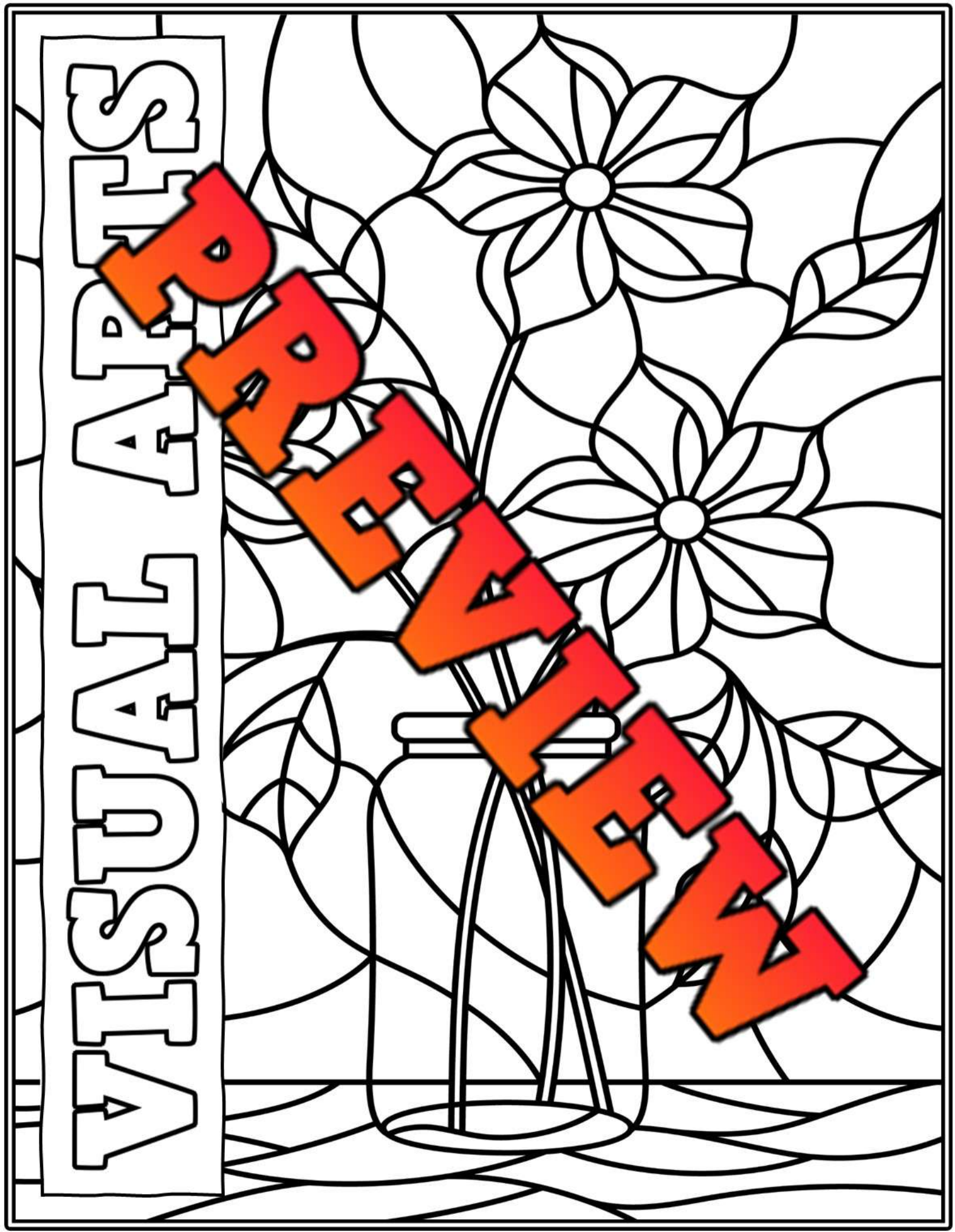


Grade 2 – The Arts Unit

Visual Arts

	Specific Expectations	Pages
D1.1	Create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature	65-80, 87-96, 107-111, 132-134
D1.2	Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic	6-27, 48-64, 97- 104, 112, 121
D1.3		-47, 6, 31, 71
D1.4		5-64, 45
D2.1		5-72, 9, 65, 74
D2.2	communicate meaning or understanding in their own and others' art work	122-131, 156-171,
D2.3	Demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art	16-27
D2.4	Identify and document their strengths, their interests, and areas for improvement as creators of art	28-64, 81-86, 135-161, 172-174
D3.1	Identify and describe a variety of visual art forms they see in their home, at school, in their community, and in visual arts experiences	65-80, 132-134
D3.2	Demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places	87-131, 135-174

Preview of 16 activities
from this unit that
contains 32 activities in
total.



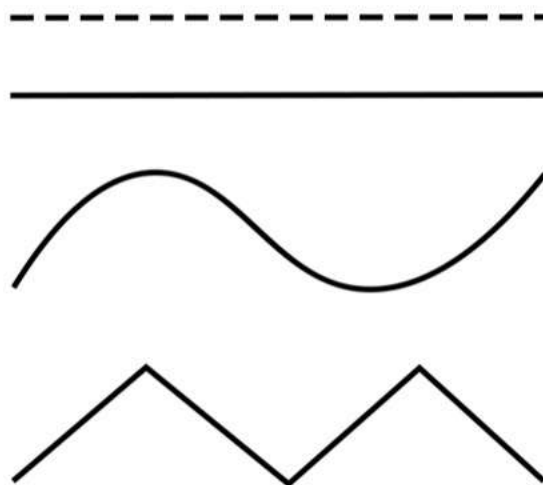
VISUAL ARTS

PREVIEW

Understanding Lines In Art

What Are Lines

Lines go from one point to another. Artists, builders, and even nature use lines in different ways. Lines can be straight, curved, or thin. You see lines in roads, books, and even tree leaves.



Types of Lines

There are many kinds of lines. Each one shows something special.

- **Straight Lines:** These go in one direction, like a ruler's edge.
- **Curved Lines:** These bend, like a rainbow or a wave.
- **Zigzag Lines:** These go up and down in sharp angles, like a lightning bolt.
- **Dotted Lines:** These are made of small dots with spaces in between.

Fun Facts About Lines

- 1) Every letter of the alphabet is made of lines.
- 2) Zebras' stripes are straight lines that help them hide from lions.
- 3) Nature has lines, like in spiderwebs and tree branches.

Lines are everywhere. They help us draw, write, and even understand the world.

Question

Answer the questions below.

1) What are lines and where can we find them?

2) Draw three lines below.

Zigzag lines**Straight lines****Curved lines****Matching**

Match each type of line with an example.

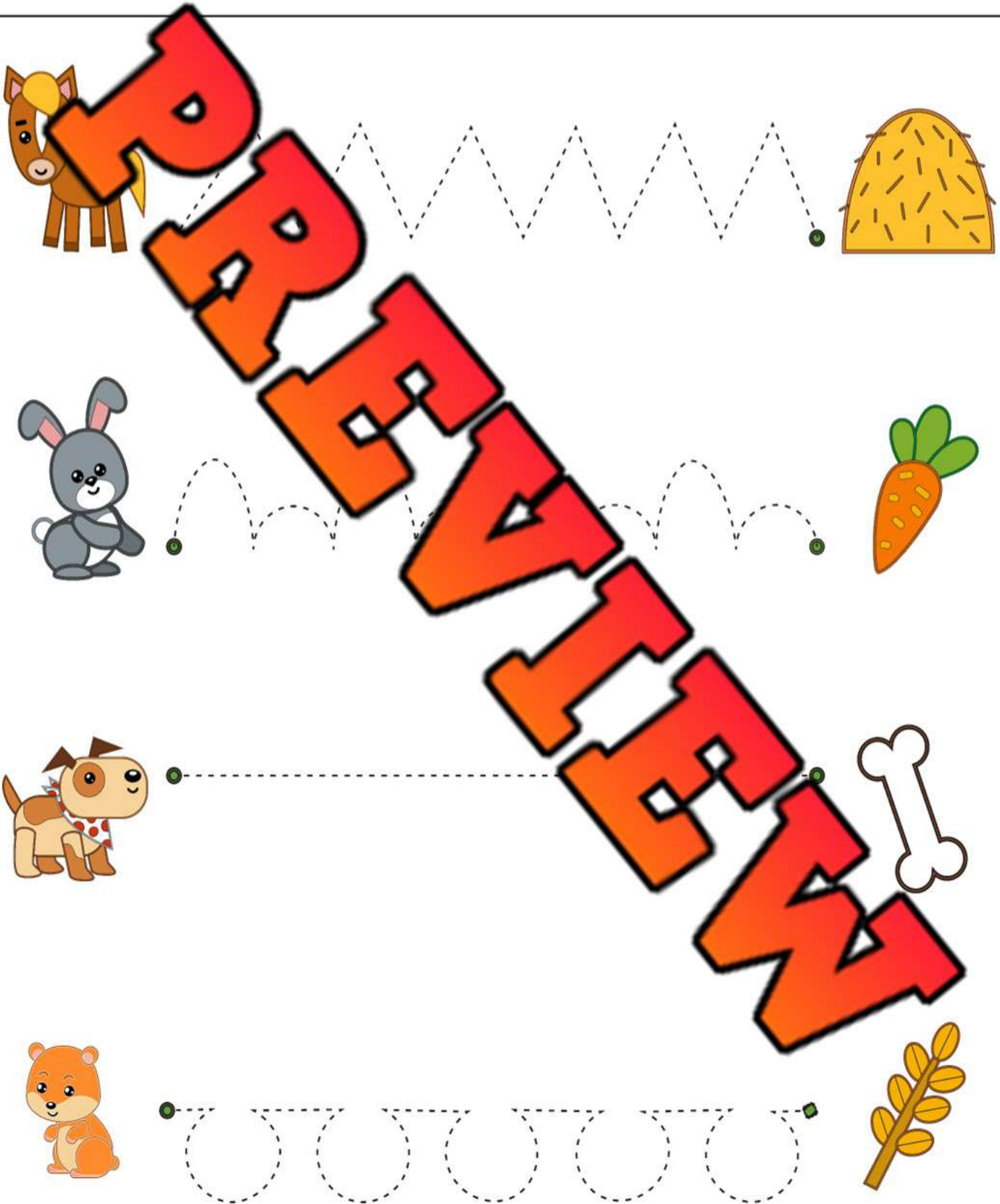
Zigzag lines ☐☐ RainbowCurved lines ☐☐ SpiderStraight lines ☐☐ Lightning bolt**True or False**

Is the statement true or false?

1) All lines are straight and go in one direction.	True	False
2) Dotted lines have spaces between the dots.	True	False
3) Lines are not important in the letters of the alphabet.	True	False
4) Spiderwebs are not made of lines.	True	False
5) Zebras have lines that help them hide from lions.	True	False

Trace

Use your pencil to trace each dotted line. Follow the path to connect the animals to their food. Trace carefully and stay on the lines!



Activity: Line Pop-Out Hand Art

Objective

What are we learning about?

Students will learn how to create pop-out effects and patterns using straight and curved lines, developing their creativity and understanding of rhythm and contrast in art.

Materials

What do we need for the activity

- White paper (one sheet per student)
- Pencil (one per student)
- Black markers or fine-line pens
- Coloured markers or crayons



Instructions

How you will complete the activity

1. Each student should place their hand on the white paper and trace around it with a pencil.
2. Starting outside the hand outline, students will draw horizontal lines across the page, stopping when they reach the hand outline.
3. Inside the hand outline, students will draw curved lines connecting the ends of the straight lines, following the shape of the hand. This creates a pop-out effect.
4. After completing the lines, students can use black markers to trace all the pencil lines for a bolder look.
5. Add colour to the lines using markers or crayons. Encourage students to create a pattern by alternating colours or repeating a colour scheme.
6. Allow the artwork to dry (if using markers) and then display their creations in the classroom for everyone to see.

How-To-Guide

This guide will help you create a line pop-out hand art.

Steps		Description
1	Trace Hand	Place your hand flat on the paper. Carefully use a pencil to trace all around your fingers and palm to make a neat hand shape. Make sure the tracing is smooth.
2	Draw Straight Lines	From the edges of your paper, draw straight lines across the page. Stop drawing each line when you reach the outline of your hand. Leave the hand area empty for now.
3	Add Curved Lines	Inside each straight line, connect the ends of the straight lines with curved lines. Follow the shape of your hand to make the lines look natural.
4	Use a Black Marker	Carefully trace all the pencil lines with a black marker. Make sure to follow the lines so everything looks clean and bold.
5	Create a Pattern	Pick your favourite colours and decide on a pattern, like red, blue, yellow. Use the colours in regular order to create a design with the lines.
6	Colour Neatly	Use your markers or crayons to colour carefully between the lines. Try your best to stay inside the spaces. Do not smudge your colours.
7	Fill the Page	Keep drawing and colouring lines until your page is full of colours and designs. Don't leave any big empty spaces in your artwork.
8	Look for Pop-out Effect	When you finish your art, step back and look closely. Notice how the curved lines make your hand look like it's popping out from the paper!

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Drawing Straight Lines	Make neat, straight lines outside your hand using a ruler or freehand.
Drawing Curved Lines	Inside the hand outline, make smooth, curved lines that match the hand shape.
Keeping Inside the Lines	Draw carefully so that you stay inside the lines and don't go outside.
Completing the Artwork	Finish the entire page with lines and colours so there are no empty spaces.

Example

An example of a line pop hand art



Planning

Answer the questions below.

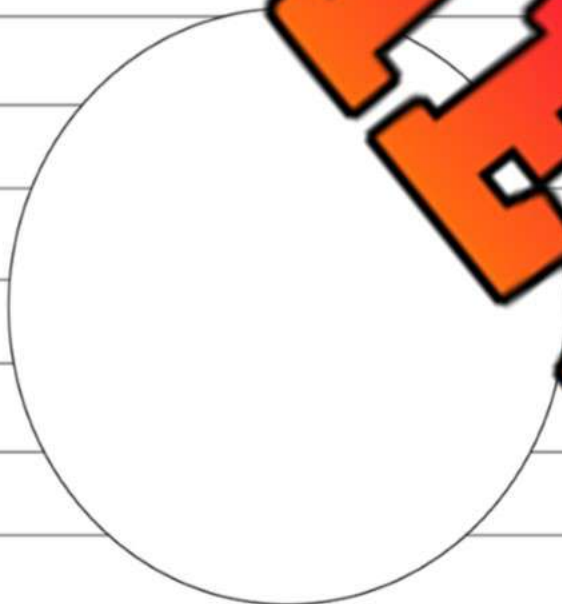
1) What colours do you want to use for your lines?



2) Look at the examples of straight and curved lines. Use a pencil to connect the rest of the dots for straight or curved lines like the examples.



3) Connect the straight lines through the circle by drawing smooth, curved lines inside it. Make sure the curves follow the circle.



Name: _____

13

Curriculum Connection
D1.2, D1.3

Rough Copy

Create straight horizontal lines without going inside the hand trace





Peer Assessment

Assess the line pop-out hand art of another student.

Name Of Student Being Assessed:		Assessor's Name:		
_____		_____		
1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Excellent	
Drawing Straight Lines				
Drawing Curved Lines				
Keeping Inside the Lines				
Completing the Artwork				

A Star And A Wish

Identify one strength (star) and one area for improvement (wish) about your peers' line pop-out hand art.

Write one strength and one area for improvement about the line pop-out hand art.	
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>

Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Drawing Straight Lines	Lines are messy and not straight.	Some lines are straight, but many are uneven.	Most lines are straight and neat.	All lines are perfectly straight and neat.
Drawing Curved Lines	Lines do not match the hand and are uneven.	Some lines match the hand but many are uneven.	Most lines match the hand and are smooth.	All lines are smooth and match the hand perfectly.
Keeping Inside the Lines	Colouring is messy and often outside the lines.	Colouring is a bit neat but goes outside the lines.	Colouring is mostly neat, with only small mistakes.	Colouring is very neat and always stays inside the lines.
Completing the Artwork	Many spaces are left empty or not finished.	Some spaces are finished, but many are empty.	Most of the spaces are finished with only small empty spaces.	The whole page is finished with no empty spaces at all.

