

BACK TO SCHOOL



*grades 3 - 8
Bundle*

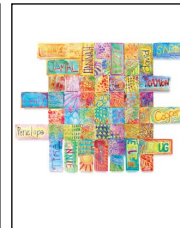
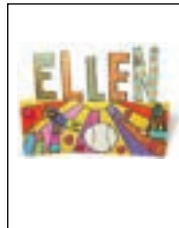


BACK TO SCHOOL BUNDLE

1. **Reflect** - Envisioning Your Classroom

2. **Identity** - Getting to Know each Other

- Who Am I - Nameplate
- Who Are We - Class Quilt
- Memory Clock - Year Long Memories



3. **Building a Sense of Community**

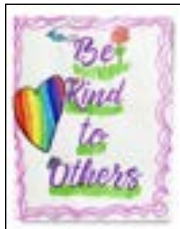
- Making Sure Everyone is Heard

- Classroom Signage - Open Communication
- Cooperative Circle Painting - Teamwork

4. **Skill Development**

- Ensuring Success

- Modern Calligraphy - Marker Calligraphy
- Painting - Establishing Routines



LEARNING STANDARDS

Learning Standards describe what students should know, be able to do, and understand by the end of each grade. Learning standards frame the important competencies/expectations and big ideas for each grade. Lessons in this bundle address the following standards:

VISUAL ARTS

- Apply the creative process to produce works of art using the elements, principles and techniques of visual arts to communicate feelings, ideas, and understandings.
- Use the critical analysis process to describe, interpret and respond to works of art.

LANGUAGE ARTS

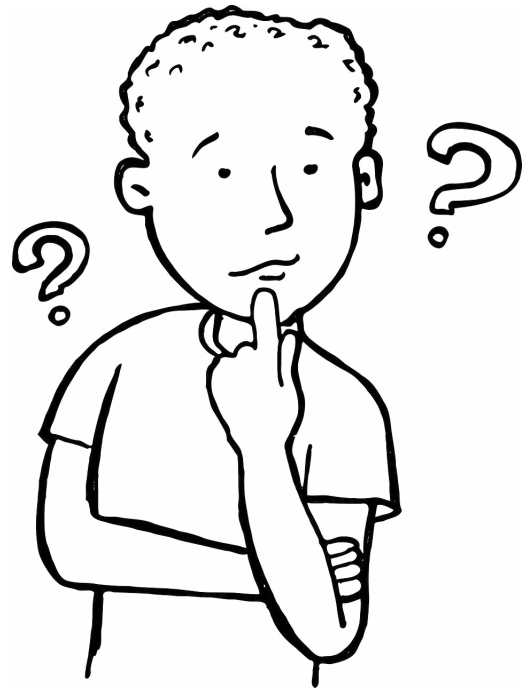
- Listen to understand and respond appropriately.
- Use speaking skills and strategies appropriately to communicate.
- Read and demonstrate an understanding of texts.
- Write for an intended purpose.

A COMMUNITY OF

Learners



What does your classroom **LOOK LIKE, FEEL LIKE, SOUND LIKE?**



WHO AM I?

Have you ever noticed how different people do things in different ways? How you do things is part of your identity. What you **like** is part of what makes you, YOU. What you **don't like** is also part of who you are. For example, do you love climbing trees? Are you likely to have a pet rat? What are some of the important ways you show others who you are? What would you like people to know about you?



CREATE a nameplate that shows at least 6 things that show part of your identity. Think about –

- What you like.
- What you don't like.
- What you hope.
- What is unique in your culture.
- What you are good at.



PRESENT your nameplate to a partner. Take turns looking at each other's nameplate. Tell your partner what you think the design means, and why. Then ask your partner to explain what the design was meant to communicate, and how. Talk about how the placement of different shapes and symbols creates areas of emphasis. Discuss the use of repetition. What message does this communicate? How does the design reflect the uniqueness of the artist?



RESPOND to your classmates' nameplates. Compare your processes and experiences. How are they the same? How are they different? What did you learn about each other? What is one thing that stands out to you about each nameplate? Why? How do the colours and symbols communicate ideas? Do a walk about to view all the nameplates. Share what you learned about people in your class.



CONNECT your feelings about starting a new school year with people you don't really know with how it felt to share your nameplates? What did sharing your designs remind you of? How was it the same as, or different than the way you began school last year? What does it help you understand?

FOLLOW THE STEPS

1



1. Brainstorm a list of qualities that represent who you are.
2. Think about the things you like to do and words that describe your personality.
3. Sketch some symbols that could represent these ideas.

2



1. Fold a 28 cm x 22 cm piece of paper in half lengthwise – long end to long end.
2. Make a crisp fold.
3. Open the paper.
4. Draw the letters of your name on the top half of the fold.
5. Leave a space of about 3 cm (1.25") from the outer edge of the paper to the top of your letters..
6. Make the letters fairly thick.
7. Make sure the bottom of each letter is on the fold.

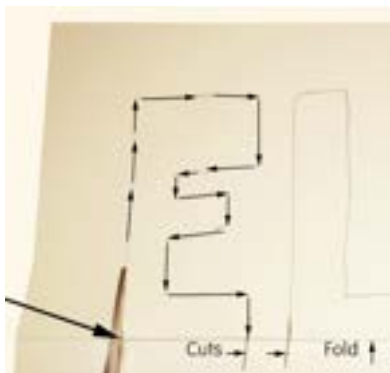
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1. Refold the paper.
2. Carefully make **small** cuts about .24 cm (1/4 in) long at right angles to the fold at the bottom of each letter.
3. These cuts will make it easier to cut out the letters.

FOLLOW THE STEPS

4



1. Open the paper.
2. Insert the tip of the scissors into the opening and follow the lines to cut around the letter.
3. Do NOT cut along the fold at the bottom of each letter.
4. Keep the background intact.

5



1. Bend the letters up so they are at right angles to the fold.
2. Fold the background of the letters down to form a tent.
3. Prop up your nameplate to see how it looks.

6



1. Design the bottom of your nameplate using lines, shapes and symbols to communicate your ideas.
2. Use coloured pencils, crayons and/or markers to complete your design.
3. Use lots of colour and contrast to make your message stand out.
4. Break up the space with lines and patterns to create a sense of rhythm.

