


**GRADE 6 LESSON PLAN
ENVIRONMENTAL PHOTO COLLAGE – DIGITAL ART**

Environmental Photo Collage – Digital Art Lesson Plan Information	
Grade: 6 Subject: Arts (Visual Arts), Science and Technology (Understanding life systems) Topic: Biodiversity Duration: 2 hours	
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Curriculum Expectations
<p>The Arts</p> <p>D1.2 Demonstrate an understanding of composition using selected principles of design to create narrative art works or art works on a theme or topic.</p> <p>D1.3 Use elements of design in art works to communicate ideas, messages, and understanding.</p> <p>D3.1 Identify and describe some of the ways in which art forms and styles reflect the beliefs and traditions of a variety of communities, times, and places.</p> <p>Science and Technology – Understanding life systems: Biodiversity</p> <p>2.4 Use appropriate science and technology vocabulary, including classification, biodiversity, natural community, interrelationships, vertebrate, invertebrate, stability, characteristics, and organism, in oral and written communication</p> <p>3.1 Identify and describe the distinguishing characteristics of different groups of plants and animals and use these characteristics to further classify various kinds of plants and animals</p> <p>3.2 Demonstrate an understanding of biodiversity as the variety of life on earth, including variety within each species of plant and animal, among species of plants and animals in communities, and among communities and the physical landscapes that support them</p> <p>3.5 Describe interrelationships within species, between species, and between species and their environment, and explain how these interrelationships sustain biodiversity</p> <p>3.6 Identify everyday products that come from a diversity of organisms</p>

Fundamental Concepts for Grade 6
<p>Elements of Design</p> <p><i>line</i>: lines that direct the viewer’s attention; lines that create the illusion of force or movement (e.g., wavy and wiggly lines used in op art); contour drawings of objects that are not easily recognizable (e.g., crumpled paper)</p> <p><i>shape and form</i>: exaggerated proportions, motifs, fonts; geometric (e.g., conical, pyramidal) shapes and forms</p> <p><i>space</i>: centre of interest (focal point) and one-point perspective; basic facial proportions; horizontal and vertical symmetry</p>

colour: the colour wheel; tertiary colours; colour for expressive purposes; colour for creating naturalistic images
texture: textures created with a variety of tools, materials, and techniques (e.g., gouged marks in a soft-lead print)
value: shading that suggests volume; gradation

Principles of Design

balance: arrangement of the elements of design to create the impression of equality in weight or importance (e.g., a formal or symmetrical arrangement produced through distribution of shapes; an informal or asymmetrical arrangement produced through use of colour); colour concepts to be used in creating balance (e.g., light or neutral colours appear lighter in “weight” than dark or brilliant colours; warm colours seem to expand, cool colours seem to contract; transparent areas seem to “weigh” less than opaque areas)

Lesson Plan Overview and Objectives

Students learn about photography, photoshop and collage.
 Students create a digital environmental collage in which they combine elements from other two-dimensional sources. They learn to use the rule of thirds and colour mixing techniques to create their collage. Through their digital collage, they will demonstrate their understanding of elements of design and principles of design (focusing on balance).

AT QUEEN ELIZABETH PARK COMMUNITY AND CULTURAL CENTRE

Still-Life Inspired by Dutch Painters – Painting	
Materials	Reference images of Canadian photographer Edward Burtynsky’s work, Mac computers, magazines, found images of nature, each computer will contain stock images of landscapes
Introduction Inspiration	<p>The instructor introduces Edward Burtynsky’s work. Discuss his photographs and their meaning. Watch films <i>Manufactured Landscapes</i> and <i>Watermark</i>. Students will explore the distinguishing characteristics of plants, animals and objects that appear in his photographs. Discuss how Burtynsky uses elements of design and principles of design to create their still-life paintings.</p> <p>Guiding questions</p> <ul style="list-style-type: none"> - Describe objects that are depicted in the photos. Why do you think the artist has picked the following objects and landscape? - What do you feel when you look at Burtynsky’s photos? Why do you feel that way? - How does Burtynsky work with texture? - How does the size of his work affect mood? - How does the composition create a balance? What is in the background? What is in the foreground? <p>Art terms to be covered</p> <ul style="list-style-type: none"> - Elements of design - Principles of design - Photography

	<ul style="list-style-type: none"> - Photoshop - Collage - Symbolism - Balance - Texture
Demonstration Activity	<p>The studio will be set up with twelve computer terminals. Larger groups will work in teams. There will be a large table with miscellaneous images of landscapes, nature, etc. There will be stacks of magazines. Each computer will have a folder with many images that have already been scanned or downloaded for use.</p> <p>Demonstration by the instructor</p> <ul style="list-style-type: none"> - Mac computers – the instructor will review the use of Macintosh computers - Photoshop – the instructor will teach the basics of photoshop - Balance – arranging elements to create weight or importance - Shape and form – proportion - Space – one-point perspective, symmetry - Texture – of the images <p>Drawing – Idea Sketch</p> <p>Students create a sketch of their digital photo montage. Based on instruction and demonstration, students apply elements of design to create their sketch.</p> <p>Computer Work</p> <p>Students learn the basics of Photoshop and then work from the idea sketch to create a digital montage.</p>

POST-VISIT ACTIVITIES

Post-Visit Activity	Artist reflection questions, photography
Materials	Digital cameras, monitor
<p>Artist Reflection</p> <p>Students describe how they used perspective and the rule of thirds to create their digital photographic montages. What did they learn from Edward Burtynsky and his photographs? What role does the size of his work play in how we perceive it?</p> <p>Resources</p> <p>https://www.ted.com/talks/edward_burtynsky_on_manufactured_landscapes</p> <p>http://www.watchwatermarkmovie.com/</p> <p>https://www.youtube.com/watch?v=U2Dd4k63-zM</p>	

CURRICULUM CONNECTIONS

Cross Curricular and Integrated Learning	Science and Technology
<p><i>Science and Technology (Biodiversity)</i></p> <p>Photography</p> <p>Take digital photos of both urban and rural landscapes using Burtynsky’s themes of ecology and how</p>	



industrial development is altering the earth's natural landscape. Create a digital slideshow with your classmates by placing them in PowerPoint presentation. If possible, project on the school's monitor for a few weeks. Ask friends, family and neighbours to email you photos and add them to the presentation. If the school has a facebook or instagram page, ask if the images might be uploaded there. If so, ensure that each contributor has signed a waiver for the use of the photos.