

Learning and Evaluation Situation

A Giant Jigsaw Puzzle

Fine Arts - Elementary Level
First Cycle

Summary

What is my favourite game? Do we play with the same games today as those in the past? We will conduct a survey with our elders to help answer this last question!

Initial Situation

How do I feel after having played outside? How does my body react to an entire day without playing? Is it possible for me to spend an entire day without playing?

General Field of Education

Well-being

Educational Objective

Bring the student to reflect upon developing healthy life-style habits for overall well-being.

Development Themes

Being conscious of the consequences our personal choices have on our well-being: managing stress and emotions.

Targeted Competencies

Transversal Competencies

- 1) Cooperation
- 2) Structure one's self-identity.

Disciplinary Competencies

- 1) Create personal art works
- 2) Appreciate cultural artistic heritage objects, personal creations and those of classmates..

Appreciation

Transversal Competencies

Cooperation.

Component: create a project with others.

Involvement in a group project.

Structure one's self-identity.

Component: recognize being part of a collective community.

Presence among other people's values.

Evaluation

Disciplinary Competencies

Create personal art works.

Component: complete one's creation.

Relevant use of actions which create change.

Appreciate cultural artistic heritage objects, personal creations and those of classmates.

Component: share personal appreciation.

Presence in student comments of elements pertaining to personal appreciation.

Actions which create change

- Draw a freehand sketch (oil pastels)
- Cut out and glue a surface
- Attach volumes together

Language arts

Form/Shape: round, angular.

Line: straight, horizontal, vertical, broken.

Pigment colours: primary colours.

Spatial Organization: juxtaposition.

Project Vocabulary

- Puzzle.
- Part.
- Whole.
- Survey.
- Inventory.
- Survey results.
- Well-being.

- Draw
- Glue
- Cut.
- Assemble.
- Juxtapose.
- Drawings.
- Collage.
- Assembly.
- Juxtaposition.

Fine Arts Vocabulary

- Oil pastels.
- Paper.
- Cardboard.
- Primary colours.
- Form/shape.
- Line.
- Repetition.

Materials and tools

- Rigid cardboard, such as HiArt.
- Thin, neutral-coloured cardboard (Mayfair or Bristol).
- Oil pastels.
- Glue.
- Scissors.

Interdisciplinary Links

- **Social Studies** : interpretation of changes within a society and on his/her territory; openness towards diversity in societies.
- **Languages** : mother tongue, French, English.
- **Mathematics, Science, and Technology** : compilation of data following survey results; data collection using a comparison chart of the past and the present.
- **Personal Development** : adopting a healthy and active life style.

Cultural Enhancement

- Results of parent and grandparent survey.
- Games from the past brought to class.
- A guest speaker with cultural knowledge or elder talks about games from the past.
- Interesting web site for native games from the past: :
www.civilization.ca/cmc/exhibitions/aborig/stones/ftoys/ftymenu.shtml

Integration of ICT

- Photograph students while they are working and insert the photos in their portfolios.
- Photograph and digitalize the drawings and create a virtual puzzle.
- Conduct a research on games from the past using the following web site:
www.civilization.ca/cmc/exhibitions/aborig/stones/ftoys/ftymenu.shtml
- Create a virtual collection by taking photographs of objects and/or by digitalizing the drawings of games from the past and the present in order to publish them on the web site
www.anutshish.com
- For additional ideas, visit the following web site: recit.qc.ca

Class Activities

Teacher

1 Explain educational objectives and evaluation criteria.

2 Context

First, plan on having jigsaw puzzles on hand which are adapted to the involved age group (borrow from the library or ask students to bring some). Prior to starting the activity, prepare pieces of cardboards of different shapes and sizes. Students will be required to assemble them on the wall like a giant puzzle. On each piece, glue images which represent different categories: board games, exterior games, relaxing games, team games, games of skill, quick challenge games, etc. Lead a brainstorming session on games students are familiar with. Write student proposals on the puzzle pieces while respecting the different categories.

Creative Proposal : together, create a giant jigsaw puzzle based on the theme of our favourite games as well as those of our parents or grandparents.

Teacher

Plan and coordinate a workshop exploring oil pastels and techniques using that medium.

In teams of two, students explore oil pastel techniques: break the stick to obtain a variety of traits, identify clear and dark shades, experiment with colour mixtures, etc. Invite the students to use the entire surface of the paper.

Reflection

Teams present and share what they discovered on the oil pastel medium and techniques. The teacher provides additional information when required.

Same than step 1

Preparation

Step 1 - Make jigsaw puzzles

Students

1 In teams of two, students assemble jigsaw puzzles. When they are finished, they exchange puzzles.

2 Students participate in the brainstorming session. Using pieces of the giant jigsaw puzzle, they create collections of games. They assemble the pieces together, creating the puzzle.

Interdisciplinary

The puzzle will be hung on the class wall. It will serve as a frame of reference for reading, vocabulary, or other use (language skills).

Evaluation

Observation on the level of participation and ability to share.

Legend:

- 1) Satisfactory*
- 2) Progress*
- 3) Could improve*

Step 2 - Explore oil pastels

Students

Project realization – My favourite game

Teacher

Prior to introducing the activity to the students, the teacher cuts the HiArt cardboards into various shapes and forms. Each cardboard makes up two parts of the giant jigsaw puzzle. One part represents a drawing of the student's favourite game (of today) and the other part, a drawing of a game of the past.

