facilitate a class discussion on student observations providing suggestions for refinement as needed.

Individuals → Sculptural Forms Centres

Set up centres based on medium options (e.g., clay, papier mâché or cardboard) provided for students. Demonstrate appropriate techniques such as hand building techniques (e.g., coiling, moulding, pulling up from a mound of clay, slabbing, and pinching) for clay; how to build up paper strips mixed with paste (e.g., wheat paste or boiled cornstarch) on an armature of cardboard, rolled newspaper, or plastic bags stuffed with crumpled paper) for papier mâché; and construction techniques for cardboard. Note: Model safe practices at all times and communicate safety expectations to students in accordance with school board and Ministry of Education policies (*The Ontario Curriculum, Grades 1–8, The Arts*, p. 58).

Students:

- Individually, create a mask or sculptural form that communicates their intended mood, idea or feeling about the environment. Students may work with a partner to discuss design ideas and provide feedback to each other as they build and finish their work—see Checklist #2, Environmental Mask/Sculptural Form Checklist (Appendix D).

Circulate while students are working and support as needed.



L: Subject-specific vocabulary/ Cubing #1
AfL: Cubing Review Centre/ Anecdotal Comments

L: Subject-specific vocabulary/ Cubing #2
AfL: Cubing Review Centre/ Anecdotal Comments

AfL: Plan and Thumbnail Sketch/ Anecdotal Comments

AfL: Peer assessment/Planning/ Checklist

EE: Environmental themes
AfL: Peer and teacher assessment/Sculptural Forms Centre/Checklist

CONSOLIDATION AND CONNECTION

- Helping students demonstrate what they have learned
- Providing opportunities for consolidation and reflection

Small Groups → Multiple Intelligences (MI) Artist's Statement Choice Board

Distribute and discuss Multiple Intelligences (MI) Artist's Statement Choice Board (Appendix G).

Students:

- Create an artist's statement, reflecting and summarizing what they have done in order to help others understand their use of elements and principles, their materials and techniques. Students select a Multiple Intelligence option from the Choice Board—see Multiple Intelligences (MI) Artist's Statement Choice Board (Appendix G). Encourage students to select different intelligence options from the last time if they appeal to them or think they may be a strength
- Present their artist's statement
- Submit their artist's statement and sculptural form to the teacher for evaluation, based on the Environmental Mask/Sculptural Form Rubric (Appendix E)



AoL: Artist's Statement and Mask/Sculptural Form/Rubric