Teacher Comments

Mark

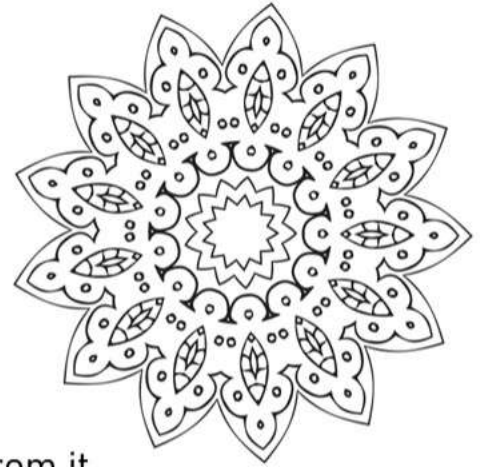
Student Comments – What Could You Do Better?

Understanding Mandala Art

What is Mandala Art?

Mandala is a kind of drawing that uses shapes and patterns. The word "mandala" means "circle" in an ancient language called **Sanskrit**.

Mandalas often have a circle in the **middle**, and shapes like **triangles**, **squares**, and **stars** spread out from it.



How Are Mandalas Made?

Artists make mandalas by drawing **layer and over** in a design. They start in the **middle** and add more shapes to the outside. Each ring of shapes can be a different **colour** or **pattern**. Some mandalas are made with **paint**, **pencils**, or **sand**.

Fun Facts About Mandalas

- The oldest mandalas were found in **India** more than 2,000 years ago.
- In nature, you can see patterns in **snowflakes**, **acorn tops**, **flowers**, and **spiderwebs**.

Learning about mandalas helps us see the beauty of patterns all around us!



Questions

Answer the questions below.

1) How do artists make different colours in mandalas?

2) List 3 mandalas you can see in nature.



3) What does "Mandala" mean?

☐ Square☐ Flower☐ Circle☐ Shape**Circle**

Circle the correct answer.

1) Do mandalas have repeating patterns?

Yes

No

2) What does a mandala usually start with?

Centre

The edge

3) Are mandalas only made with paint?

Yes

No

4) Can mandalas use different shapes like triangles?

No

5) Mandalas are often inspired by

Nature

Identify

Identify the drawing(s) that best represent a mandala. Place a check mark (✓) in the provided circle.



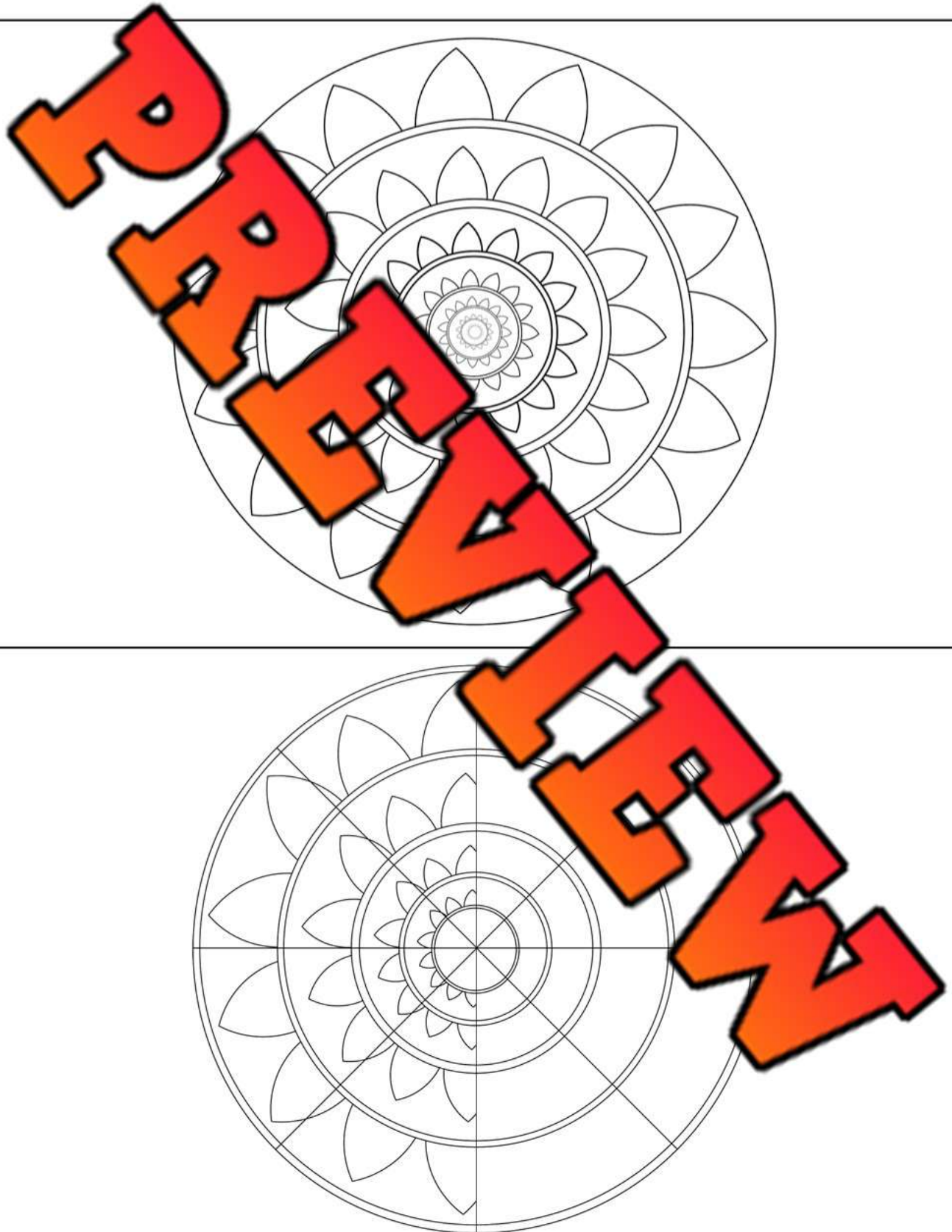
Name: _____

18

Curriculum Connection
D1.2, D1.3, D2.3

**Colour & Draw
The Mandala**

Look at the mandala drawing provided. Colour it using different bright colours. Draw the mandala in the provided space below.



Activity: Sunflower Mandala Art

Objective

What are we learning about?

Students will learn about symmetry and patterns by creating a colourful mandala using pre-printed petal templates on a circular base.

Materials

What do we need for the activity

- Pre-printed sunflower petal templates (two per student)
- Circular base cardboard (one per student)
- Crayons, markers, or colored pencils
- Safety scissors & glue



Instructions

How you will complete the activity

1. Begin by giving each student a sunflower petal template and a circle base cardboard.
2. Ask students to colour each petal using bright, fun colours like red, yellow, and blue. Encourage them to stay inside the lines.
3. Have students colour the smaller centre circle in a different colour to make it stand out.
4. Once all pieces are coloured, instruct students to carefully cut out each petal and the centre circle. Emphasize cutting along the lines with safety scissors.
5. Explain how a mandala is a design with a symmetrical pattern. Demonstrate placing petals evenly around the circle to create balance.
6. Provide students with the large circle base. Ask them to arrange their petals around the edge of the base to plan their design before gluing.
7. Students will then glue their petals to the circle base, starting at the edge and working toward the middle. Encourage even spacing for balance.
8. After all petals are glued, students will glue the smaller centre circle on top, in the middle of the petals, to complete the sunflower design.

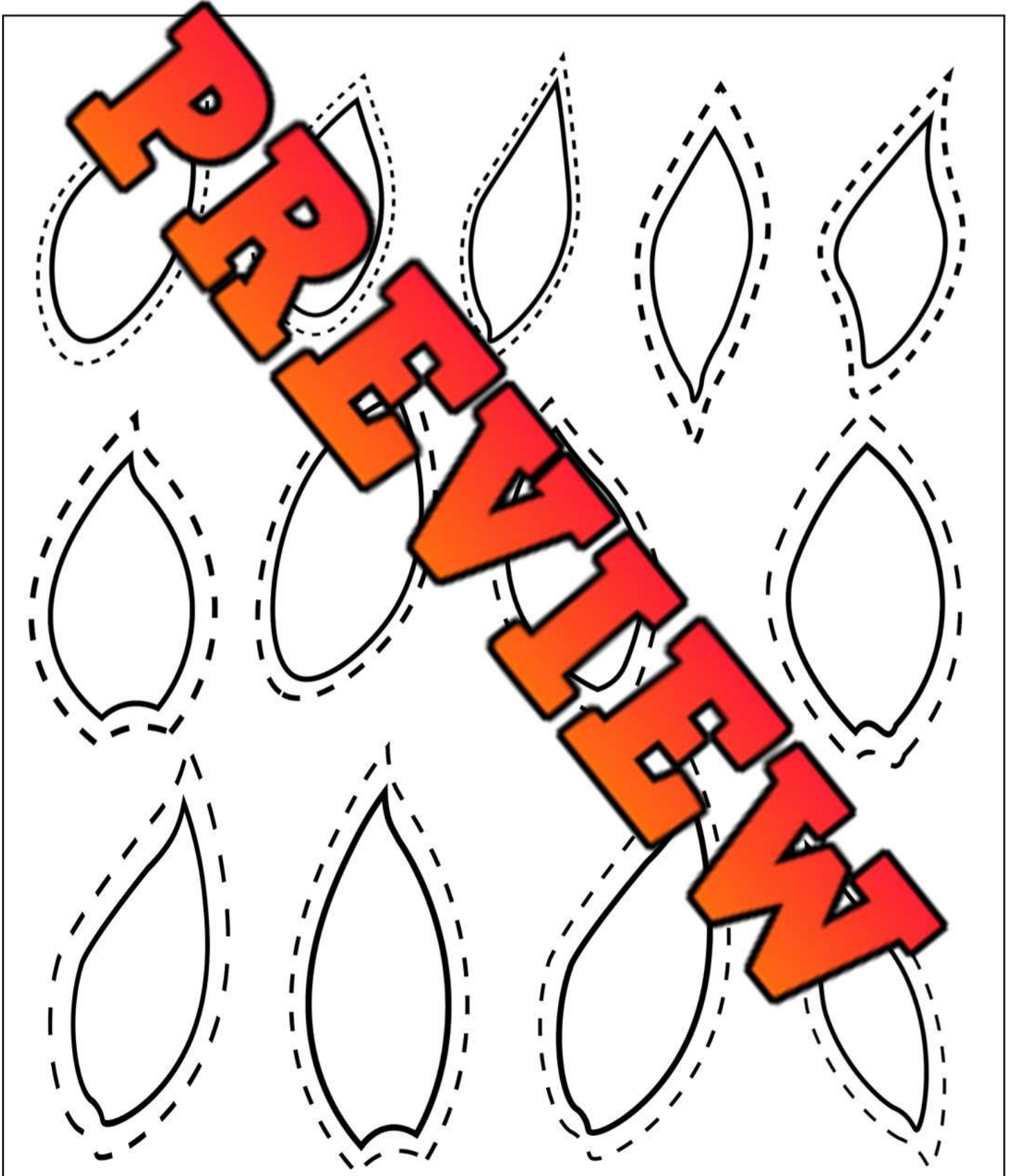
How-To-Guide

The steps below will help you create the sunflower petals mandala.

	Steps	Description
1	Colour the Petals	Colour each petal on the template using bright, fun colours like red, yellow, and blue. Make sure to colour neatly and stay inside the lines for the best result.
2	Colour the Centre Circle	Colour the smaller circle provided for the centre of the mandala. Use bright colours to decorate it, and make it stand out as the centerpiece of your mandala.
3	Cutting the Petals	Carefully cut out the smaller circle & each petal along the dotted lines. Use scissors safely and take your time to make smooth cuts. Your cutouts will look great on your mandala.
4	Planning Your Design	Lay your circular pieces on a board on the table and arrange your petals. Think about how to make the design look balanced and colourful before you start gluing.
5	Gluing the Petals	Begin gluing your petals to the circle base. Start at the outer edge and work inward, placing each petal evenly around the circle for a balanced look.
6	Using the Right Amount of Glue	Put a small dab of glue at the bottom of each petal. Press it gently onto the base, and avoid using too much glue to keep your work neat and clean.
7	Adding the Centre Circle	Once all the petals are glued, take the smaller circle and glue it on top of the petals in the center. Press gently to secure it in place.
8	Checking for Balance	Look at your mandala to make sure the petals are spaced evenly. Adjust them if needed so your design looks symmetrical and fills the entire circle.

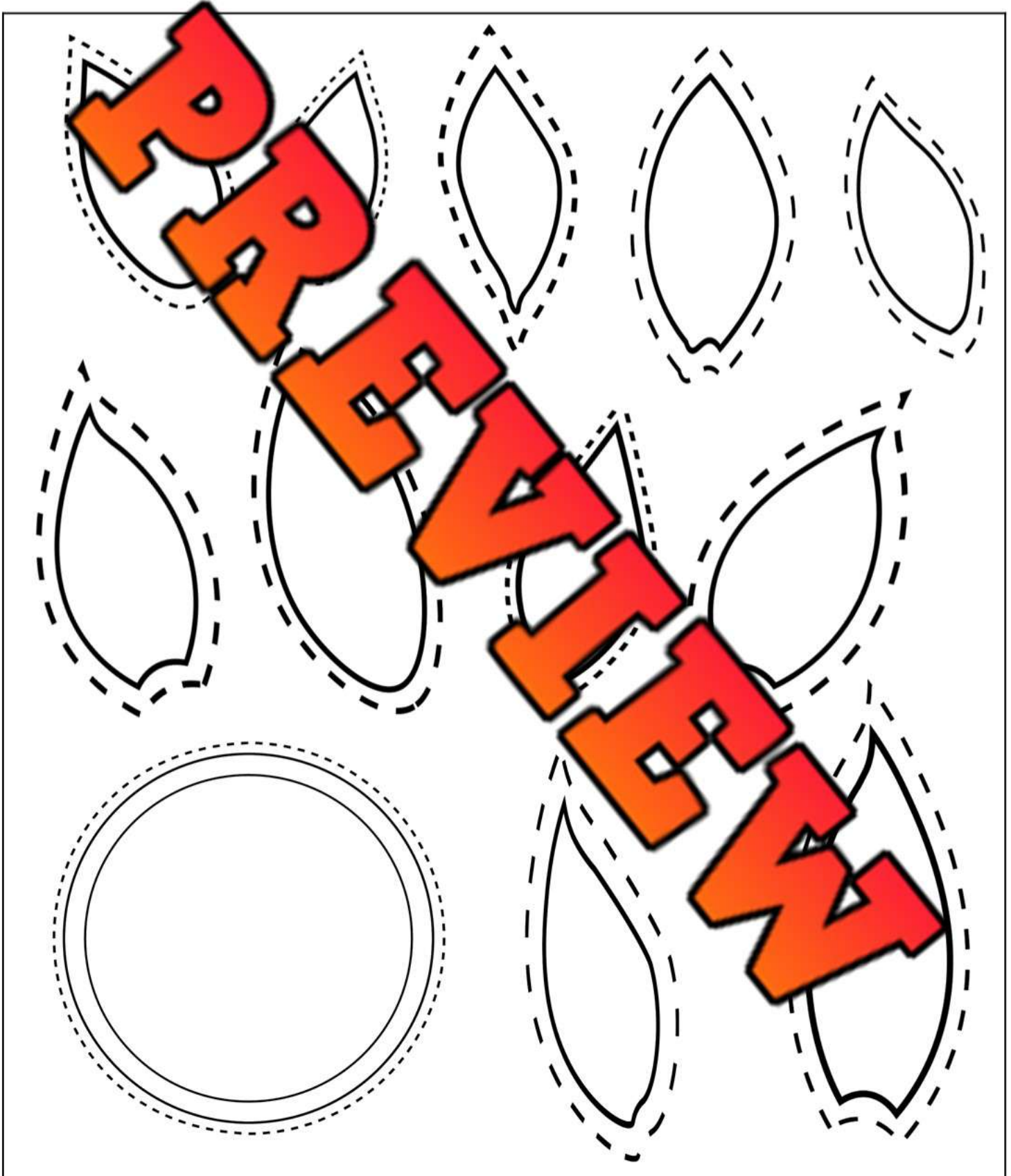
**Petals & Centre
Circle - 1**

You can cut out and use these sunflower petals and centre circle for your mandala.