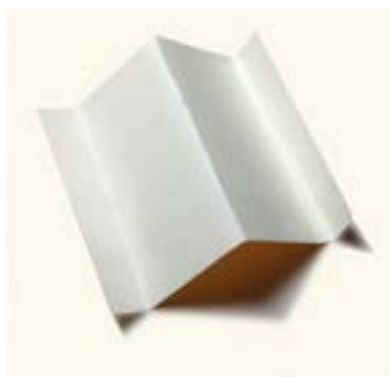
FOLLOW THE STEPS

7



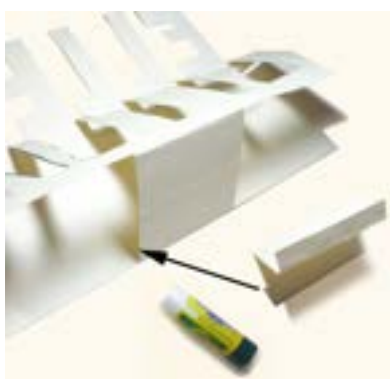
1. If you do not want to cut out individual letters cut out one rectangle big enough to fit your name.
2. Cut a decorative border around your name that tells people about your personality.

8



1. When you have finished colouring the nameplate use a 11 cm x 7 cm (4.5" x 3") piece of tag manilla or cardstock paper.
2. Fold it in half, short end to short end.
3. Fold the two outer edges up about 1 cm (1/2").
4. It should look like an accordion fold.

9



1. Make sure the biggest fold is facing up towards the fold of the nameplate.
2. Glue one short edge of the paper to the inside of your nameplate.
3. Place it along the bottom edge and in the middle.
4. Glue the other short end to the opposite side of your nameplate.
5. This will support the nameplate and keep it from falling over when you display it.

WHO ARE WE?

Do you have a quilt at your house? Lots of people do. Quilts have been around for thousands of years. Quilts provide comfort, and have also been used to share memories and friendship. Quilts are made by taking lots of individual pieces and putting them together to make something that is greater than the sum of its parts. Every part belongs or it just doesn't work. That's why quilts are so special!



CREATE a design on a 60 cm X 7.6 cm (24" x 3") strip of paper that expresses ideas about your energy and personality. Include your name as part of the design. Place your name at one end of your design. Use crayon resist technique to show contrast. Use repetition to create patterns and rhythm.



PRESENT your design to a small group. Take turns looking at each other's designs. Talk about how the choice of colours creates contrast and the effect it has on the overall feeling of the design. Discuss the use of patterns. What kind of energy does repetition create? How does crayon resist technique affect the paper? What stands out in each design?



RESPOND to your classmates' designs. What do they remind you of? How do the designs reflect the uniqueness of each person? Work together to arrange the strips in a way that is pleasing. Weave them into each other to create a class quilt. Discuss how the quilt communicates ideas about uniqueness and belonging.



CONNECT your feelings about being part of a class quilt. When your strip of paper was added to the quilt what did it remind you of? What might viewing the class quilt during the year help you understand?

FOLLOW THE STEPS

1



1. Divide the paper strip into 8 cm (3") spaces.
2. Draw your name on one **end** of the paper.
3. Colour lots of different designs that represent your energy and personality along the strip of paper.
4. Use your favourite colours.
5. Press hard with the crayons to get lots of crayon on the paper.
6. Repeat lines and patterns or use some zentangles to fill the paper.

2



1. Wet the watercolours with a small amount of water before you begin.
2. Make sure you get lots of paint on your brush and then paint over the crayon design.
3. The wax and paint will not mix so your design will show through.
4. This is called **crayon resist** technique.
6. Choose different colours that will contrast with your crayon designs.

3



1. Place 5 strips in a vertical position on a table.
2. Weave a strip **under** and **over** these five strips making sure the whole name appears.
3. Glue the strips in place.
4. Continue weaving adding more strips to the sides or bottom of the first 5 vertical strips as you go.
5. Adjust your weaving depending on how many strips of paper you have.
6. Play with the arrangement until you are satisfied with how it looks.

TEAMWORK POWER!

Have you ever been part of a team? Teams are special because the members make sure that everyone is heard. Wonderful things can happen when you know people value your ideas. Members of a team know that they are all in it together. They support each other and cooperate to get things done. Working on a team means you have to be flexible, keep a positive attitude, communicate clearly and listen actively. It takes skill to be an effective team member. Teamwork is powerful!



CREATE a group circle painting that looks as if one person has painted it. Work as a team to divide up the space with a variety of lines. Experiment with mixing a variety of colours and creating interesting texture effects as you fill in the spaces. Make sure everyone has an equal amount of space. Make sure that it looks as if one person has painted it when it is finished.



PRESENT your paintings in a group show. Walk around the room to view and quietly discuss the works. Once you have had about 10 minutes gather as a class in front of one painting. Take turns discussing your paintings. Share your experiences working as a team and making decisions. Discuss special effects you discovered while experimenting with the paint. Point out areas in your painting that you like and say why. Comment on if it looks as if one person has painted it, and why or why not.



RESPOND to your classmates' paintings. Discuss how the lines and colours get your eye to move through the painting. Tell what the design reminds you of and why. Comment on how the placement of colours, textures and shapes seem to balance the composition. Share how the painting makes you feel and why. Compare the painting to your own. How are they similar and different?



CONNECT your feelings about being a member of your painting team. What did it remind you of? How effective were your teammates? How did you contribute to the way the team worked? What did creating a cooperative painting and experimenting with paints help you understand? What did you discover about yourself?

FOLLOW THE STEPS

1



PART 1 - Use Acrylic Paint

1. Work as a team.
2. Make sure every person has an equal amount of space on the circle.
3. Paint lots of different lines.
4. Make sure the lines connect, either to each other or to the outer edge of the paper.
5. Leave lots of white paper for the next part of the challenge.
6. Make sure it looks as if one person has painted it when you are finished.

2



By Paul Klee - Own work, Public Domain,
<https://commons.wikimedia.org/w/index.php?curid=19729247>

1. While your painting is drying, look at a variety of artworks (posters or art cards) such as this painting by Paul Klee.
2. Try to figure out how the artist achieved the effects.
3. Ask yourself about colours and brushwork.
4. Form a hypothesis.

3



Part 2 - Use Tempera Paint

1. Work as a team.
2. Test out the ideas you thought of when looking at the artworks.
3. Make sure every person has an equal amount of space.
4. Add lots of different mixed colours.
5. Use lots of different painting techniques.
6. Make sure it looks as if one person has painted it when you are finished.

