

<b>Lesson Title:</b> Métis Pointillism Art	<b>Date:</b> November 18 and 21(Days 1 and 4), 2024 11:45 am to 12:15 pm	
<b>Grade:</b> Grade One	<b>Subject:</b> Fine Arts - Visual Arts	
<b>Outcomes:</b>  I can use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, printmaking, sculpture, fabric arts, photography and technographic arts.  I can notice commonalities within classes of natural objects or forms.  Art takes different forms depending on the materials and techniques used.  An art form dictates the way it is experienced.  I can experiment with the medium to explore its possibilities.		<b>Plan for Diversity:</b>  I will do an example with the class and put it up on the board for them to look at.  The read-aloud contains vivid images of the ways that pointillism is used in Leah Dorion's art to tell a story demonstrating Métis values.  I will demonstrate the expected techniques using tempera paint and q-tips.
<b>Prerequisite Knowledge, Skills, Strategies, and/or Attitudes:</b> Students have prior knowledge of classroom expectations, expectations specifically around art class and how we behave around paints, had prior experience making these Métis pointillism sheets, and how we can keep trying and persevere to make art we are happy with.		
<b>Objective:</b> At the end of the lesson, students will have created multiple Métis value sheets using the pointillism techniques.		
<b>Materials, Resources, Technology:</b> Tempera paints, plastic tubs, q-tips, values art sheets, <i>The Giving Tree by Leah Dorion</i>		
<b>Introduction:</b>  We will start by meeting in front of the Loft to go over the technique and to show the class the Métis		

value sheets we are doing.

	Time	Teacher Activity	Student Activity	Assessment
<b>Activity Sequence:</b>  Métis week discussion and read-aloud	~10 minutes	<p>Have students meet in front of the Loft to discuss how Métis week goes from November 16-20 (this week) and we celebrate it because November 16th is the day when Louis Riel, a Métis hero, died. During Métis week we honour Métis rights, culture, and contributions to Canada.</p> <p>Read aloud of Leah Dorion's <i>The Giving Tree</i> and talking about Métis values (use handout that accompanies the lesson). Discussion about the value and what it means to us.</p>	The students will actively listen to the story, ask questions as needed, and participate in conversation as prompted.	I will observe the class' understanding of the Métis people and Métis week through discussion and questions.
Sentence finishing and painting	To clean-up time	Students get their pages and write their sentences <b>before</b> they get their paints and q-tips. They get a paper plate with the paint on it as	Students work on their art as instructed, maintaining a working room volume level.	I will assess as I go along, and modify instructions if I see students are not understanding what they have to do. I'll also be encouraging perseverance to make

		<p>well as an extra plate for q-tips they are no longer using <b>but should be reusing them wherever possible.</b></p> <p>I will circulate the room and help students who are struggling with their writing and give compliments to students who are doing their work.</p>		art they are happy with without throwing things out and starting over.
Subsequent days	Entire block	Subsequent days students will be told the instructions and rules, introduced to the next value, will discuss and relate to it, and given time to finish their sentence and paint their next sheet.	Students will participate in instructions as expected and paint as instructed.	
<b>Early Finishers</b>		Anyone who is finished early can grab a book and find a spot in front of the Loft to silently read. They may NOT read at their desks at this time as other students are using paint, and may NOT take books near the desks for the same reason.	Students who finish early will sit and read and instruct until the art block is over.	
<b>Reflection (for</b>	These lessons went very well and allowed students to make connections to			

**Morgan)**

some of the Métis values, and to see a way that pointillism is used in Métis artwork and how they can use tempera paint to make art in a similar style that reflects those values. Next time I think I would extend the art block and not do this exact lesson for the entire week so I can diversify and include more Métis artists and illustrators. The lessons were great but I think by the end of the week the students were ready for something new. I would also spend more time talking about not having the dots directly touching because that was something that the students struggled with more than anticipated due to having fine motor skills that are still developing. I'd also loop in their pattern unit in math and maybe expand on the expectations and give them the chance to try to make patterns for more visually interesting designs.