**Petals & Centre
Circle - 2**

You can cut out and use these sunflower petals and centre circle for your mandala.



Criteria

Use the criteria below to complete the activity

Criteria	Description
Colouring	Use crayons, markers, or pencils to colour each petal carefully, staying inside the lines.
Using All Colours	Use a variety of bright and happy colours for your petals to make your mandala look exciting and cheerful.
Creating Symmetry	Colour the petals evenly around the circle so both sides look the same, like a mirror.
Using All Petals	Make sure you use all the petals you coloured to fill the circle completely.

Example

An example of a sunflower mandala art



Planning

Answer the questions below.

1) How will you make your mandala look similar all around?

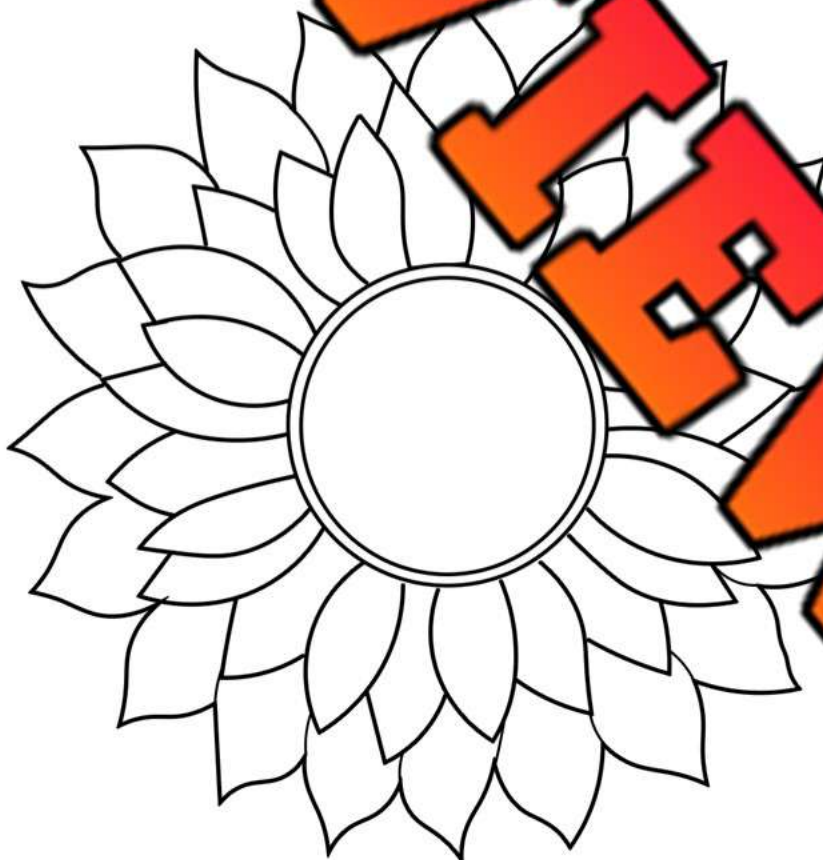
2) What will you use in the middle of your mandala?

☐ Fruits☐ Smaller circle☐ Glue stick☐ Scissors☐ Other :

3) What colours will you use for the petals?

☐ Red ☐ Orange ☐ Yellow ☐ Green ☐ Other :

4) Colour the petals on the sunflower using different bright colours.



Name: _____

25

Curriculum Connection
D1.2, D1.3, D2.3

Rough Copy

Draw a pencil sketch of your sunflower mandala art.

PEREVALEZ

**Peer
Feedback**

After exchanging your sunflower mandala art with your partner, answer these questions with 'yes' or 'no' and share what you think.

1) Your Name			
2) Partner's Name			
3) Did your partner use bright colours on the petals?	Yes	No	
4) Are the petals coloured neatly?	Yes	No	
5) Are the petals arranged around the circle?	Yes	No	
6) Is the mandala symmetrical and the same on both sides?	Yes	No	
7) Did your partner finish all parts of the project?	Yes	No	
8) What is your favourite part of your partner's sunflower mandala?			
<hr/> <hr/> <hr/>			
9) What could your partner do to make their mandala better?			
<hr/> <hr/> <hr/>			
10) How do the colours in your partner's mandala make you feel?			
<hr/> <hr/> <hr/>			
11) How would you rate your partner's sunflower mandala?			
<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Okay	<input type="checkbox"/> Poor

Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Colours Neat	colours neat lines; looks messy.	Some petals are neat; few mistakes.	Most petals are neat; minor mistakes.	All petals are neat; no mistakes.
Using Bright Colours	Some bright colours on petals.	Some bright colours, others dull.	Most petals have bright colours.	All petals have bright colours.
Creating Symmetry	Petals uneven; no symmetry.	Some petals placed.	Most petals are even; looks balanced.	All petals are even; perfect symmetry.
Using All Petals	Few petals used; circle incomplete.	Some petals missing; look empty.	Most petals used; nearly complete.	All petals used; circle complete.

Teacher Comments

Mark

Student Comments – What Could You Do Better?

Activity: Mother's Day Flower Gift Art

Objective

What are we learning about?

Students will create flower gift art using pre-drawn stems and clouds folded into petals. They will have the option to add their own drawn stems and petals to personalize the bouquet, expressing their love and appreciation for their mother.

Materials

What you need for the activity

- A worksheet with pre-drawn flower stems, leaves, and a hand outline
- Pre-drawn cloud shapes
- Pencils, scissors, glue, and markers or crayons
- Safety scissors & glue sticks



Instructions

How you will complete the activity

1. Provide each student with a worksheet featuring pre-drawn flower stems, leaves, and a hand outline. Ensure the pre-drawn stems are large enough to colour.
2. Give students a sheet with pre-drawn cloud shapes. Instruct them to colour them with their favourite colours then they should cut out the clouds to create petals for the pre-drawn stems.
3. Show students how to fold each cloud shape in half to create heart-shaped petals.
4. Students will glue the folded petals onto the top of each pre-drawn flower stem to form flowers.
5. Encourage students to colour the hand, leaves, and stems using markers or crayons.
6. If students want to add an extra flower, they can draw an additional stem and leaves on the worksheet. Provide guidance if needed.
7. Have students cut out more clouds to create additional petals for their self-drawn flower. Instruct them to glue the extra petals onto their added stem.
8. Encourage students to write a special message to their mom somewhere on the page, such as "Happy Mother's Day" or "I Love You, Mom."

How-To-Guide

The steps below will help you create Mother's day flower gift art.

Steps		Description
1	Colour the Hand Outline	Use crayons or markers to colour the flower stems, leaves, and hand outline on the worksheet. Make sure to use bright colours that you like to make it look cheerful and pretty.
2	Cut Out Cloud Shapes	Use scissors to cut out the paper with pre-drawn cloud shapes. Carefully cut along the lines. Try to make smooth and neat cuts so your petals look nice for the flowers.
3	Fold the Petals	Take a cloud shape and fold it carefully in half right down the middle. Press the fold down firmly to make the heart-shaped petals flat and ready to glue onto the flowers.
4	Glue the Petals To Stems	Put glue on the back of each petal and attach it to the top of each flower stem. Press it gently so the petal stays in place without coming off.
5	Add a New Flower Stem	If you want more flowers, draw a new flower stem and leaves on the worksheet. Make sure the new stem matches the size of the other one and fits on the page.
6	Make Petals for New Stem	Cut out extra cloud shapes for the new flower. Fold them into heart shapes, just like before. Then glue them onto the top of the new stem you have drawn.
7	Colour the Details	Add colour to the hand, leaves, and any other details on your worksheet. Use crayons or markers to make the bouquet extra bright and special for your Mother's Day gift.
8	Write a Special Message	Think of a kind and loving message for your mom. Write it neatly on the hand outline, such as "Happy Mother's Day" or "I Love You, Mom." Add decorations if you'd like.

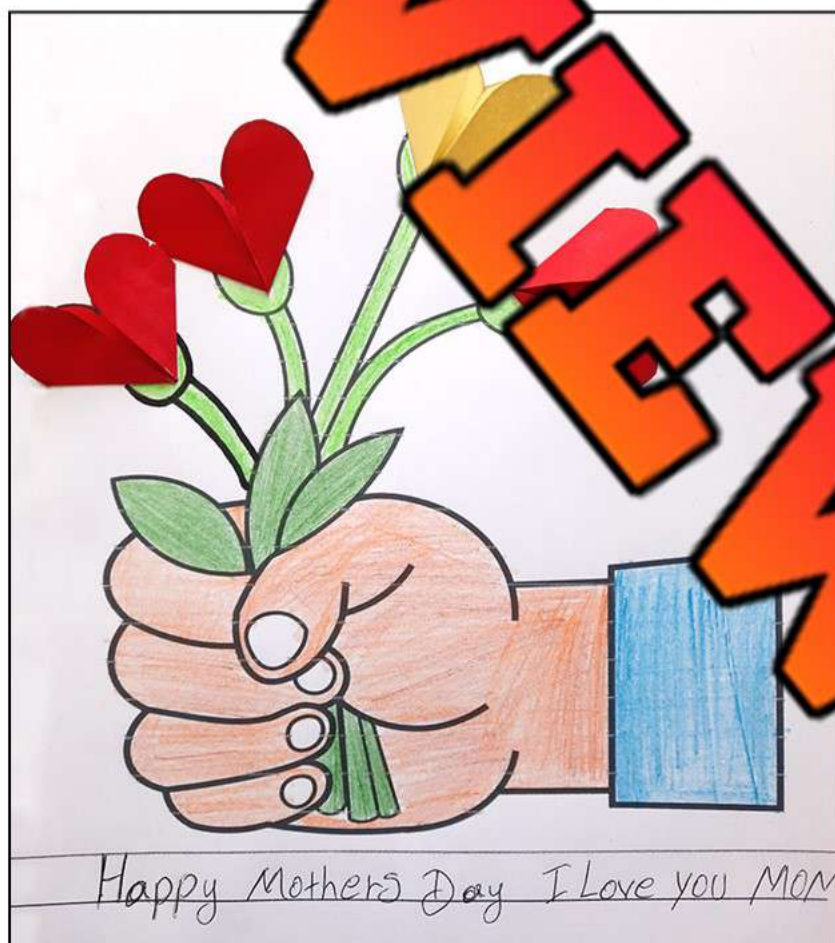
Criteria

Use the criteria below to complete the activity.

Criteria	Description
Folding Clouds Into Petals	Fold each cloud shape in two places evenly to create heart-shaped petals.
Coloring and Adding Details	Draw additional flower stems and leaves on the worksheet if you want more.
Making Petals From New Shapes	Use other shapes to fold clouds to create extra petals for your added stems.
Choosing Colors Carefully	Choose bright and favourite colours for the petals to make the flowers vibrant.
Writing A Special Message	Write a message for your mom on the hand outline to make the gift art special.

Example

An example of the finished flower gift art.



Planning

Answer the questions below.

1) Who are you making these flowers for, and why?

2) What colours do you want to use for the petals of your flowers?

☐

Pink

☐

Blue

☐

Yellow

☐

Green

Other :

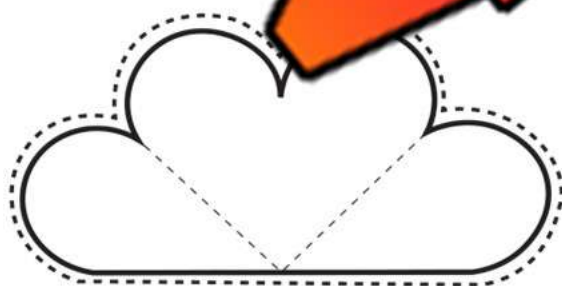
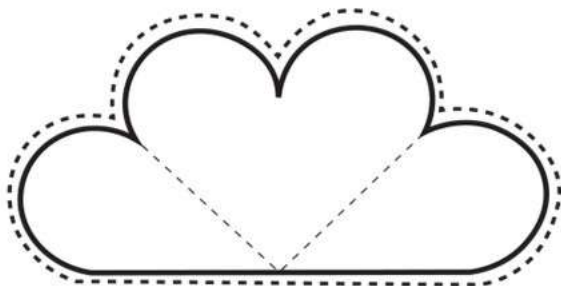
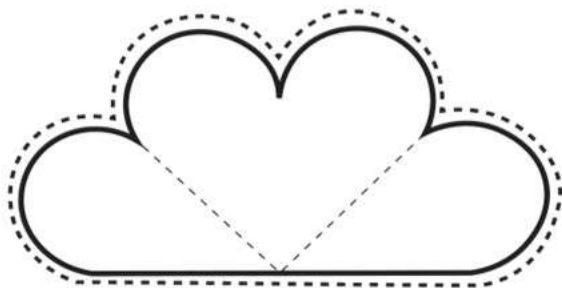
3) How many extra petals do you want to add for the flowers?

4) Write the message you want to write next to your flowers?

5) Write the extra detail you want to add to your Mother's Day flowers.

Colour &
Cut Out

Colour the cloud shapes using bright colours or markers, carefully cut them out along the dashed lines and glue them onto the flower stems.



Name: _____

32

Curriculum Connection
D1.4, D2.1, D2.4

Rough Copy

Draw your Mother's Day flowers with fun details, like big leaves or extra petals.

PERFECT

Name: _____

33

Curriculum Connection
D1.4, D2.1, D2.4

Pre-Drawn Flower Stems,
Leaves, & A Hand

Colour and glue your petals, then write a nice message
to your mom for your Mother's Day flower art.



Self-Assessment

Cut out the self-assessment questions below.

Name: _____

Circle the box of your choice.

1) Did I fold the clouds into heart-shaped petals properly?	✓	✗
2) Did I write a thoughtful message for my mom?	✓	✗
3) Did I finish the activity without rushing or skipping steps?	✓	✗
4) Do I feel proud of how my Mother's day flowers?	✓	✗

Name: _____

Circle the box of your choice.

1) Did I fold the clouds into heart-shaped petals properly?	✓	✗
2) Did I write a thoughtful message for my mom?	✓	✗
3) Did I finish the activity without rushing or skipping steps?	✓	✗
4) Do I feel proud of how my Mother's day flowers?	✓	✗

Name: _____

Circle the box of your choice.

1) Did I fold the clouds into heart-shaped petals properly?	✓	✗
2) Did I write a thoughtful message for my mom?	✓	✗
3) Did I finish the activity without rushing or skipping steps?	✓	✗
4) Do I feel proud of how my Mother's day flowers?	✓	✗

Name: _____

Circle the box of your choice.