FOLLOW THE STEPS

4



Part 3 - Preparing Gallery Show

1. Work as a team.
2. Decide which way is up.
2. Give your painting a title.
3. Write the following information on a small title card:
Title -
Artists -
Medium - Tempera and Acrylic Paint on Paper
4. Attach the title card to the top of your painting with a paper clip.

Gallery Walk - Whole Class Team

1. Work as a team.
2. Display the paintings in a group show.
3. Place the title cards beside each painting.
4. Work alone or with others.
5. Examine the paintings carefully and be prepared to tell three things that you found interesting.

SEEK

Use **SEEK™** to help organize your thinking and build your observational skills. Support your ideas with evidence you see in the artwork.

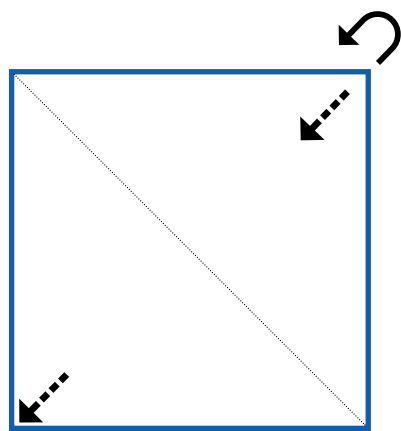
SEE – Look closely at the image for about a minute. What do you see?

EVIDENCE – What do you see that makes you say that?

EXPLAIN – What choices did the artist make? How did those choices help communicate the message?

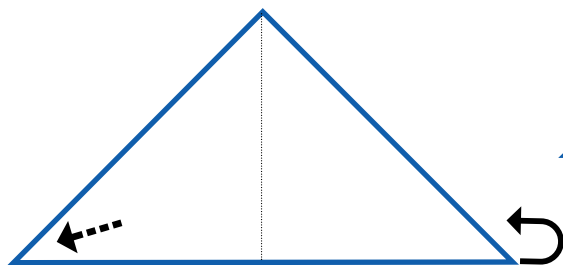
KNOW – What do you know about the artist's intent? What else do you want to know?

CUTTING A CIRCLE

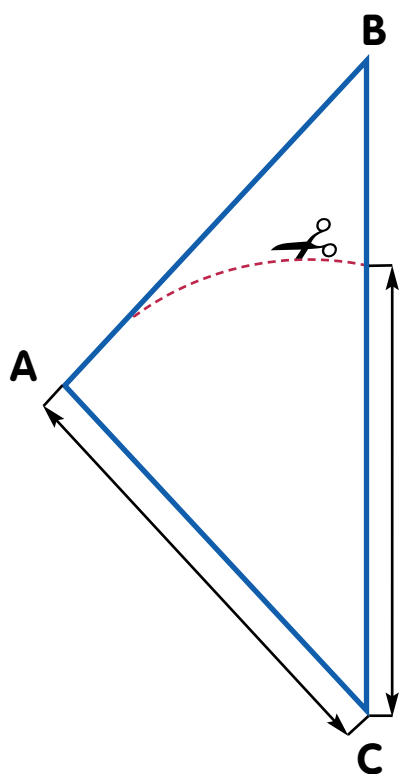
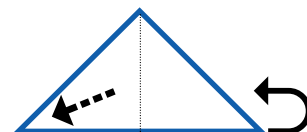
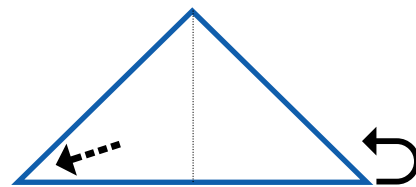


1. Start with a square.

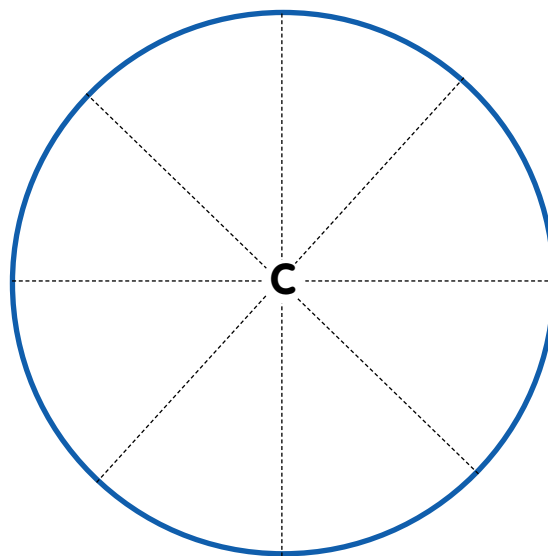
2. Fold diagonally to form a triangle.



3. Fold the triangle in half 3 times.



6. Cut an arc so that $CA = CB$.
C is the centre of the circle.



CIRCLE PAINTING LESSON PLAN

PREPARE

1. Organize paint kits for each group.
2. Cut out circles, one for each group.
3. Print copies of the Clean-Up sheet – one for each group.
4. Display Elements of Design, and Principles of Design posters available on this website.
5. Gather posters or art cards of a variety of paintings.
6. Download art images from the Internet, for example, **Degas Gericault Munch Chardin Klee**
7. Cover tables with newspaper to keep the tables clean and provide a space to try out paint colours and techniques.
8. Place students into groups of about 5.

INTRODUCTION

1. Prior to beginning the painting lesson ask students to number off.
2. Give each table a clean-up sheet that indicates the job each number must do.
3. Before starting the challenge go through each job, for example, 'Hands up if you are number 3 and 4?
Your job is to wash the brushes and return them to the bucket at the back of the room.'
 - This will ensure that everyone participates in the clean-up and that they know exactly what they have to do when you call for clean up at the end of the class.
4. Ask one student from each table to get a paint kit.
 - Ask this student to be responsible for returning the kit in good condition at the end of the lesson.
5. Introduce the challenge.

