** LESSON PLAN (PILOTED 2022)**

**Candidate’s name:** Terri Wilkinson

| Grade/Class/Subject: | grade 3, Art | School: | Thornhill Primary |
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| Date: | February 14 2025 | Allotted Time: | 45 min |
| Topic/Title: | Creating Valentine’s Bags |

1. **LESSON ORIENTATION**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

| *Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.* |
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| Students will create a Valentine’s bag using various art materials to collect their valentines and treats from classmates, while demonstrating creativity, craftsmanship, and design. |

1. **CORE COMPETENCIES**

**Key resources:** <https://curriculum.gov.bc.ca/competencies>

| **Core /Sub-Core Competencies** *(check all that apply):* | *Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.* |
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| ☐ COMMUNICATION – Communicating☐ COMMUNICATION – Collaborating ☐ THINKING – Creative Thinking☐ THINKING – Critical Thinking☐ THINKING – Reflective Thinking☐ PERSONAL AND SOCIAL – Personal Awareness and Responsibility☐ PERSONAL AND SOCIAL – Positive Personal and Cultural Identity ☐ PERSONAL AND SOCIAL – Social Awareness and Responsibility | * students will communicate through their artistic choices, designing bags to share with the class
* students will share their work
* students will use creative thinking to design their bags, experimenting with colours, patterns, and decoration
* students will reflect on their artistic choices and make adjustments as they work
* students will celebrate friendship and connections by creating meaningful bags for collecting valentines
* they respect and appreciate the different designs created by their peers
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1. **INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

**Key resources:** First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/indigenous-education/awp_moving_forward.pdf)

| **FPPL to be included in this lesson** *(check all that apply):* | *How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?* |
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| *☐* Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. ☐ Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). ☐ Learning involves recognizing the consequences of one's actions.☐ Learning involves generational roles and responsibilities.☐ Learning recognizes the role of Indigenous knowledge.☐ Learning is embedded in memory, history, and story.☐ Learning involves patience and time. ☐ Learning requires exploration of one's identity.☐ Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. | * the students will fosters connections between students as they create bags to exchange valentines
* the act of giving and receiving valentines promotes kindness, appreciation and respect
* art requires experimentation, reflection and revision, allowing students to develop their creative skills at their own pace
* students get to express themselves through the art allowing choice of colours, symbols and design
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1. **BIG IDEAS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

| *What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?* |
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| The [arts](https://curriculum.gov.bc.ca/curriculum/arts-education/3/core) connect our experiences to the experiences of others. |

1. **LEARNING STANDARDS/INTENTIONS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

| **Curricular Competencies:***What are students expected to do?*  | **Content:***What are students expected to learn?* |
| --- | --- |
| Reflect on [creative processes](https://curriculum.gov.bc.ca/curriculum/arts-education/3/core) and make connections to personal experiencesExpress feelings, ideas, and experiences in creative ways | visual arts: elements of design: line, shape, space, texture, colour, [form (visual arts)](https://curriculum.gov.bc.ca/curriculum/arts-education/3/core#;);[symbolism](https://curriculum.gov.bc.ca/curriculum/arts-education/3/core) as ways of creating and representing meaning |

1. **ASSESSMENT PLAN**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0) and<https://curriculum.gov.bc.ca/classroom-assessment>

| *How will students demonstrate their learning or achieve the learning intentions? How will they know if they are proficient? How will the evidence be collected, documented and shared? Will you use* ***observation****s, have targeted* ***conversations****, or collect* ***products****? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be* ***formative****,* ***summative****, or both?* |
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| Formative* observe students' engagement during the creative process. note ability to use materials appropriately and express creativity.
* have students reflect on their design and creative choices
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1. **DESIGN CONSIDERATIONS**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

| *Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.* |
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| * have pre-cut materials
* teacher assistance when needed
* let students choose simpler designs
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| **Required preparation:** *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.* |
| * paper bags
* markers, crayons, colored pencils
* stickers
* glue, scissors and tape
* construction paper
* hearts handout for colouring and pasting on bag
* Valentine's Day word search
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1. **LESSON OUTLINE**

| **Instructional Steps** | **Student Does/Teacher Does** *(learning activities to target learning intentions)* | **Pacing** |
| --- | --- | --- |
| **OPENING:***e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge* | Introduction“Today we will be creating our own special Valentine's Day bag to hold all of the valentines and treats we will receive from our classmates”“We will use our creativity to decorate our bags with colors, designs, and patterns that reflect our personalities and celebrate friendship.” | 8 min |
| **BODY:*** *Best order of activities to maximize learning -- each task moves students towards learning intentions*
* *Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback*
* *Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling*
* *Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations*
 | Review MaterialsShow students the materials they will use* paper bags
* markers
* stickers

explain how to use them, show the example. Demonstrate how to decorate a paper bag using a variety of materials. Explain how to glue, tape, and add decorative elements.Step-by-step Instruction* distribute materials
* demonstrate decorating
* encourage students to draw, color, and decorate their bags using a variety of the materials
* remind students to consider balance, color choice, and patterns as they work
* allow for creative freedom, guiding them to express their own designs while encouraging neatness and careful work
* The teacher will walk around to offer support, assist with cutting and gluing, and ensure all students are staying on task.

Wordsearch for early finishers | 40 min |
| **CLOSING:*** *Closure tasks or plans to gather, solidify, deepen or reflect on the learning*
* *review or summary if applicable*
* *anticipate what’s next in learning*
* *“housekeeping” items (e.g. due dates, next day requirements*
 | Clean up“Please return your materials, including scissors, markers and glue, to the designated areas. We will have a few minutes left to admire the Valentines bags.”“Does anyone want to share their designs?”Students will put the bags on the back counter for safe keeping.Closing“Now you have a wonderful way to collect your valentines and treats, which we will get to this afternoon, before the end of the day.” | 5 min2 min |

1. **REFLECTION** *(anticipate if possible)*

| * *Did any reflection in learning occur, e.g. that shifted the lesson in progress?*
* *What went well in the lesson (reflection on learning)?*
* *What would you revise if you taught the lesson again?*
* *How do the lesson and learners inform you about necessary next steps?*
* *Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?*
* *If this lesson is being observed, do you have a specific observation focus in mind?*
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| This lesson was a great start to the day. It was on Valentines Day and the students were very excited for the day ahead. After reflecting on this lesson, I realized that next time, I should provide clear instructions on how to carry scissors before distributing them. While I reminded students during the activity, it would be more effective to establish expectations at the start to ensure safety. Emphasizing the “point down, walk slow” rule right away will help prevent accidents. Overall the lesson was successful in fostering creativity and social connection, but I will make sure to introduce safety guidelines earlier in future activities. |