1) Did I fold the clouds into heart-shaped petals properly?	✓	✗
2) Did I write a thoughtful message for my mom?	✓	✗
3) Did I finish the activity without rushing or skipping steps?	✓	✗
4) Do I feel proud of how my Mother's day flowers?	✓	✗

Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Folding Clones	No petals are not folded evenly.	Some petals are folded neatly.	Most petals are folded neatly.	All petals are folded evenly.
Creating New Flower Stems	No new stems are drawn.	A simple new stem is drawn.	A new stem with leaves is added.	Multiple new stems are drawn.
Making Petals For New Stems	No new petals are made.	Some new petals are made.	Most new petals are made neatly.	All new petals are made neatly.
Choosing Colours Thoughtfully	Colours are not used.	Some colours are used.	Bright colours are used well.	Many bright, creative colours used.
Writing A Special Message	No message is written.	A short message is added.	A nice message is added.	A thoughtful, personal message.

Teacher Comments

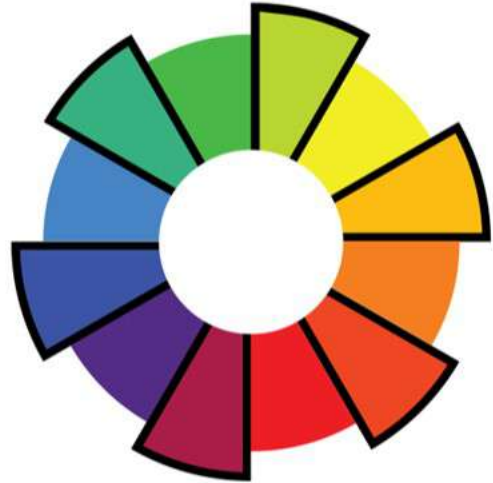
Mark

Student Comments – What Could You Do Better?

Understanding Tertiary Colours

What Are Tertiary Colours?

Tertiary colours are special colours made by mixing a primary colour with a secondary colour. Primary colours are **red**, **blue**, and **yellow**. The secondary colours are **green**, **orange**, and **purple**. When you mix a primary colour and one secondary colour, you get a tertiary colour. Some examples are **red-orange**, **blue-green**, and **yellow-green**.



How Do You Make Tertiary Colours?

Here is how the tertiary colours are made:

- **Red-Orange** is made by mixing red with orange.
- **Yellow-Green** is made by mixing yellow with green.
- **Blue-Purple** is made by mixing blue with purple.

These colours are between the primary and secondary colours on the color wheel.

Where Can We See Tertiary colours?

Tertiary colours are everywhere! You can see them in **nature**, like in **sunsets** (red-orange) or **leaves** (yellow-green). Artists use these colours in paintings to make their art look real.

Question

Answer the questions below.

1) What are tertiary colours?

2) Colour each box with the correct colour for its group.

Primary Colours	Secondary Colours	Tertiary colours

Fill In The Blank

Fill in the blank with the correct answer.

- 1) Red-orange is made by mixing _____ and _____.
- 2) Tertiary colours are made by mixing _____ and _____ colours.
- 3) When you mix red and purple, you get the colour _____.
- 4) Primary colours are red, blue, and _____.
- 5) Secondary colours are _____, _____ and _____.

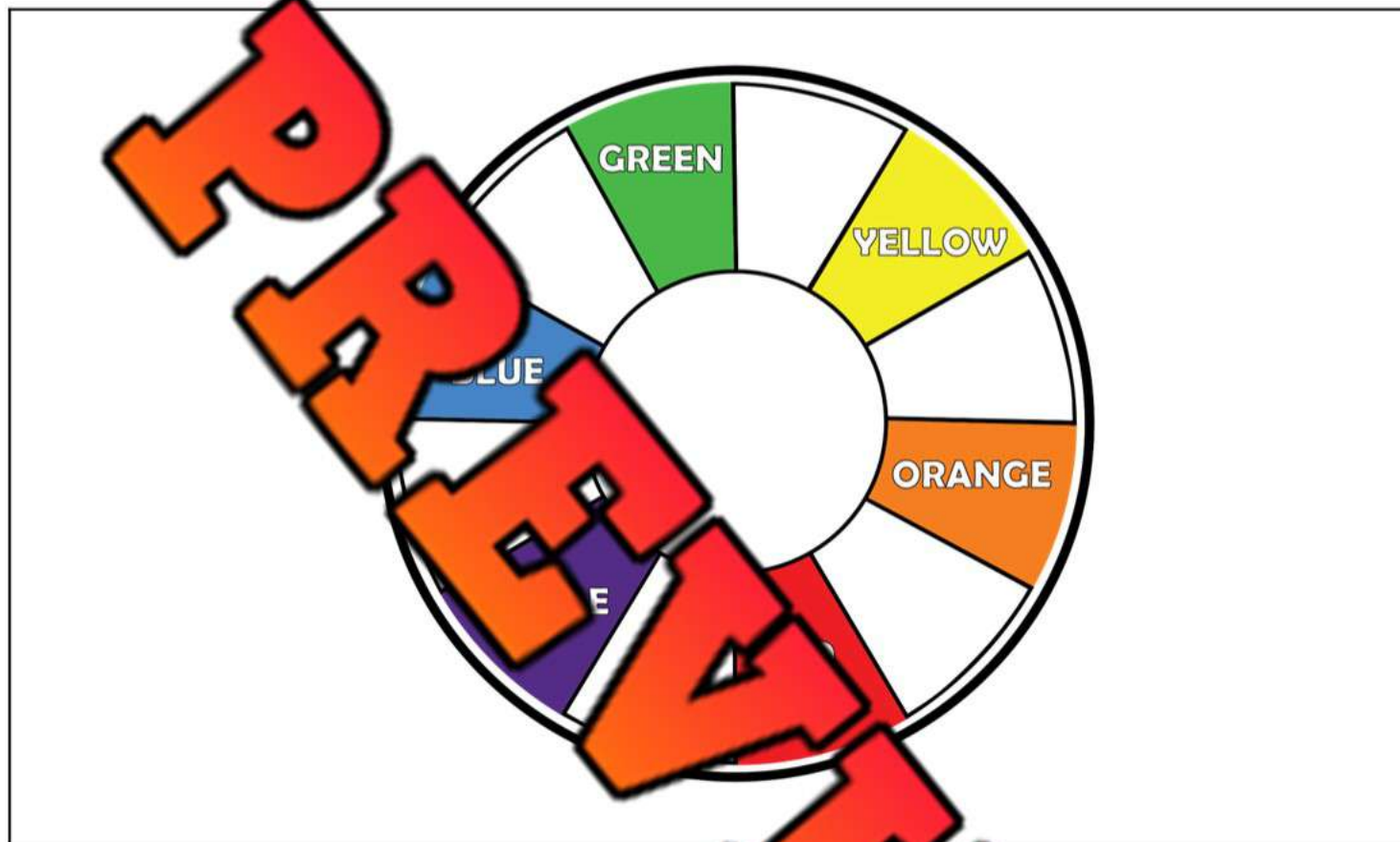
True or False

Is the statement true or false?

1) Tertiary colours are made by mixing two secondary colours together.	T	F
2) Red, blue, and yellow are examples of secondary colours.	T	F
3) Red-orange is a primary colour found on the colour wheel.	T	F
4) You can see red-orange in nature, like in sunsets.	T	F
5) Red-orange is a tertiary colour made by mixing red and orange.	T	F

Colour The Colour Wheel

Colour the empty spaces on the wheel with tertiary colours. Mix the primary and secondary colours next to each space using crayons.



Colouring Exercise

Colour the spaces with six tertiary colours. Use pencil crayons.

Red-Orange	Yellow-Orange	Yellow-Green	Blue-Green	Blue-Purple	Red-Purple

Reference

Refer to the colours below to identify primary and secondary colours.

Primary Colours			Secondary Colours		
Blue	Yellow	Red	Green	Orange	Purple

Activity: Monster With Tertiary Colours

Objective

What are we learning about?

Students will create their own unique paper monster by cutting, colouring, and assembling pre-drawn features (eyes, noses, mouths, head, or horns). They will learn to create tertiary colours by layering primary and secondary colours and use these to colour their monster before assembling the final design.

Materials

What will be needed for the activity

- Monster body base (outline of a monster)
- Pre-drawn templates of monster features (eyes, mouths, teeth, horns, etc.)
- Crayons or markers in primary and secondary colours
- Glue sticks & scissors



Instructions

How you will complete the activity

1. Give each student a monster body base and a set of pre-drawn monster feature templates. Explain that they will cut out, color, and glue the features to build their own monster.
2. Show students how to create tertiary colours by layering primary and secondary colours (e.g., yellow over blue to create greenish-yellow, or red over blue for reddish-orange).
3. Instruct students to colour their monster's body base and all feature pieces with their custom tertiary colours. Encourage blending and creative use of the colors.
4. Once all parts are coloured, students will carefully cut out the features (e.g., eyes, nose, mouth, horns, hair, or teeth).
5. Encourage students to arrange the features on their monster body base before gluing them down to decide on their final design.
6. After finalizing their design, students will glue the features onto the monster body base. They can mix and match features to create unique and imaginative monsters.
7. Display the finished monsters in the classroom and have a class discussion about the different colour blends and creative designs used.

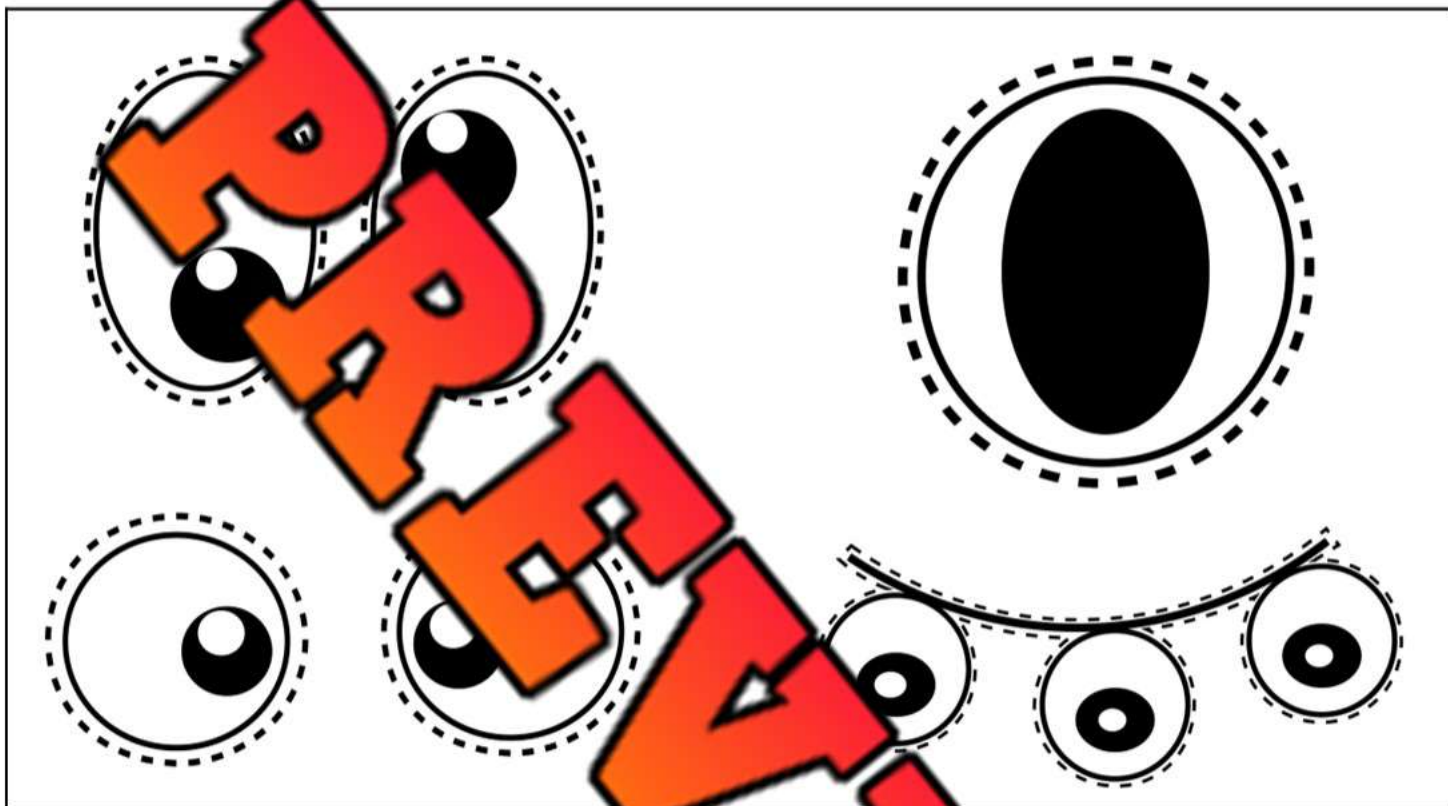
How-To-Guide

The steps below will help you create a monster with tertiary colours

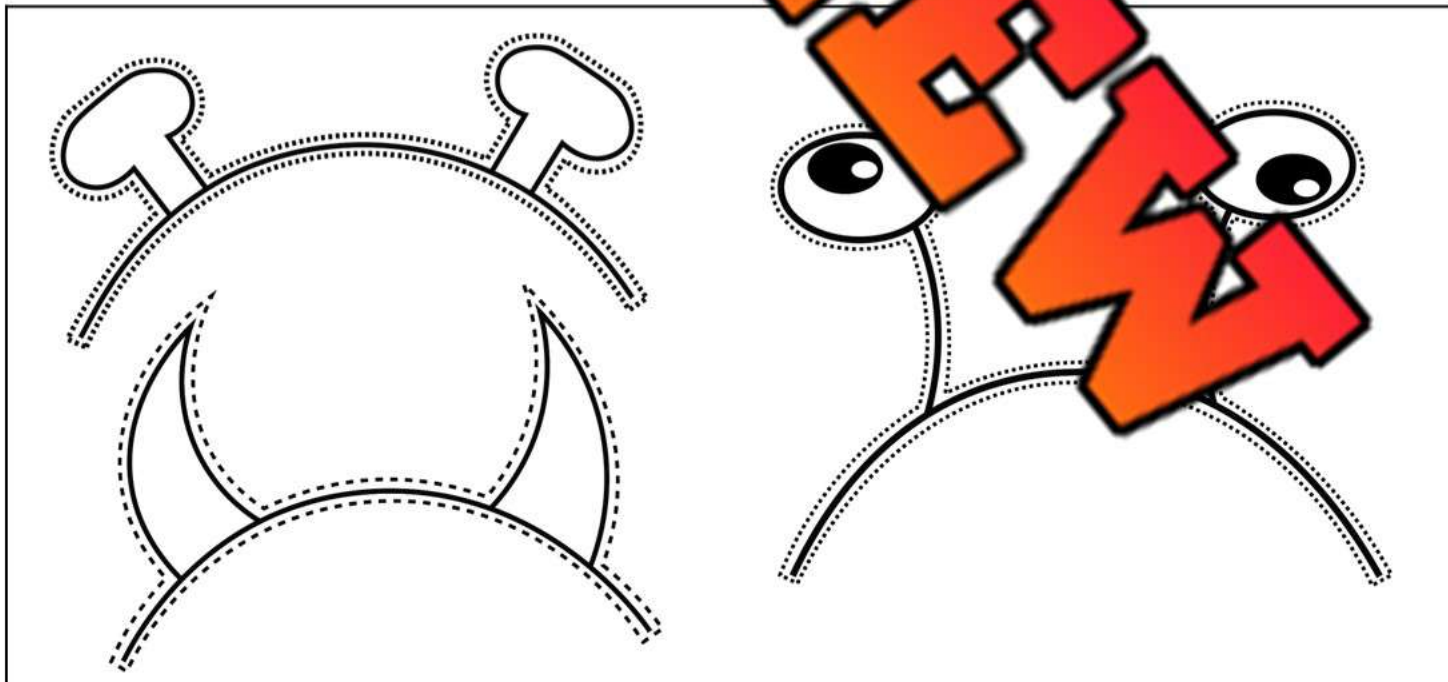
Steps	Description
1	Start with your monster body base. Look at the outline carefully and think about how you want to colour and decorate your monster.
2	Pick Your Colours Choose your crayons or markers. Use primary colours (red, blue, yellow) and secondary colours (orange, green, purple) to colour your monster's body.
3	Make Tertiary Colours Make tertiary colours by colouring one colour over another. For example, mix yellow and blue to make greenish-yellow or red on orange for red-orange.
4	Colour The Monster colour your monster's body. Fill in all the white spaces and use bright, bold colours to make your monster look special.
5	Choose Features Look at the pre-drawn eyes, mouth, and other features. Pick the ones you think will make your monster look fun, scary, or silly.
6	Cut Out Features Carefully cut out the monster features. Use scissors safely and try to cut along the lines.
7	Arrange The Features Arrange the eyes, nose, mouth, and other parts on your monster body. Try different placements to see what looks best.
8	Glue The Features When you are happy with how the features look, glue them to your monster. Press gently so everything sticks well.
9	Add Fun Details Add extra details like hair, nose, or ear. Use the extra shapes provided to make your monster unique and creative.
10	Show Your Monster Show your finished monster to your classmates. Talk about the colours and features you used to make it special.