THE PROCESS

1. Introduce the first part of the challenge. Remind students that they are working as a team so everyone has to agree on the decisions made. Remind them that they are using acrylic paint that will be waterproof once it dries.
 - **Make sure every person has an equal amount of space.**
 - **Divide the paper up using a variety of lines.**
 - **Make sure all lines are connected either to the outer edge of the paper, or to another line.**
 - **Make sure you leave lots of white paper for the next part of the challenge.**
 - **Work as a team so that when you are finished it looks as if one person has painted it.**

THE PROCESS Continued

2. Part way through this activity ask students to stop and stand back from their work so they can look at the whole thing. Ask the following questions:
 - Are there lots of different kinds of lines?
 - Is there lots of empty white space left?
 - Does it look as if one person could have painted it?
 - What do you have to do next?
3. Once all the lines are completed ask students to look at a variety of artworks (posters or art cards). Ask them to try to figure out how the artist achieved the effects. Guide them to form some hypotheses. Explain that it doesn't matter if they get the right answer, just that they get an idea that they can then try out for the next part of the challenge. Demonstrate what you mean, for example, 'I think the artist painted dabs of blue and white on the canvas and let the colours mix while they were still wet. Then when it was dry he painted over top of it with streaks of red. I think there wasn't much paint on his brush for the red.'
4. Introduce the second part of the challenge. Remind students that they are still working as a team so every one has to agree on the decisions made.
 - Make sure every person has an equal amount of space.
 - Add lots of different mixed colours.
 - Use lots of different painting techniques.
 - When you are finished it has to look as if one person has painted it.
5. You may want to demonstrate some techniques, such as mixing colours directly on the paper, dabbing the paint in short, soft strokes, painting layers of colours.
6. Part way through this activity ask students to stop and stand back from their work so they can look at it as a whole. Ask the following questions:
 - Are there lots of different kinds of mixed colours?
 - Are there lots of different painting techniques?
 - Does it look as if one person could have painted it?
 - What do you have to do next?
7. Encourage students to share and expand on each others' ideas as they explore the paint.
8. When the paintings are complete ask students to decide which way is up for their painting.
9. Ask them to decide on a title for their painting.
10. Provide each group with a painting card, and have them fill out the information and attach the card to the top of the painting using a paper clip.
11. Call clean up.

SHARING

1. Display the completed paintings as if they are in a gallery. Place the information cards beside each painting. Ask students to work alone or with others. - Examine the paintings carefully and be prepared to tell three things that you found interesting.
2. Model what you mean - I find this area interesting because it feels as if I can float inside the painting. I think this effect is achieved by the contrast between the dark lines and the blurry, orange paint. Some of the orange paint is bright, some pale and some is in-between. It reminds me of looking out of my window when the sun is going down.
3. Invite students to walk around the room examining and quietly discussing the works. Once they have had about 10 minutes, call the group back to a central spot. Ask who wants to share. Go to stand around the painting the student is referring to. Ask if anyone else has something to share about this painting. Move from painting to painting in this way until many students have had a chance to talk about what they have discovered in the paintings. This is a good opportunity to point out how unique all the works are. Even though you all had the same challenge, you all solved it differently. That is what makes art so wonderful and exciting.
4. During the discussion include references to:
 - Informal patterns that may appear that create rhythm.
 - Contrast - discuss how it is used to balance the design.
 - Movement - discuss how colour and lines get the eye to travel through the whole space.
 - Feelings the work evokes and why/how.
 - Unity - that feeling that one person has painted it, and how it is achieved.
5. Observe that this work is called a painting. Paintings can be large or small.
6. Talk about how the group had to figure out some way to organize the lines, then figure out where to put the colours so the painting would be interesting and provide surprises to the viewer. Creating art means you have to figure out how to use elements like lines, colours and textures and decide how to put them in some kind of order or composition. Sometimes it looks as if there is no real order, everything is just all over the place, and then when you look closely – giving looking time – you see that the artist has ...
7. If available, ask students to select an art card that connects with one of the circle paintings, tape or pin it beside the painting.
8. Ask students to take turns sharing their thinking.

Title –

Artists –

Medium – Tempera and Acrylic Paint on Paper

Title –

Artists –

Medium – Tempera and Acrylic Paint on Paper

Title –

Artists –

Medium – Tempera and Acrylic Paint on Paper

WHAT A TEAM!!

Team Members -

1

We worked cooperatively as a team.

- Communicated clearly.
- Responded thoughtfully to the ideas of others.
- Shared ideas with others.
- Treated others with respect.
- Listened carefully.
- Worked together to make sure the job was completed to the best of our abilities.

How did you do? – POOR FAIR GOOD VERY GOOD AMAZING

2

We divided the circle using a variety of lines.

- Thick
- Thin
- Zigzag
- Smooth
- Rough
- Broken
- _____

How did you do? – POOR FAIR GOOD VERY GOOD AMAZING

3

We used a variety of painting techniques.

- Mixing colours on the paper
- Dabbing the paint
- Creating textures with brush strokes
- Using watery and thick paint
- Using dry brush effects
- Painting one colour over another

How did you do? – POOR FAIR GOOD VERY GOOD AMAZING

4

Our painting looks as if ONE person has painted it.

YES NO

GET READY TO PAINT



YOU WILL NEED

- 9 Small Containers With Snap-On Lids Per Basket.
- 1 Basket Per 6 Students Plus 1 Extra for Storing the Black Paint.
- Crayola Washable Paint
- 9 Plastic Spoons Per Basket
- Paper Towels
- 6 Paper Plates Per Basket
- 6 Water Containers Per Basket
- Crayola Paint Brushes

1



RED
BLUE
YELLOW

ORANGE
GREEN
VIOLET

MAGENTA
WHITE



2

SPOONS

STACK
BASKETS
TO STORE
THEM



PAPER
TOWEL

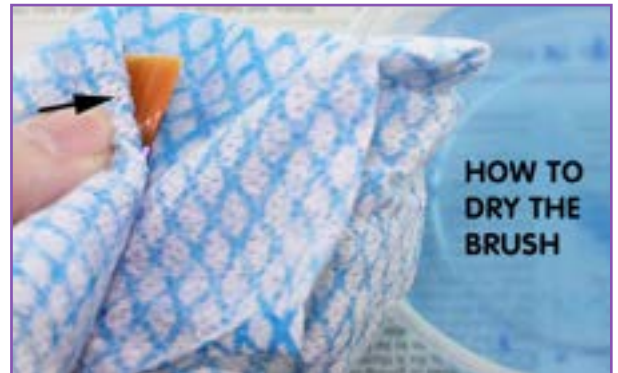
PAPER
PLATES

WATER
CONTAINERS



GET READY TO PAINT

1



3



PREPARATION

Before beginning a painting unit with your students organize these paint kits to make distribution of materials and cleanup easier.