**Select Your
Monster's Eyes**

Pick the eyes you like best for your monster. Cut them out carefully, try them on, colour and glue them in the perfect spot!

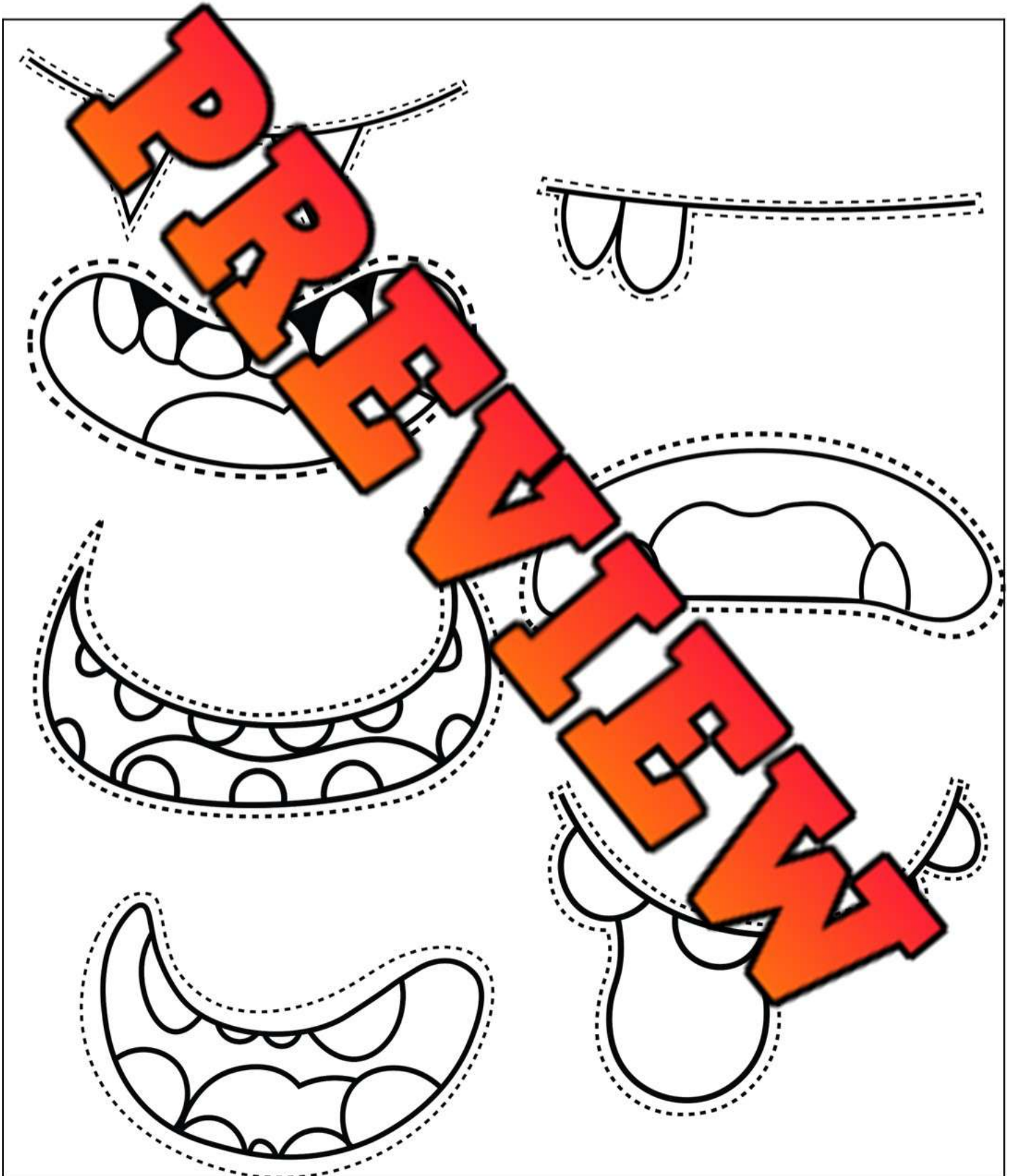
**Select Your
Monster's Head**

Pick the head you like best for your monster. Cut them out carefully, try them on, colour and glue them in the perfect spot!



**Select Your
Monster's Mouth**

Pick the mouth you like best for your monster. Cut it out carefully, try it on, colour and glue it in the perfect spot!



Criteria

Use the criteria below to complete the activity.

Criteria	Description
Making New Colours	Layer primary and secondary colours to create unique tertiary colours for your monster.
Colouring Completely	Make sure every part of the monster and its features are coloured, with no white spaces left.
Choosing Features	Choose the eyes, mouth, and other parts that you like best to make your monster look special.
Using Imagination	Think of creative ideas for your monster and make it as unique as possible with colours and features.

Example

An example of a monster with tertiary colours.



Planning

Answer the questions below.

1) What name will you give your monster?

2) What colour will you use for your monster's body?



Blue-Green



Red-Orange



Blue-Purple



Other :

3) Write down the features your monster will have.



4) How do you want your monster to look?



Funny



Scary



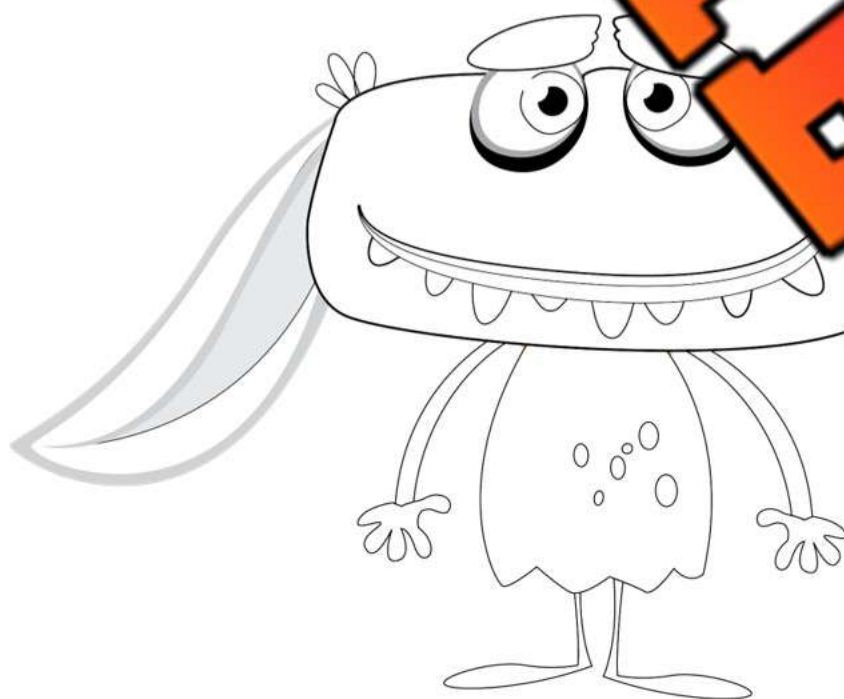
Silly



Cute



5) Colour the monster using only tertiary colours and two colours, like yellow and green, or red and orange, to make new colours. It!



Name: _____

45

Curriculum Connection
D1.3, D1.4, D2.4

Monster Body

Colour and glue your monsters body parts here.



Peer Assessment


Assess the monster with tertiary colours of another student.

Name Of Student Being Assessed:		Assessor's Name:		
_____		_____		
	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Excellent
Making New Colours				
Colouring Completely				
Choosing Features				
Using Imagination				

A Star And A Wish

Identify one strength (star) and one area for improvement (wish) about your peers' monster with tertiary colours.

Write one strength and one area for improvement on peer's monster.

	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>

Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Making Colours	Did not mix colours to make new colours.	Tried mixing but made few new colours.	Mixed colours to make some tertiary colours.	Mixed colours to make many unique colours.
Colouring Completely	Coloured some parts but left large white areas.	Coloured most parts with small white spaces.	Coloured everything fully, no white spaces.	
Choosing Features	Picked few features but without thought.	Picked and glued features neatly.	Picked and glued features creatively.	
Using Imagination	Added no creative details.	Added some creative ideas.	Added many creative ideas and unique details.	

Teacher Comments

Mark

Student Comments – What Could You Do Better?

Exploring Handprint Art

What Is Handprint Art?

Handprint art is when we use our hands to make pictures and designs. You dip your hand in paint and press it onto a surface to make a print. Artists can turn these handprints into animals, flowers, or even people by adding details like wings, or hats.



Why Is Handprint Art Special?

Handprint art is special because no two handprints are the same. Your handprint shows your **size**, and even the lines on your hand are **different** from everyone else's. It's like leaving your own **special** signature.



What Can You Create with Handprints?

With handprints, you can create many different things. You can add branches with your fingers to make a tree, or you can add scales to make a fish. The ideas are endless.

Handprint art has been used for **thousands of years**. Cave paintings in Spain and Indonesia have handprints that are over **30,000 years old**! Many cultures use handprints in their celebrations.

Questions

Answer the questions below.

1) Why are handprints like special stamps?

2) List 3 things you can draw using your handprints.

**Fill In The Blank**

Write the correct answer.

1) Handprint art is special because it shows _____ and lines.

2) Adding _____ makes a handprint look like an animal.

3) You can create trees with handprints by adding _____ with your fingers.

4) Artists can turn handprints into different things like _____.

5) Cave paintings with handprints have been found in _____ and Indonesia.

Circle

Circle the correct answer.

1) Can handprints be turned into flowers?

2) How old are the cave paintings with handprints?

30,000 years

3) Are all handprints the same?

Yes

No

4) What do handprints show about a person?

Size

Age

5) Can handprints be turned into animals?

Yes

No

Activity: Handprint Animal Creations

Objective

What are we learning about?

Students will learn about animal characteristics and creativity by using their handprints as the foundation to design and decorate an animal, such as a duck, dog, or owl.

Materials

What you will need for the activity

- White or coloured construction paper (1 sheet per student)
- Washable paint (various colours)
- Paintbrushes (1 per student)
- Black markers or crayons
- Additional crayons or coloured pencils
- Paper towels or tissues
- Small containers of water for rinsing brushes



Instructions

How you will complete the activity

1. Each student picks an animal to create, such as a cat, dog, or owl.
2. Paint the palm and fingers of one hand with washable paint in a colour that matches their chosen animal.
3. Press the painted hand onto a sheet of paper to create a handprint. The fingers will be the animal's ears, feathers, legs, or other features.
4. Once the paint is dry, use a black marker or crayon to draw features on the handprint, such as eyes, a nose, whiskers, or feathers.
5. Add extra details with crayons or coloured pencils, like a tail, wings, or background elements like grass or a tree.
6. Clean hands and workspace once the activity is complete.
7. Display the finished handprint animals in the classroom for everyone to see.

How-To-Guide

The steps below will help you create a handprint animal art.

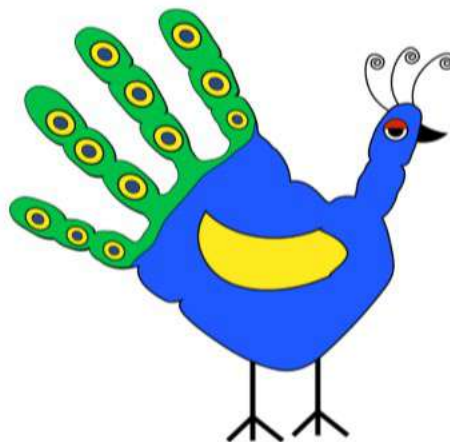
Steps		Description
1	Pick Your Animal	Choose an animal you want to create, like a duck, dog, or owl. Think about its colours, features, and special details.
2	Choose Your Paint Colour	Choose a paint colour that matches your animal, like brown for a dog or grey for an owl. Make sure to have enough paint ready.
3	Paint Your Hand	Use a paintbrush to evenly cover your entire hand with paint. Be careful not to use too much paint, so it doesn't drip.
4	Make The Handprint	Press your painted hand gently onto the paper. Do not move your hand while it is down. Let the handprint dry completely before the next step.
5	Add Animal Features	Once the paint is dry, use a black marker to draw the animal's eyes, nose, mouth, and other features. Make sure each feature is neat and clear.
6	Add Creative Details	Use crayons or coloured pencils to add more details, like tails, wings, or a background. Think about what makes your animal special and add those features.
7	Check Your Work	Look at your handprint animal to see if it has everything it needs. Make sure it looks neat and finished before showing it to your teacher or friends.
8	Clean Up	Wash your hands with soap and water to remove any leftover paint. Rinse brushes and clean your workspace to keep it tidy.

Handprint Animals

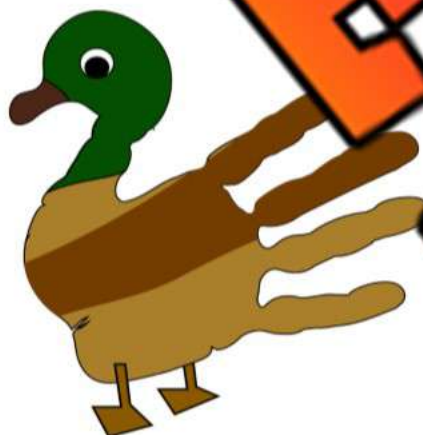
Here are different animals you can draw from your handprint



A Chicken



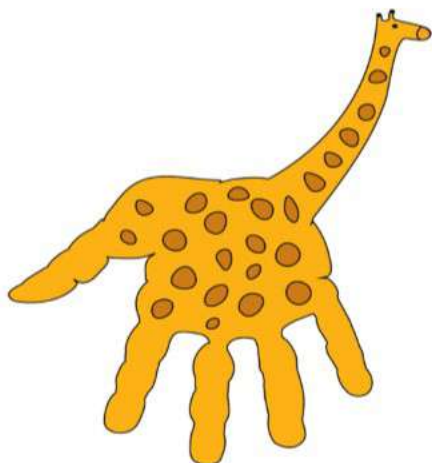
A Peacock



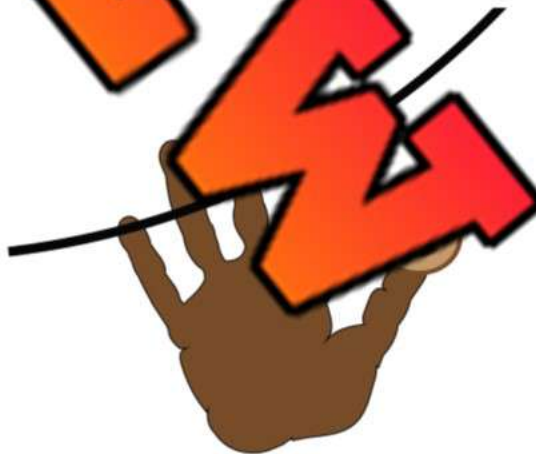
A Duck



A Monkey



A Giraffe



Criteria

Use the criteria below to complete the activity.