1. Gather the materials and 1 basket for each group of 6 students plus 1 extra basket for black paint tubs.
2. Place one tub of each colour, except black into each basket. Depending on the skill level of your students do not include black in the kit, but make it available for students who request it. Often students end up mixing too much black with other colours so everything becomes muddy.
3. Place 8 plastic spoons into each paint kit - one for each tub of paint.
4. Place all the black paint tubs in a basket along with a spoon for each tub.
5. Stack the kits for easy storage - The baskets are small enough to fit on a regular classroom bookshelf and do not take up much room.
6. Prior to the painting lesson place the following into each basket:
 - 6 pieces of paper towel or reusable cloth
 - 6 paper plates for palettes
 - 6 water containers - The small plastic containers you get in a grocery store for such things as olives work very well. Having shallow water containers means fewer spills. Having containers that are all the same size means it is easier to keep your storage area tidy and workable.

GET READY TO PAINT

ESTABLISH ROUTINES

1. Prior to beginning the painting lesson arrange the desks in groups of 6.
2. Cover the tables with newspaper – This keeps the tables clean and provides a space to try out paint colours and techniques.
3. Place a variety of different sized paintbrushes at each group.
4. Ask students to number off.
5. Give each table a clean-up sheet that indicates the job each number must do.
6. Review each job so that students will know exactly what they have to do as soon as you call clean-up. Be specific. - Hands up if you are number 3 and 4? Your job is to wash the brushes and return them to the bucket at the back of the room.
7. Ask one student from each table to get a paint kit for their table and explain that this student will be responsible for returning the kit in good condition at the end of the lesson.
9. Remind students that you expect them to remember their job and to do it as soon as you call clean-up at the end of the class.

DEMONSTRATE

1. Demonstrate how to use the spoon to take a **small** amount of paint and put it on the palette assuring students that they can always take more paint if they run out. A little goes a long way!
 - Using a spoon usually helps to keep the paint clean.
 - Paint often gets mixed with other colours when using a paintbrush to dip into the paint pot.
3. Demonstrate how to clean the brush.
 - Place the brush in the water and swish it around to remove the paint.
 - Repeat a few times to remove the paint
 - Drag the bristles over the edge of the water container to remove most of the water.
4. Demonstrate how to squeeze the water out of the bristles of the paintbrush using a piece of paper towel or reusable cloth - Encourage students to do this each time they change a colour.

PAINTING - CLEAN UP ROLES

STUDENT 1

1. Replace the lids on the paint tubs and place them in the basket.
2. Wash spoons.
3. Place spoons in the paint basket.
4. Place the basket on the table at the side of the room.

STUDENTS 2 & 3

1. Wash and dry the brushes.
2. Place brushes in the pail at the side of the room with the bristles facing up.

STUDENT 4

1. Place circle painting on the table at the side of the room.
2. Empty and clean the water containers.
3. Place water containers on the table at the side of the room.

STUDENT 5

1. Clean table - fold newspaper and place it in the recycling bin.
2. Fold palettes so the paint is on the inside and place them in the recycling bin.
3. Check to see that everything at your table is clean and has been put away.

When you have finished your job take out your sketch book and work quietly.

MEMORY CLOCK

What are some of your favourite memories? Memories remind us of special experiences. Some memories make us feel happy. Some memories make us feel sad. All memories remind us of important experiences we have had. Our memories help us understand who we are and what we value. A memory box is a place where you can place notes you have written about yourself and use them to reflect on your experiences. It's like having a best friend who is always there for you.



CREATE a 3-dimensional clock box to store your memories from the beginning to the end of this school year. Decorate the box using patterns and crayon resist technique. Include a self-portrait for the face of the clock. Each week reflect on your experiences during the week. Write about something that stands out to you. Date the reflection and place it into the box.



PRESENT your clock to a small group. Take turns looking at each other's designs. Look closely at the clock boxes and how they are made. Share thoughts about the work. Talk about how pattern, detail and colour are used to create a unique clock box. Share what was difficult about making the clock box and explain why. Explain what was satisfying about making the clock box and why.



RESPOND to your classmates' work. How do the designs reflect the uniqueness of each person? Comment on the patterns and use of contrasting colours. Discuss the craftsmanship demonstrated by careful measuring and glueing. Talk about the details in the self-portrait. What special details have students added to make their work unique? What do you like best about the clocks. Why?



CONNECT your your experience creating the self-portrait with other artworks you have made. How was it similar or different? How does what you experienced help you relate to your peers? What do you think of the idea of writing a weekly reflection throughout the year. What does that remind you of? What might it help you understand?

FOLLOW THE STEPS

1



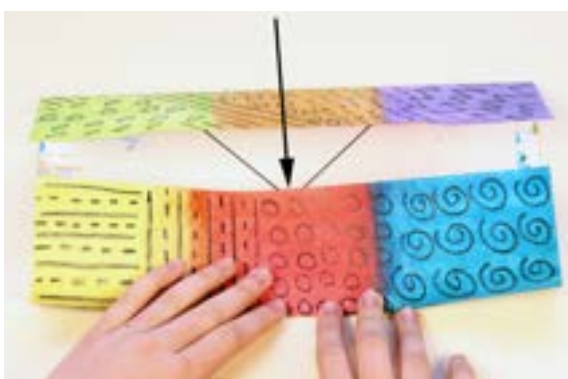
1. Use crayons to draw patterns over a **30 cm x 30 cm** (12" x 12") piece of Bristol board. This will be the **top** of the box.
2. Press hard with the crayon.
3. Paint over the whole paper with watercolours to create a crayon resist design.

2



1. Draw diagonal lines from corner to corner on the back of the Bristol board to make an 'X'.
2. Mark the centre of the 'X'.

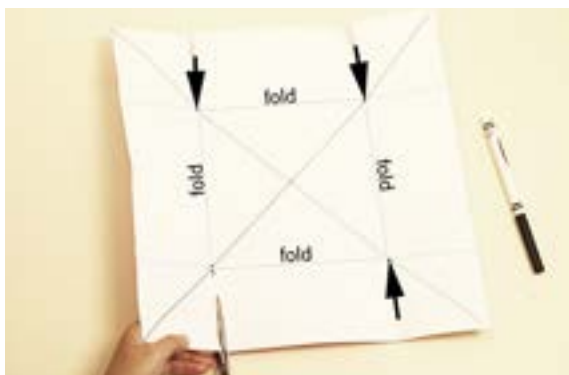
3



1. Fold all 4 sides of the Bristol board into the centre of the 'X'.
2. Make sure the outer edge of the Bristol board lines up with the centre of the 'X'.
3. Make sure you fold all 4 sides into the 'X'.