Criteria	Description
Making the Print	Use enough paint to cover your whole hand evenly. Press your hand gently on the paper without moving it to make a clear print.
Choosing Matching Colours	Choose colours that match your animal, like brown for a dog or grey for an owl.
Adding Details	Add eyes, ears, whiskers, or feathers carefully so they look like your animal.
Using Imagination	Make your animal unique by adding special features, like a unicorn or wings.

Example

An example of a handprint drawing of an elephant.



Planning

Answer the questions below.

1) What animal do you want to make with your handprint?

2) What part of your hand will you use for the animal's head?

3) What color will you use to make your animal special?

4) What color will you use for your hand for your animal?

☐ Red☐ Yellow☐ Green

5) Use the handprint outline below and draw a turkey. Add feathers, eyes, a beak, and legs to make it look like a turkey!



Name: _____

94

Curriculum Connection
D1.1, D1.3, D3.2

Rough Copy

Draw the animal you choose using pencil and crayons.

PERVALEZ

Name: _____

95

Curriculum Connection
D1.1, D1.3, D3.2

Peer Assessment

Mark your classmate using the checklist below.

My Name	Who I Am Assessing
Description	Stars (1: Worst, 5: Best)
Making a Neat Handprint Did the student make a clear and neat handprint without smudges or missed lines?	☆☆☆☆☆
Choosing Matching Colours Did the student choose colours that match the animal they were creating?	☆☆☆☆☆
Adding Clear Features Did the student add all the important features like ears, and whiskers, neatly and clearly?	☆☆☆☆☆
Using Imagination Did the student add creative and unique details to make their animal special?	☆☆☆☆☆

Learn And Question

Learn: Write two things you learned from the activity.
Question: Ask one question you have from the activity.

Learn	<hr/> <hr/>
Learn	<hr/> <hr/>
Question	<hr/> <hr/>

Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Making A Handprint	The handprint is messy or unclear.	Some of the handprint is neat, but parts are smudged.	The handprint is mostly clear and neat.	The handprint is clear, neat, and detailed.
Choosing Matching Colours	Some colours do not match the animal.	Some colours match the animal, but not all.	The colours mostly match the animal.	The colours match the animal perfectly.
Adding Clear Features	Features are missing or not clear.	Some features are added, but not all.	Most features are clear and detailed.	All features are clear, detailed, and creative.
Using Imagination	The animal looks plain with no special details.	The animal has a few creative details.	The animal looks creative with fun details.	The animal is very creative with unique details.

Teacher Comments

Mark

Student Comments – What Could You Do Better?

Understanding Pop Art

What Is Pop Art?

Pop Art is a type of art that uses **bright colours** and pictures of everyday things, like **food, toys,** and **cartoons**. It was created 70 years ago and was created to show that art can be fun and come from things we see every day.



Why Do People Like Pop Art?

Pop Art is special because it looks like everyday things from **daily life**. Artists make Pop Art **colourful** and **bold** so it catches your eye. Pop Art usually has fun words like "**POW!**", "**WOW!**", "**BOOM!**", or "**LOVE!**" that make it exciting and playful.

Examples of Pop Art

Here are some things you might see in Pop Art:

- Pictures of famous people, like **actors**.
- Paintings of **food**, like **soup cans** and **hamburgers**.
- Art that looks like a **comic book**, with speech bubbles.



Pop Art is a fun way to learn about how art can be everywhere.

True or False

Is the statement true or false?

1) Pop Art uses only paintings of animals.	True	False
2) Pop Art does not use any bright colours.	True	False
3) Comics are sometimes used in Pop Art.	True	False
4) Pop Art started around 100 years ago.	True	False
5) Pop Art is made of shapes and patterns.	True	False

Word Scramble

Unscramble the words from the word bank.

Word Bank			
Colours	Cartoon	Fun	
Comic	Famous	Pop Art	

OOLSRCU			
NOOTRAC			
OPP RAT			

Identify

Identify the drawing(s) that best represent Pop Art and place a checkmark (✓) in the provided circle.



Colour

Colour the Pop Art texts with fun and exciting colours.



Activity: Pop Art Name Explosion Collage

Objective

What are we learning about?

Students will create Pop Art by designing a colourful and creative collage featuring their names. They will explore how bold shapes, patterns, and colours can make the art stand out.

Materials

What you need for the activity

- White construction paper or cardstock (1 per student)
- Coloured construction paper (various colors)
- Markers or crayons
- Safety scissors & glue sticks



Instructions

How you will complete the activity

1. Give each student a sheet of white construction paper to use as their base.
2. Ask students to write their name in large, bold block letters on a piece of coloured construction paper using a pen or marker.
3. Instruct students to cut out their name carefully and set it aside for later.
4. Have students choose coloured construction paper and cut out various shapes like triangles, circles, squares, and zigzags on them. If the coloured paper is unavailable, they can color their shapes.
5. Instruct them to outline each shape with a bold, dark marker to make the shapes stand out.
6. Ask students to cut out the shapes carefully and begin stacking them on top of another, creating a layered effect.
7. Once the stacked shapes are complete, have students glue the entire stack onto the white base paper.
8. Finally, ask students to glue their cut-out name on top of the layered shapes, making their name the centerpiece of the artwork.
9. Let the artwork dry completely and display it in the classroom to create a vibrant Pop Art gallery.

How-To-Guide

The steps below will help you create a pop art name explosion collage.

Steps		Description
1	Write Your Name	Write your name in big bubble or block letters on coloured or plain paper. Make your letters wide enough to stand out.
2	Colour Your Name	On plain paper, colour your name with bright crayons or markers. Make sure to fill the letters completely to make them bold, colourful, and vibrant.
3	Cut Out Your Name	Carefully cut out your name along the edges of the letters. Try to stay on the lines while cutting.
4	Draw Fun Shapes	Use coloured or plain paper to draw fun shapes like circles, triangles, and zigzags. Make sure your shapes are large enough to be seen from one another.
5	Colour and Outline Shapes	If using plain paper, colour your shapes with bright crayons or markers. Then, outline the shapes with a dark marker or crayon to make them bold and eye-catching.
6	Cut Out the Shapes	Carefully cut out all your shapes along the lines. Make sure your shapes are neat, clean, and ready to use.
7	Layer Your Shapes	Begin stacking your shapes by placing one on top of another. Arrange them to create a dynamic explosion effect that radiates outward from the centre.
8	Attach To Base Paper	Glue your layered shapes onto a white piece of paper. Arrange them creatively so that they fill the page and look exciting.
9	Add Your Name	Glue your colourful name on top of the layered shapes. Place it in the centre so your name becomes the main focus.
10	Let It Dry	Let your collage dry completely. Once it's dry, share it with your teacher or classmates and display it proudly!

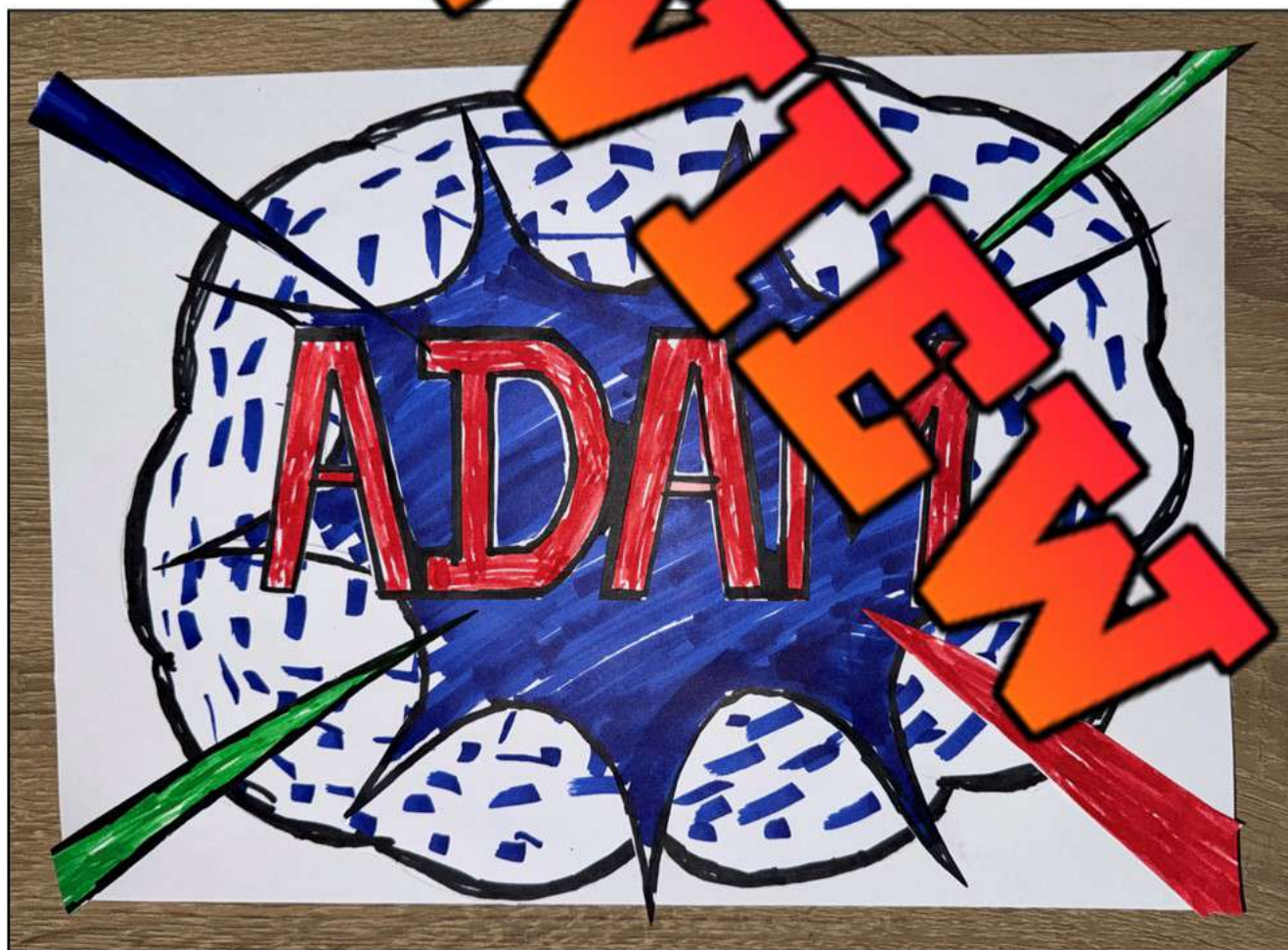
Criteria

Use the criteria below to complete the activity.

Criteria	Description
Drawing Big Letters	Write your name in big, bubble, or block letters so it stands out on your collage.
Making Shapes	Cut out different shapes like circles, triangles, and zigzags for your collage.
Outlining Shapes Boldly	Use a dark marker or crayon to make thick outlines around the shapes.
Layering Shapes	Stack the shapes on top of each other to make a fun and bold collage.

Example

An example of a pop art explosion collage.



Planning

Answer the questions below.

1) What is your name?

2) Write down the shapes you will use for your collage.



3) What colour will you use to colour your name?



Red



Orange



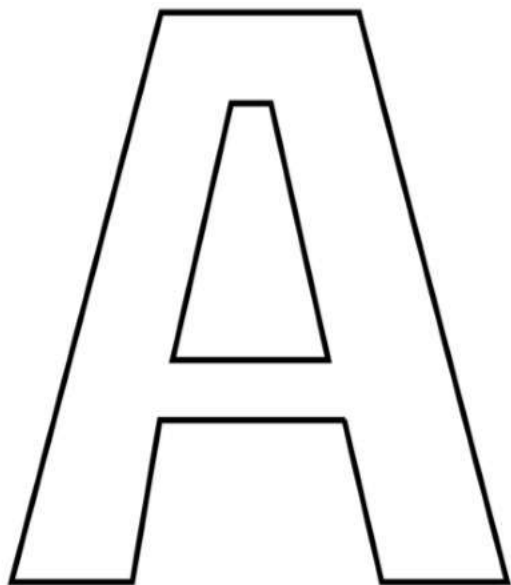
Yellow



Green



4) Draw the letter A in big letters in the picture below. Then, colour it with your favourite bright colour.



Name: _____

104

Curriculum Connection
D1.2, D1.3, D3.2

Rough Copy

Draw the different shapes you plan to add to your pop art name explosion collage below.

PERVALEZ

Peer Feedback

Look at your partner's pop art name explosion collage carefully. Use the checklist below to give them feedback.

1) Your Partner's Name: _____**2) Shapes:**

- ☐ Did they use a variety of shapes (like circles, triangles, or zigzags)?
- ☐ Are the shapes easy to see?

3) Layering:

- ☐ Did they layer shapes neatly?
- ☐ Does the layering create a fun, exciting "explosion" effect?

4) Colouring:

- ☐ Did they use bright colours to make the name and shapes stand out?
- ☐ Are the colours chosen to match the Pop Art style?

5) Name Design:

- ☐ Is the name big and bold enough to be the main focus?
- ☐ Is the name glued neatly on top of the shapes?

6) Something I liked about your pop art name explosion collage:

7) Something you could change:

Your Signature: _____ Date: _____

Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Drawing	Name is too small or messy.	Name is somewhat big but uneven.	Name is big and mostly neat.	Name is very big and drawn neatly.
Making Unique Shapes	Some shapes are cut but look similar.	Some shapes are cut but look similar.	Different shapes are cut neatly.	Many neat and unique shapes.
Outlining Shapes Boldly	Shapes not outlined or very faint.	Shapes outlined but not bold.	Most shapes outlined bold and neat.	All shapes outlined bold and clear.
Layering Shapes	Shapes are not layered or messy.	Shapes stacked but uneven.	Shapes layered neatly with overlap.	Shapes layered creatively and neatly.

Teacher Comments

Mark

Student Comments – What Could You Do Better?

Memory Game – Primary & Secondary Coloured Items

Objective

What are we learning about?

Students will identify primary and secondary colours by labeling each item with its colour. This activity helps students develop an understanding of colour classification and how primary and secondary colours are connected.

Materials

What do you need for the activity

- Set of Memory Game cards (provided)
- A small table or clear area on the floor



Instructions

How you will complete the activity

1. Remind students about primary and secondary colours. **Primary colours** are **red, yellow, and blue**, and **secondary colours** are **orange and purple**.
2. Divide the class into groups of 3 or 4. Give each group a set of Memory Game cards. (Provided)
3. Have each group lay all the cards face down in a row on a table or on the floor.
4. The students take turns flipping over two cards at a time, trying to find a matching term and its definition.
5. If a student finds a match, they remove those cards from the table and keep them.
6. If the cards do not match, they are turned back over, and the next student takes a turn.
7. The game continues until all the cards have been matched.
8. After the game, review the terms and definitions with the class.
9. Discuss why these terms are important to understand and how they relate to the topic.