FOLLOW THE STEPS

4



1. Unfold the Bristol board.
2. Mark a dot at the intersection of the folds in the 4 corners.
3. Draw a small arrow along each crease going from the outer edge of the Bristol board to the dot.
4. Make sure the arrows are on opposite sides of the Bristol board and facing each other.
5. Cut along each crease in the direction of the arrow and stop at each dot.
6. There should be 4 cuts.

5



1. Place the Bristol board with the painted side facing down.
2. Fold the sides up and tuck the 2 small flaps in.
3. Put lots of Washable glue all over the large flap and fold it up to make the box.
4. Place a large paper clip on both ends of each flap to hold the paper in place until the glue dries.
5. You should use 4 paper clips on each side of the box.

6



1. Cut a slot about 7 cm x 1 cm in one side of the decorated box.
2. This will be the top of the box.

FOLLOW THE STEPS

7



1. Use a **29 cm x 29 cm** (11.75" x 11.75") piece of Bristol board.
2. Follow the same steps as you did for the top of the box to make the **bottom** of the box.
3. Put the box together.
4. Trace the outline of the slot onto the bottom of the box.
5. Separate the box and cut out the slot.
6. Put the box together making sure the slots line up.
7. Tape the box together on the slot side and the side opposite it using clear tape.

8



1. Refer to the 'Proportions of the Face' worksheet to help you draw your self-portrait on the clock face.
2. Use watercolour pencils to paint it.
3. Remember to fill the background with colour too.
4. Cut out the clock face.
5. Glue it to the plastic lid.

9



1. Glue the plastic lid to the top of the box.
2. Create a pattern with embellishments and glue them around the outer edge of the plastic lid.
3. Use the clock for reflection throughout the school year.
4. At the end of each week reflect on the past 7 days.
 - What was the best thing that happened?
 - What stands out in your mind about that event?
5. Create a small, decorated note that includes the date and answers to these questions.
6. Place the note into the clock.

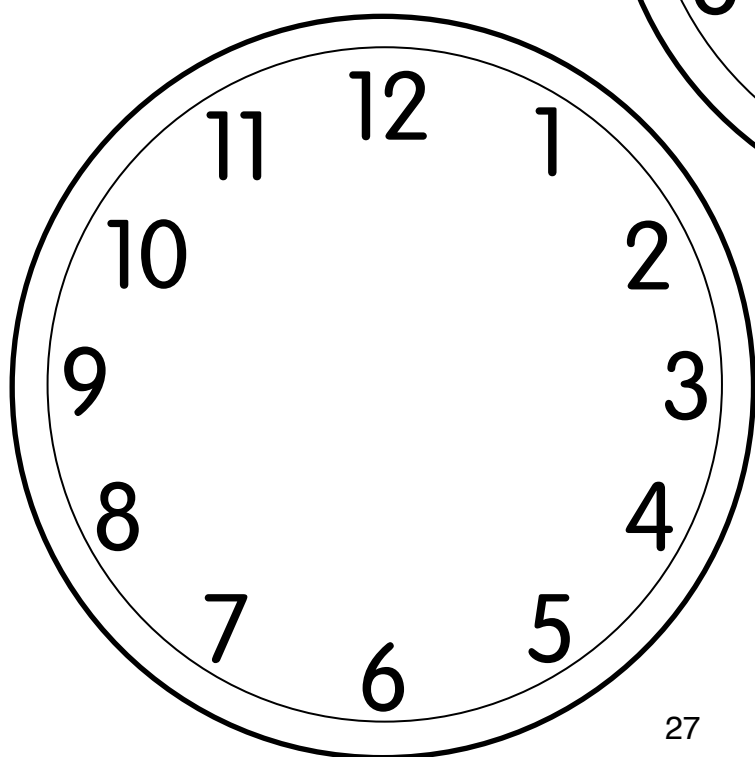
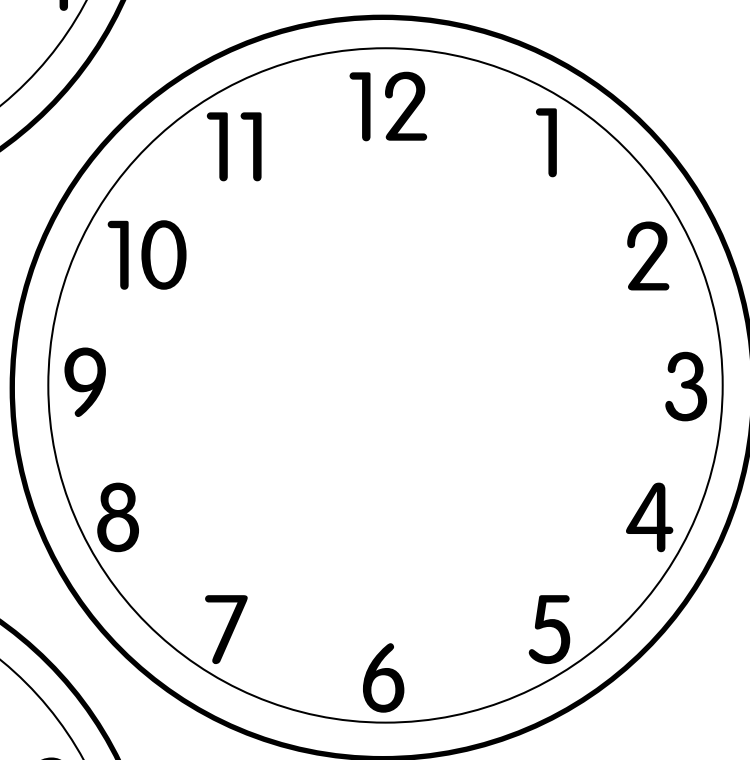
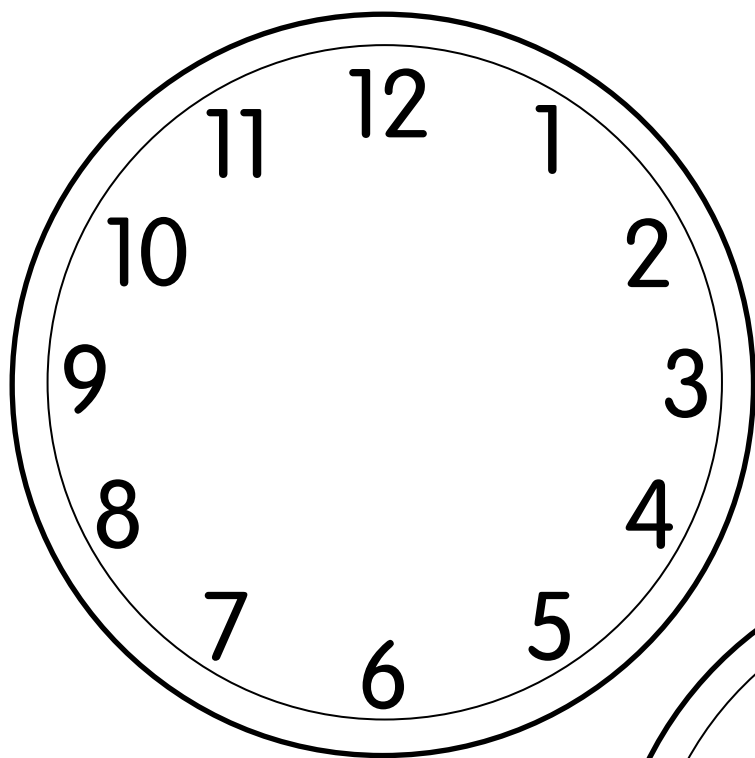
REMEMBER WHEN . . .



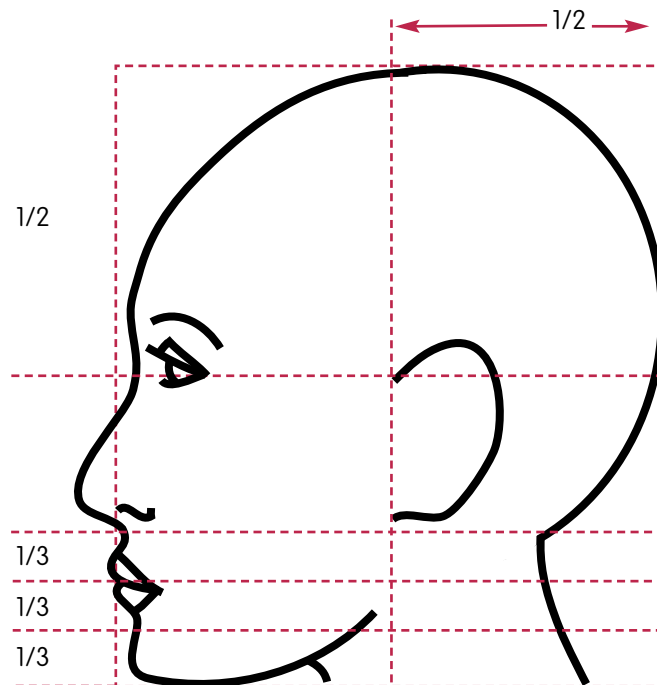
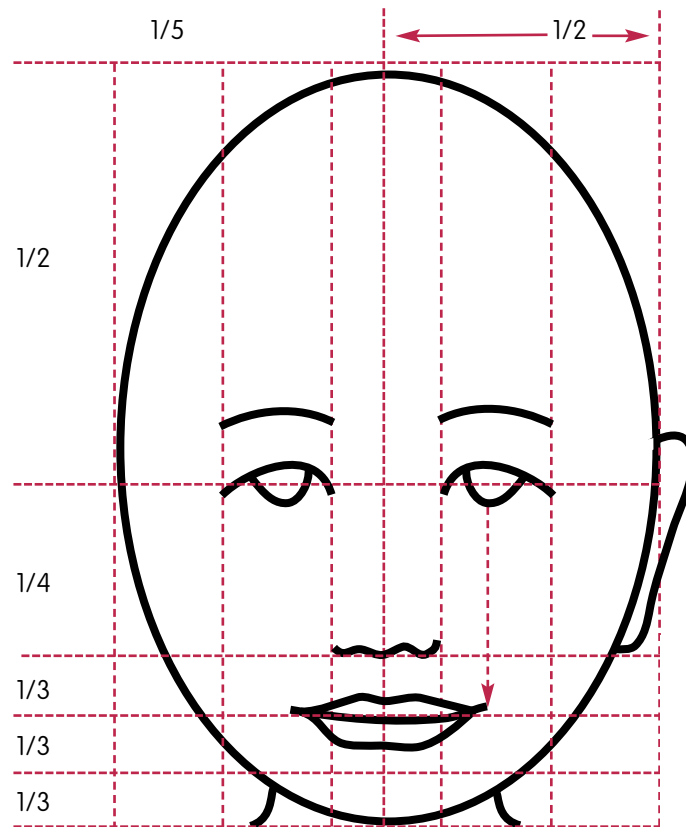
TAKE A TRIP DOWN MEMORY LANE!

1. Open the clock at the end of the year.
2. Revisit the memories and think about the passage of time.
3. Work with the notes you have written to create an artwork that represents the passage of time, for example,
 - place the notes in chronological order
 - share some of the reflections in small groups
 - create a 'Memories' book with the notes as the pages
 - use the notes in a personal collage
 - create a short video using the notes as props
4. Share your artwork with the class. Tell three things that you found interesting.

CLOCK FACE PATTERN



PROPORTIONS OF THE FACE



CLASSROOM RULES

Have you ever wished there were NO rules? Imagine what would happen if there were no rules. What if you could do whatever YOU wanted, but everyone else could do that too? What a wild place that would be. It turns out that rules are an important part of making things run smoothly. Rules help you know what is expected of EVERYONE. Rules show what you value. What values are important to you? What classroom rules would demonstrate those values? Work with the class to decide on rules that work for everyone.



CREATE a poster using modern calligraphy. First work as a class to develop a set of classroom rules that work for everyone. Then choose one of the rules to focus on. Write it in beautiful modern calligraphy script. Decorate your poster using markers or coloured pencils.



PRESENT your poster to the class in a sharing circle. Explain why you chose the symbols and colours you used. Share what the rule means to you and how your design communicates that message. Describe a situation where you followed the rule, or someone else did.



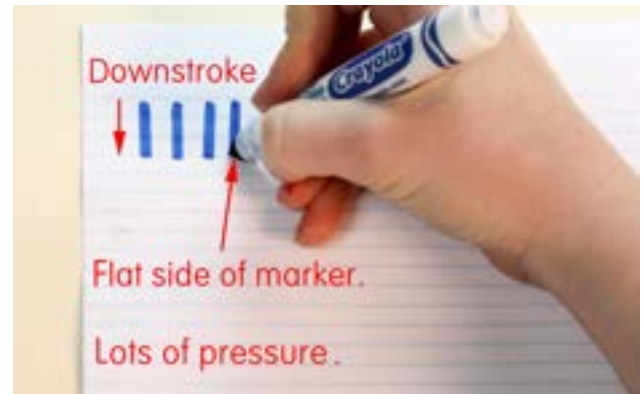
RESPOND to your classmates' posters. How does the design communicate its message? What else does it remind you of? What do you like best about the poster? Why? Discuss how following the rule reflects your values. Display the posters around the room.