Cards

Memory Game Cards

Secondary Colour

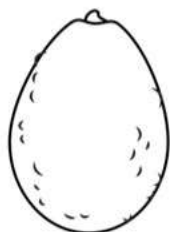
Primary Colour

Secondary Colour

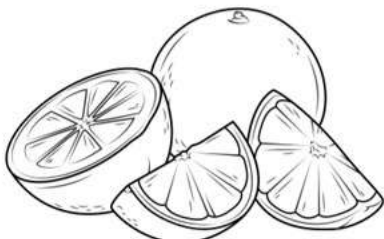
Secondary Colour

Primary Colour

Banana



Avocado



Orange



Tomato

Cards

Memory Game Cards



Egg

Secondary Colour



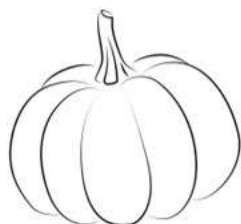
Sun

Primary Colour



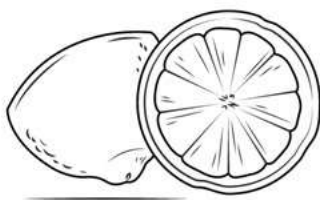
Ocean

Primary Colour



Pumpkin

Secondary Colour



Lemon

Primary Colour

Cards

Memory Game Cards

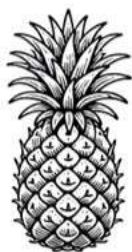


Secondary Colour



Blueberries

Primary Colour



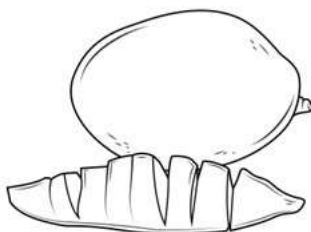
Pineapple

Primary Colour



Grape

Secondary Colour



Mango

Secondary Colour

**Quiz
Check-In**

This quiz will assess students' understanding of the concepts covered in the memory game activity.

Name: _____

Mark

Draw an example of one primary and one secondary-coloured items.

Name: _____

Mark

Draw an example of one primary and one secondary-coloured items.

Name: _____

Mark

Draw an example of one primary and one secondary-coloured items.

Understanding Still Life

What Is Still Life?

Still life is a type of art where artists draw or paint objects that do **not move**. These objects can be things like **fruits, flowers, cups,** or **bottles**. Artists can **change** the objects to make them look **interesting**. The objects in a still life are often placed on a **table**.



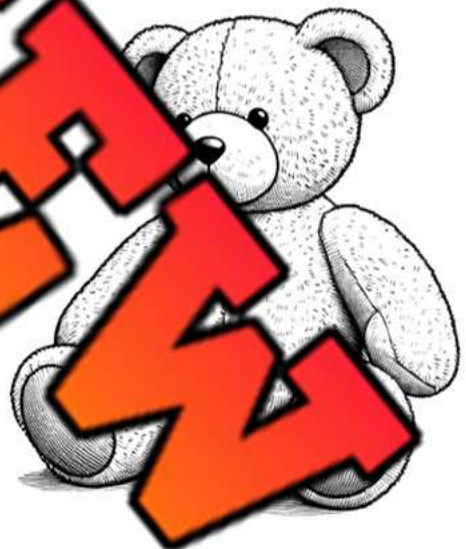
Why Do Artists Create Still Life?

Artists like to create still life to practice **drawing and painting**. It helps them learn how to make objects look **real** by adding details like **color, and shape**.

What Objects Are Common in Still Life?

Here are some things you might see in still life:

- Fruits like **apples, bananas, or grapes**
- **Flowers** in a vase
- Everyday objects like **books or toys**



Still life has been around for a long time. Artists started making still life paintings over **400 years** ago! Some of the most famous still life paintings were created by artists like **Vincent van Gogh** and **Paul Cézanne**.

Questions

Answer the questions below.

1) What does still life art show?

2) Still life shows objects that are?

☐ Moving☐ Not moving

Word Scramble

Scramble the words from the word bank.

Word Bank

Objects

Name

Real

Flowers

Fruits

Shape

Colour

EALR

MOVING

TISUFR

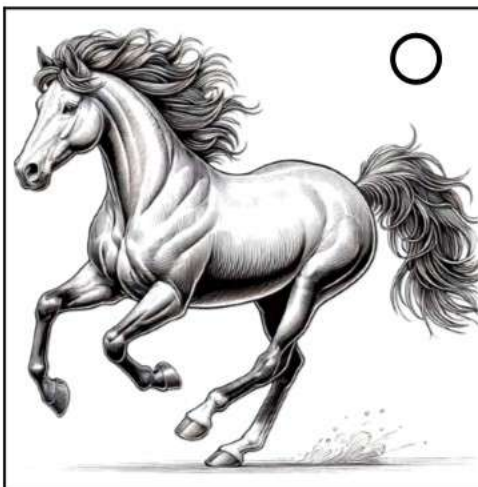
F

JECTOBS

OBJECTS



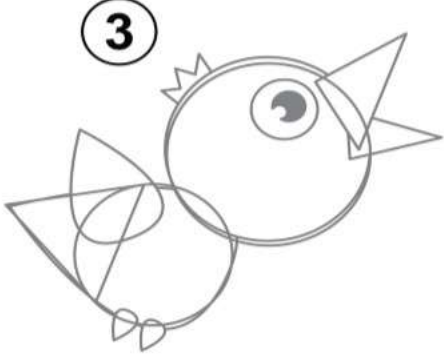
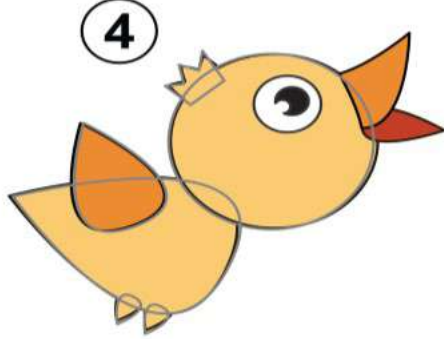
Identify

Identify the drawings that best represent a still life and place a check mark (✓) in the provided circle.



**Still Life
Worksheet**

Follow each step to draw a bird toy. Add shapes, details, and colour to finish your drawing. Make it look fun and neat!

Steps	Draw
	
<p>2</p> 	
<p>3</p> 	
<p>4</p> 	

Activity: My Favourite Toy Still Life Drawing

Objective

What are we learning about?

Students will develop their observation and drawing skills by carefully observing and sketching their favourite toy without moving it from their desks. This activity encourages attention to detail and creative expression.

Materials

What do we need for the activity

- Plain drawing paper (1 sheet per student)
- Pencils (1 per student)
- Erasers
- Coloured markers or crayons




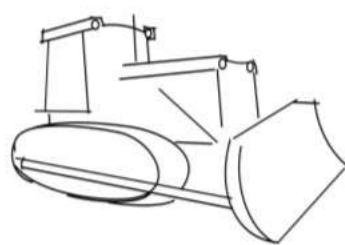
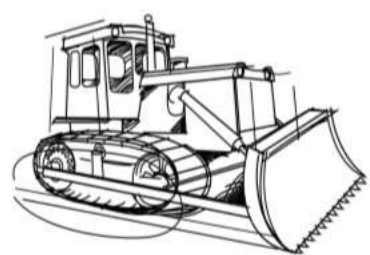
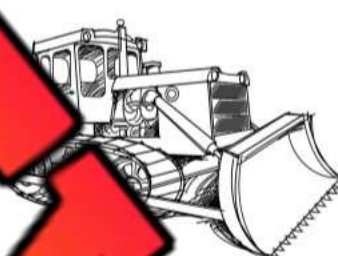

Instructions

How you will complete the activity

1. Ask students to bring their favourite toy to class. Ensure the toy is small enough to fit on their desk.
2. Have students place their toy in a comfortable position on their desks.
3. Remind students not to move or touch the toy once they begin drawing. This will help them focus on drawing what they see.
4. Encourage students to spend a few minutes closely observing their toy, noting details such as shape, size, texture, and colours.
5. Hand out paper and pencils. Instruct students to start sketching their toys, paying attention to the details they observed.
6. Once the pencil sketch is complete, students can use coloured pencils or crayons to add colour and bring their drawings to life.
7. After completing their drawings, students can display their artwork on a classroom wall or share their sketches with the class.

How-To-Guide

The steps below will help you draw your favourite toy still-life art

Steps	Description	Example
1	Place your favourite toy on your desk. Make sure it stays still while you draw it so you can see it clearly the whole time.	
2	Draw The Basic Shapes Start drawing using simple shapes like circles, squares, and triangles. These shapes will help you create the outline of your toy.	
3	Add Details Add smaller details like wheels, or patterns. Pay attention to the special parts of your toy to make your drawing look real.	
4	Clean Up Your Lines Use your eraser to remove extra lines you don't need. Make your drawing neat and ready for colouring by erasing parts that seem messy.	
5	Colour Your Drawing Use colours that match your toy. Colour carefully inside the lines and take your time to make it look bright and neat.	
6	Check and Share Look at your toy and drawing to see if anything is missing. Fix any details, then proudly share your artwork with your teacher or classmates!	

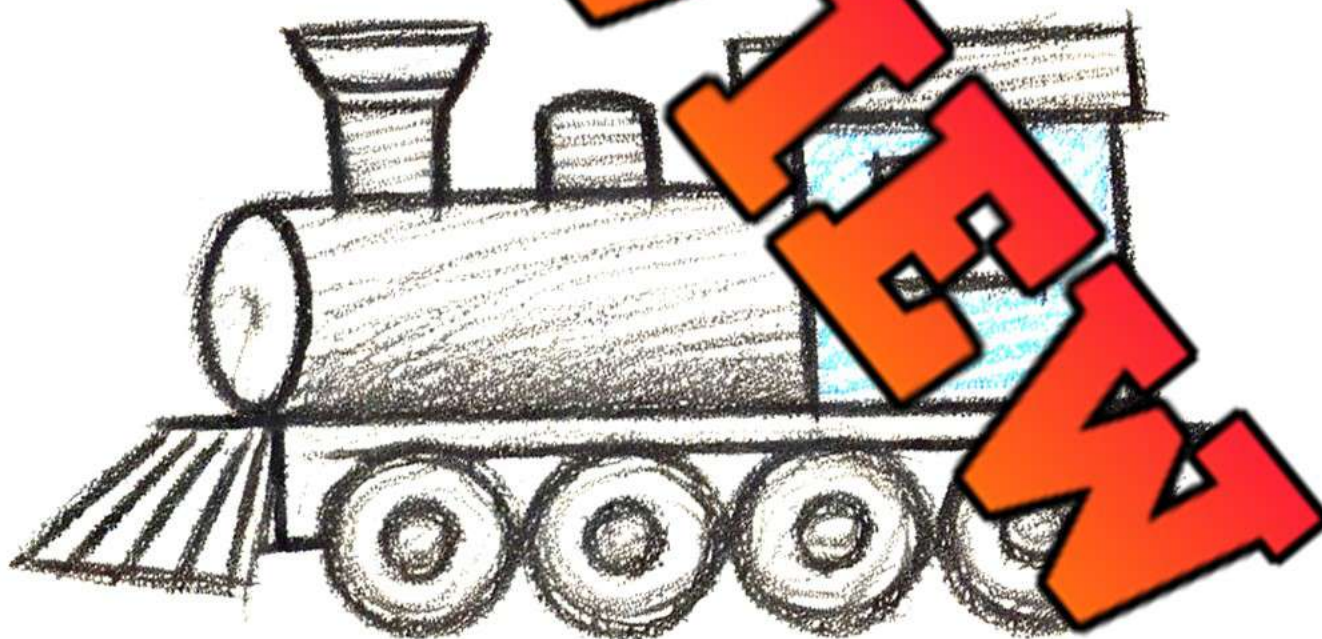
Criteria

Use the criteria below to complete the activity.

Criteria	Description
Drawing Big	Make your drawing big so it fills the page. Don't make it too small or tiny.
Using Simple Shapes	Start your drawing with simple shapes like circles, squares, triangles to help draw the toy.
Adding Details	Add all the special parts of your toy, like wheels, eyes, or buttons, to make it look real.
Colouring Neatly	If you are colouring, stay inside the lines and use colours that match the toy.

Example

An example of my favourite toy still life drawing.



Planning

Answer the questions below.

1) What is your favourite toy?

2) What does your favourite toy look like?

3) Why do you like this toy or why is it your favourite?

4) What shapes does your toy's body have?

☐ Circle☐ Square☐ Rectangle☐ Triangle

5) What colours do you see on your toy?

☐ Red☐ Orange☐ Yellow☐ Green☐ Other : _____

6) What is one special detail your toy has (e.g., button, wheel, pattern, etc.)?

☐ Button☐ Pattern☐ Wheel

Other : _____

7) What should you do before starting your drawing?

☐ Move your toy to a new spot☐ Look closely at your toy☐ Start colouring☐ Other : _____

Name: _____

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Curriculum Connection
D1.2, D1.3, D3.2

Rough Copy

Create the pencil sketch drawing of your favourite toy below.

PEREVALEZ

Self-Assessment

Cut out the self-assessment questions below.

Name: _____

Circle the box of your choice.

1) Did you try to make your drawing big enough to fill the page?	✓	✗
2) Did you use simple shapes like circles or squares to draw your toy?	✓	✗
3) Did you add all the special details of your toy, like patterns?	✓	✗
4) Do you feel proud of your drawing?	✓	✗

Name: _____

Circle the box of your choice.

1) Did you try to make your drawing big enough to fill the page?	✓	✗
2) Did you use simple shapes like circles or squares to draw your toy?	✓	✗
3) Did you add all the special details of your toy, like patterns?	✓	✗
4) Do you feel proud of your drawing?	✓	✗

Name: _____

Circle the box of your choice.

1) Did you try to make your drawing big enough to fill the page?	✓	✗
2) Did you use simple shapes like circles or squares to draw your toy?	✓	✗
3) Did you add all the special details of your toy, like patterns?	✓	✗
4) Do you feel proud of your drawing?	✓	✗

Name: _____

Circle the box of your choice.

1) Did you try to make your drawing big enough to fill the page?	✓	✗
2) Did you use simple shapes like circles or squares to draw your toy?	✓	✗
3) Did you add all the special details of your toy, like patterns?	✓	✗
4) Do you feel proud of your drawing?	✓	✗

Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Drawing Size	Drawing is small and doesn't fill the page.	Drawing is a little small with too much empty space.	Drawing mostly fills the page but could be a bit bigger.	Drawing is big and fills the page fully.
Using Simple Shapes	Only a few simple shapes are used.	Some shapes are used, but more could be added.	Simple shapes are used for most parts, a few are missing.	Simple shapes are used well for the whole toy.
Adding Details	Very few details are added, doesn't look real.	Some details are added, but key parts are missing.	Most details are included, just a few small ones missing.	All special details of the toy are included fully.
Colouring Neatly	Colouring is messy and goes outside the lines.	Colouring is messy with some spots and outside the lines.	Colouring is mostly neat with a few small mistakes.	Colouring is neat and stays perfectly inside the lines.

Teacher Comments

Mark

Student Comments – What Could You Do Better?

Exploring Origami Art

What is Origami?

Origami is the art of folding paper into shapes. It started in **Japan** a long time ago, more than **1,000 years** ago. The word "**origami**" means "**folding**" in **Japanese**. People can make things like **cranes**, **flowers**, and even **boxes** with origami. You only need **scissors** or **glue**!



Cool Origami Facts

- The world's **smallest origami** is a **grain of rice**!
- The **biggest origami** crane is huge, as wide as a **building**!
- Origami helps with math because it uses **shapes** like **squares** and **triangles**.

How to Create Origami

To do origami, you need:

- 1) A square piece of paper. It shouldn't be a **rectangle**.
- 2) **Clean hands** so the paper stays nice.
- 3) Instructions for easy shapes, like a **dog** or a **boat**.

Origami is fun and helps you **focus**. When you fold paper the right way, it turns into something really cool!

True or False

Is the statement true or false?

1) Origami is an art that uses paper and glue.	True	False
2) Origami started more than 500 years ago.	True	False
3) The world's smallest origami crane is bigger than a rice grain.	True	False
4) You need two hands to make origami.	True	False
5) The biggest origami crane is as wide as a car.	True	False

Word Scramble Scramble the words from the word bank.

Word Bank			
Rectangle	Animals	Origami	Triangles
Japan		Paper	

GNLESRTIA		CRE	
QARSSUE		P	
IIGAMRO		ANJP	

Fill In The Blank

Fill in the blank with the correct answer.

- Origami started in _____ more than 1,000 years ago.
- You need _____ hands to fold paper nicely.
- The world's smallest origami crane is smaller than a _____.
- Origami is a fun activity that helps us _____ better.
- The word "origami" means _____ paper in Japanese.

Activity: Origami Dog Faces

Objective

What are we learning about?

Students will learn basic paper folding techniques by creating an origami dog face. They will follow the steps, making neat folds, and using their creativity to decorate their dog face.

Materials

What do you need for the activity?

- Square pieces of paper (one per student)
- Black markers or crayons
- Small scraps of coloured paper (optional)



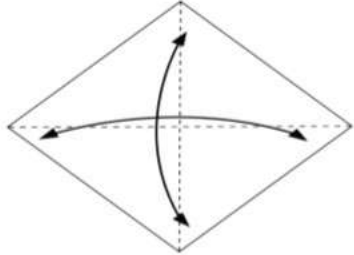
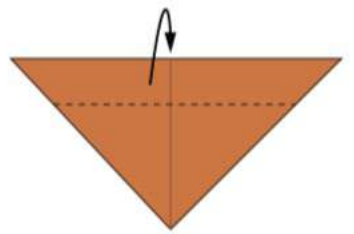
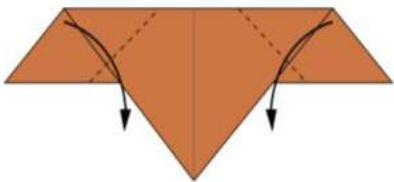
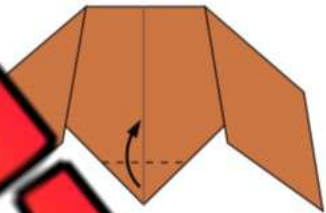

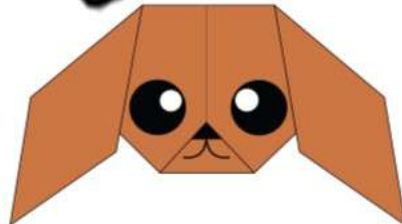
Instructions

How you will complete the activity

1. Start with a square piece of paper. Fold it diagonally to make a triangle, pressing the edges to make a sharp fold.
2. With the triangle's point at the top, fold the top corners slightly downward to create the top of the dog's head.
3. Fold the two top corners of the triangle down to form the dog's floppy ears. Make sure both ears look the same size.
4. Fold the bottom tip of the triangle slightly upward to create the bottom of the dog.
5. Use a marker or crayon to draw the dog's eyes, nose, and mouth. Use creative patterns or expressions to make your dog face unique.
6. If desired, use small scraps of coloured paper to add extra details like spots or a tongue.
7. Once finished, display your dog face on a classroom gallery wall or table for everyone to see.

How-To-Guide

The steps below will help you create a dog faces with origami.

	Description	
1	Start with a square piece of paper. Fold it in half diagonally to form a triangle. Ensure the edges align neatly and press down to make a sharp fold.	
2	With the triangle pointing up, fold the top corner slightly downward. This will be the top of the dog's head.	
3	Fold the two top corners of the triangle inward at an angle to form the dog's ears. The folds should be symmetrical.	
4	Fold the bottom tip of the triangle slightly upward to create the dog's snout.	
5	Use a marker to draw eyes, a nose, and a mouth on the dog's face. Be creative and add details like patterns or expressions to make the face unique.	
6	Decorate the face further with coloured paper or other craft materials. Display your completed dog face for others to admire!	

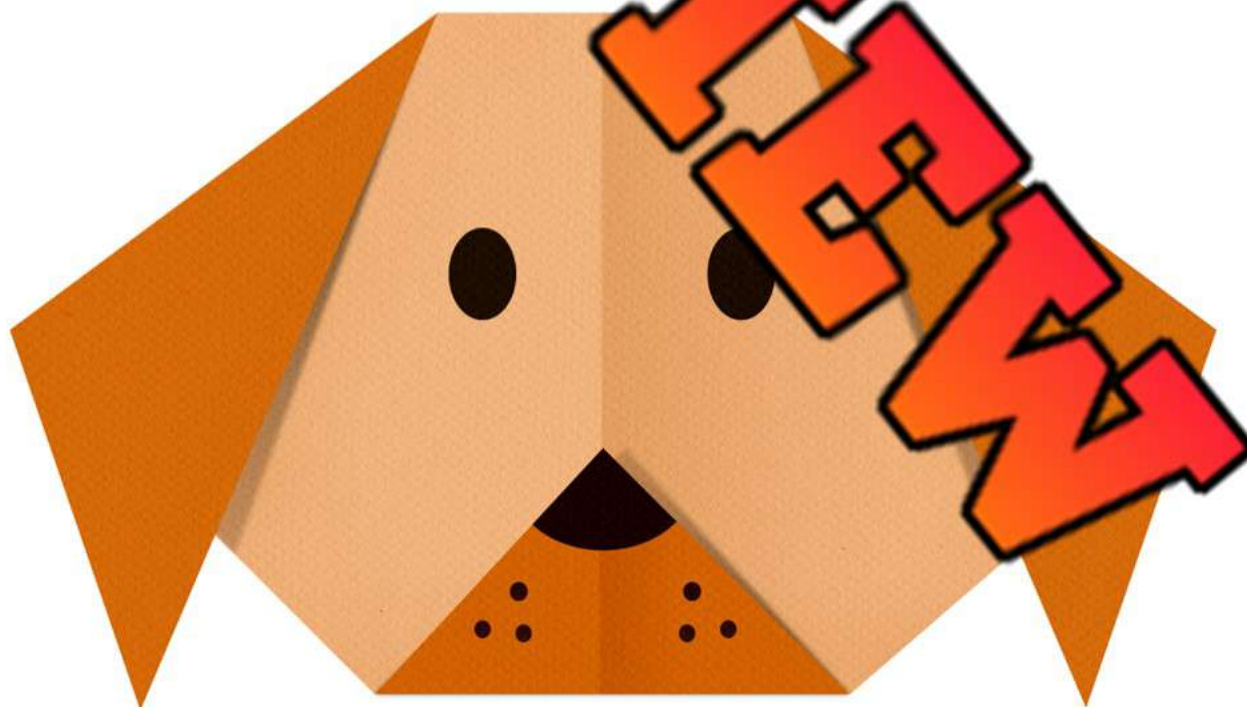
Criteria

Use the criteria below to complete the activity.

Criteria	Description
Folding	Fold the paper carefully to make sharp and clean folds so your dog face looks neat.
Creativity	Make sure both ears are the same size and in the same position for balance.
Adding Details	Use a marker to draw eyes, a nose, and a mouth to give your dog a unique look.
Being Creative	Add fun patterns or extra details like spots or whiskers to make your dog special.
Following Instructions	Follow the steps in the correct order to complete the dog face properly.

Example

An example of an origami dog face.



Planning

Answer the questions below.

1) List the details you will add to your origami.

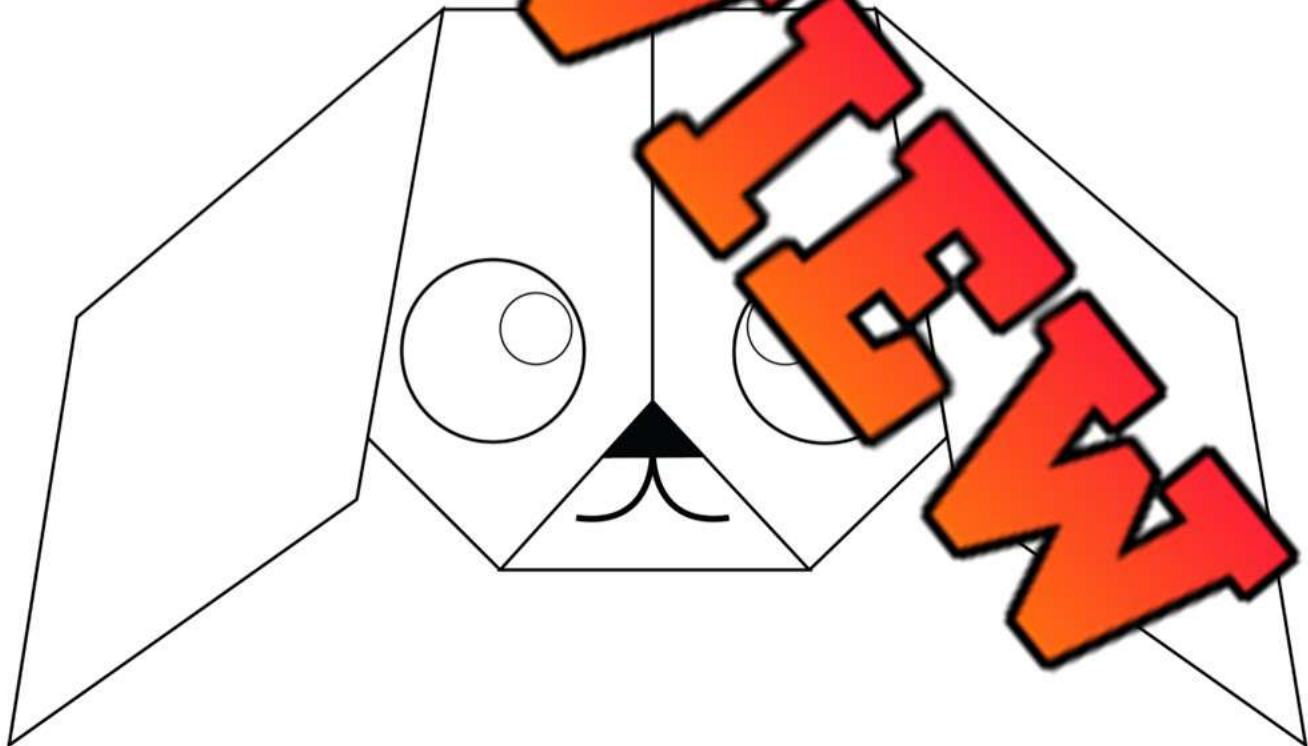


2) What colour paper are you using for your dog face?

☐ Red☐ Orange☐ Yellow☐ Green

or:

3) Colour your dog using a bright colour. Then, add features like whiskers, or spots to make it unique!



Name: _____

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Curriculum Connection
D2.1, D2.4, D3.2

Rough Copy

Draw your dog's face using your favourite bright colour.

PERVALEZ

Self-Assessment

Cut out the self-assessment questions below.

Name: _____

Circle the box of your choice.

1) Did I fold the paper neatly without tearing it?	✓	✗
2) Are the ears the same size and evenly placed?	✓	✗
3) Did I add creative details to make my dog face unique?	✓	✗
4) Did I follow the teacher's instructions for each step?	✓	✗

Name: _____

Circle the box of your choice.

1) Did I fold the paper neatly without tearing it?	✓	✗
2) Are the ears the same size and evenly placed?	✓	✗
3) Did I add creative details to make my dog face unique?	✓	✗
4) Did I follow the teacher's instructions for each step?	✓	✗

Name: _____

Circle the box of your choice.

1) Did I fold the paper neatly without tearing it?	✓	✗
2) Are the ears the same size and evenly placed?	✓	✗
3) Did I add creative details to make my dog face unique?	✓	✗
4) Did I follow the teacher's instructions for each step?	✓	✗

Name: _____

Circle the box of your choice.

1) Did I fold the paper neatly without tearing it?	✓	✗
2) Are the ears the same size and evenly placed?	✓	✗
3) Did I add creative details to make my dog face unique?	✓	✗
4) Did I follow the teacher's instructions for each step?	✓	✗

Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Folding	Folds are messy and uneven.	Some folds are neat, but not all.	Most folds are neat and clean.	All folds are neat and sharp.
Creating Symmetry	Ears are far from being even.	Ears are close to being even.	Ears are mostly even in size.	Ears are perfectly even and balanced.
Adding Details	Some face details were added.	Some face details are missing.	Most details are there but simple.	All details are there and creative.
Being Creative	No extra details were added.	A few extra details were added.	Several extra details make it fun.	Extra details make the face very unique.
Following Instructions	Did not follow the steps.	Followed some steps but tried to skip others.	Followed most steps correctly.	Followed all steps correctly in order.

Teacher Comments

Mark

Student Comments – What Could You Do Better?




Ontario Arts Curriculum Visual Arts Unit – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

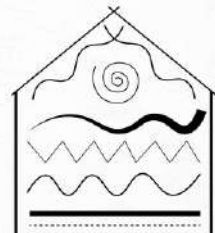
- Learning Goals
- Discussion Questions
- Quotes
- And More!




Understanding Lines In Art

DISCUSSION QUESTIONS




- 1) What do you think a line is?
- 2) Can you find something near you with stripes or patterns made of lines?
- 3) Do animals have lines on their bodies? What animals can you think of?





Understanding Lines In Art

Choose one label for each picture. Each label shows a different type of line. Drag it to the right box.


			Vertical Lines
			Spiral Line
			Curved Lines
			Thin Lines
			Dotted Lines
			Broken Lines
			Zigzag Lines
			Wavy Lines
			Diagonal Lines

Part 2 – Action!

- Drawing
- Matching
- Drag and Drop
- Videos
- And More!

Part 3 – Consolidation!


- Peer Feedback
- Quizzes
- Reflection
- One-Sentence Summary



Consolidation

ONE SENTENCE SUMMARY!

- 1) Which type of line looks the most fun to you? Write one sentence to explain why you chose it
- 2) In your sentence, try to include what the line looks like and how you could use it in a drawing.





Ontario Arts Curriculum

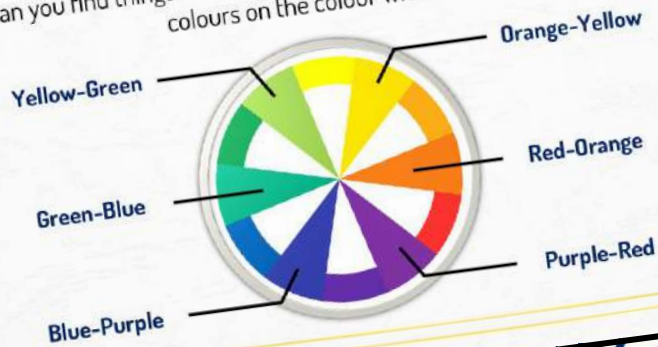
Visual Arts Unit – Grade 2



Understanding Tertiary Colours

COLOUR HUNT

Can you find things around the classroom that match the tertiary colours on the colour wheel?



Watercolour Painting

ODD ONE OUT

Which pictures look like watercolour paintings?



Understanding Sculpture

Move the letter A or B into the box to show your answer.

A B

1 A sculpture is a kind of art that you can...
A) Only see from the front B) See from all sides

3 What can a sculpture look like?
A) A person or animal B) A line on paper

5 What do artists use to carve shapes?
A) Water B) Wood

2 Sculptures are different from drawings because ...
A) They are flat B) They are 3D

4 Sculptures are a fun way to...
A) Make art that lasts B) Make music

6 Which material is strong and used for statues in parks?
A) Metal B) Paper




Ontario Arts Curriculum

Visual Arts Unit – Grade 2

Understanding Pop Art

DECORATE WITH POP ART

Use the speech bubbles, sound words, and bursts to turn the kid into a colourful Pop Art character!



ACTION

Exploring Origami

QUICK TRUE OR FALSE

Write your name and list numbers 1 to 5 on a sticky note. Then, answer each question by writing 'True' or 'False'.


- 1) Origami means "folding paper" in Japanese.
- 2) You need scissors and glue to make origami.
- 3) Origami started in Japan more than 1,000 years ago.
- 4) Origami can only make animals.
- 5) Origami does not use shapes like squares and triangles.

True False

ACTION

Consolidation

4 PICS - 1 WORD



☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

I G M R A O I

What word connects all four pictures and shows a type of art where paper is folded into shapes without cutting or gluing?