CONNECT your experience brainstorming values and rules with times when you had zero input to the rules. How was it similar or different? How does what you experienced help you relate to your peers? What do you think is the most important part of having rules? How many rules do you follow in a day? What rules do you appreciate the most? Why?

Modern Calligraphy

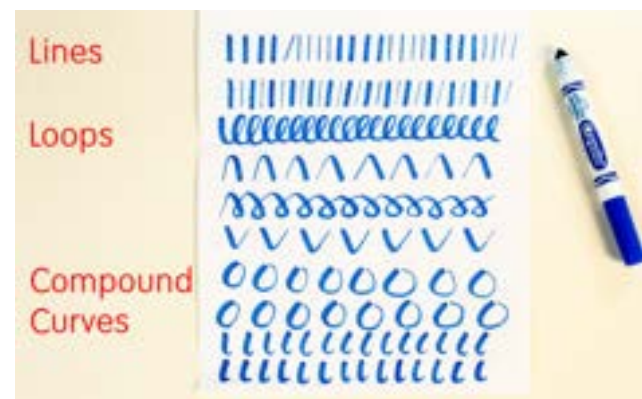
Calligraphy is beautiful writing. Modern calligraphy is easy to learn and fun to do. All it takes is a marker and lots of practice. Beautiful writing makes your written words feel special and important.



1. Downstrokes are always **thick**. Practise making downstrokes.
 - hold the marker at a 45° angle to the paper
 - apply pressure on the downstroke as you pull the marker towards you
 - use the **flat** side of the marker



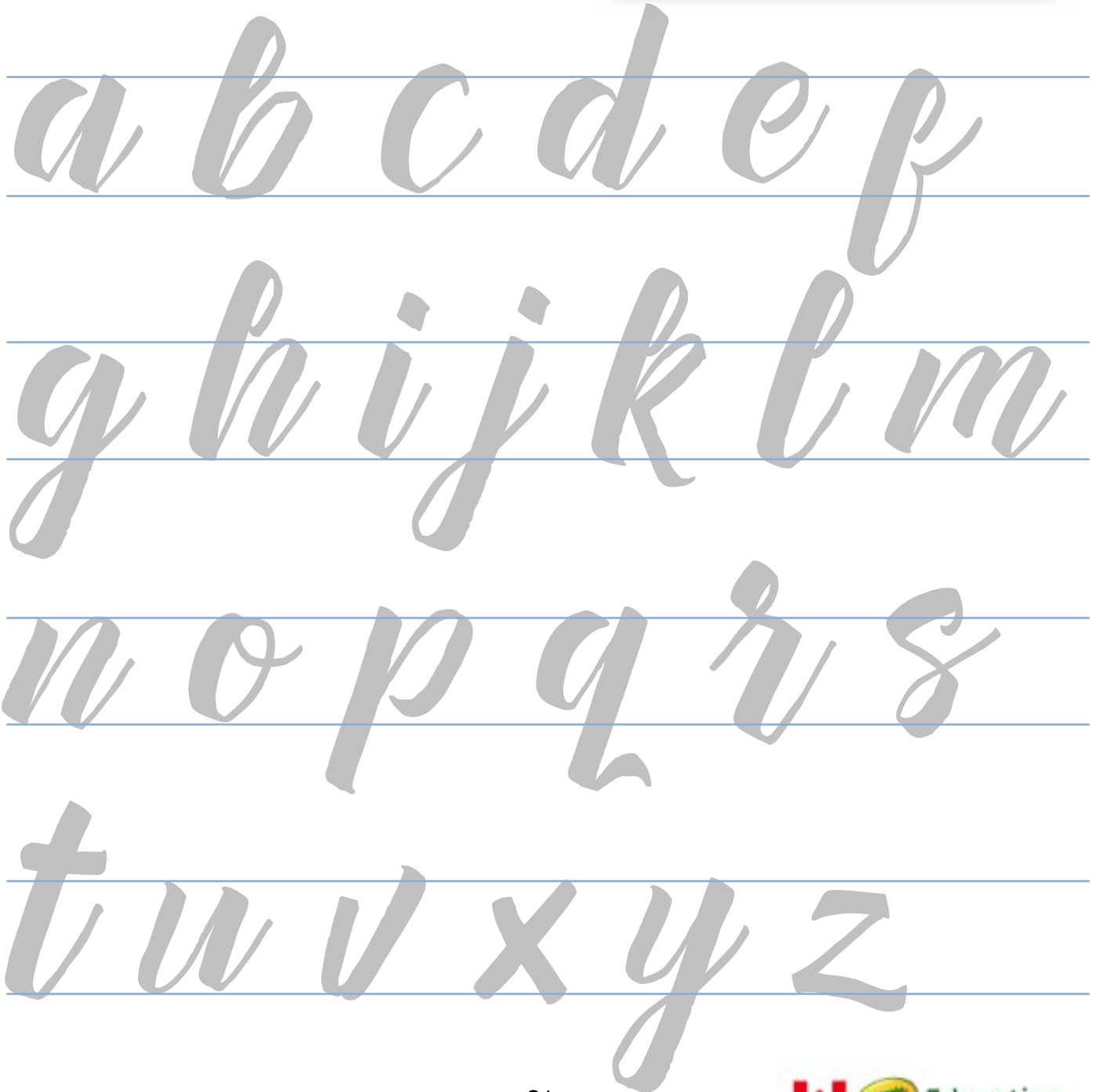
2. Upstrokes are always **thin**. Practise making upstrokes.
 - you may want to rotate the marker so you are holding it in a vertical position
 - press lightly on the upstroke as you push the marker away from you
 - use the tip of the marker



3. Practise making thick and thin strokes. Fill a page with:
 - thick straight lines
 - thin straight lines
 - loops
 - ovals
 - combinations of thick and thin lines.



4. Practise making letters. The more you practise, the better your letters will be.



A B C D E

F G H I J K

L M N O P

Q R S T U

V X Y Z