Students

Each student chooses a cardboard which has been cut into two parts and writes his/her name on the back of both parts. The first part represents the game from the present and the second half represents the game from the past. Students trace identical shapes on a thinner cardboard or large paper and cut them out. Students will draw on these pieces. Plan on having different coloured cardboards in order to visually identify the games of the present and of the past.

First part of project realization: the games of the present

Teacher

Lead a visualization exercise with the students. Where am I when I play my favourite game? In what location? Am I alone or with friends? How do I feel when I play? Am I relaxed? Do I laugh a lot? Do I run fast? Am I proud of myself? Bring the student to reflect upon the sensations his/her favourite game provides. Verify that students apply the oil pastel techniques they learned.

Students

Students individually draw themselves playing their favourite game, while thinking of the emotions felt while playing and the feeling of well-being the game gives them. Students use oil pastel techniques.

When the student is entirely satisfied and proud of the drawing, he/she glues it on the first HiArt cardboard.

Pedagogical Flexibility

If necessary, the teacher proposes the drawing be completed in more than one step:

- 1. I draw my favourite game (the object).*
- 2. I draw the location where I play (outside, beach, room, etc.).*
- 3. I draw myself playing (the action).*

his approach promotes the segmentation of an action scene. In order to picture themselves in action, students first draw the object, then the location, and afterwards, can more easily draw the action.

Co-Evaluation Teacher-Student bubble in interview form

Is the drawing completed?

What elements would I like to add?

Were oil pastel techniques applied properly?

Realisation

Second part of project realization: the game of the past Step 1

Teacher

1 Prior to the activity, the teacher writes a note to the parents in the agenda, informing them that students will become detectives over the following days. Students will be asked to question a parent, grandparent, or community elder on childhood games.

Cultural Enhancement

Invite a speaker with cultural knowledge or community elder to talk about games of the past. When I was young, I played X and felt X. Guests will bring games from the past to class. If this exercise proves difficult to do, the teacher may bring photographs or visit the following web site:

www.civilization.ca/cmc/exhibitions/aborig/stones/ftoys/ftymenu.shtml

2 Prepare a survey form.

Model of a survey form on a folded 8.5 in. X 11 in. paper cut in half

Front: five questions

- 1) **What was your favourite game?**
- 2) **Where did you play your favourite game?**
- 3) **Did you play alone or with friends?**
- 4) **How did you feel after having played?**
- 5) **Do you still have your favourite game?**
- 6) **Back: draw a freehand sketch (quick drawing) of a game from the past.**

Co-Evaluation Teacher-Student

Am I satisfied with my survey results?

What difficulties were encountered?

Students

1 It is time to become detectives. Students go searching for information. They interrogate their grandparents, an aunt, uncle, neighbour, or community elder on games of the past. Students ask them what their favourite game was as a child.

2 The young detectives interrogate their subject on their childhood games and, together, they draw the elder's favourite game. Students must return the survey form with answers and drawing completed.

Interdisciplinary
Check survey forms (language arts).

Pedagogical Flexibility
If student was unable to meet with an elder, propose he/she conduct the survey with a school staff member.

Class Activities

Realisation

Second part of project realization: the game of the past

Step 2

Teacher

Lead a discussion with the students on the results of the survey activity.

Students

Students reapply the knowledge acquired in the first part (use of oil pastel techniques) and create the second piece of the jigsaw puzzle depicting the game of the past. The drawing is done from the survey form sketch.

When the students are entirely satisfied and proud of their drawings, they glue them on the second HiArt cardboard.

Co-Evaluation Teacher-Student

- 1) *Is the drawing completed?*
- 2) *What elements would I like to add?*
- 3) *Is the pastel technique well incorporated?*

Flexibility

Provide for a second exploratory workshop with oil pastels.

Third part of project realization: jigsaw puzzle assembly

Teacher

Reorganize the classroom to provide for enough clear space on the floor for jigsaw puzzle assembly.

Students

1 Students participate in the assembly of the giant jigsaw puzzle. They explore different ways of placing the pieces. They collectively decide on the final version. They number the puzzle pieces on the back.

2 Students put away the pieces following number order (field of mathematics).

3 The students ensure that all pieces of the puzzle are ready for subsequent installation on a school wall or other location.

Evaluation

*Student interest and participation in group work.
Legend: 1) Satisfactory 2) Progress 3) Could improve*

Class Activities

Teacher

1 Student reflection: personal appreciation of my creation and those of my classmates. What are my observations ? What do I notice the most ?

Interdisciplinary

Using data obtained from the survey, identify the comparative elements of life habits today and those of the past in a chart form. Establish statistics from the survey results (mathematics field). Perform data collection using a comparative chart of the past and the present. comparatif d'hier et d'aujourd'hui.

2 Prepare the presentation of the collective project:

- A** Mount the giant jigsaw puzzle in the gymnasium, the ideal place to encourage physical activity.
- B** Propose the organization of an open house Game Day for the exhibition visit.
- C** Set up an exhibition of favourite games of the present and the past.
- D** A special invitation is sent to survey participants.
- E** Invite someone from the community who is involved in sports to talk about the virtues of being physically active.
- F** Request necessary official authorizations.
- G** Create groups in charge of welcoming visitors and in charge of exhibition tours.

Integration Students

1 Students participate in setting up the giant jigsaw puzzle.

2 Students participate in organizing the Game Day.

3 Welcome and guide visitors throughout the exhibition.

4 Create the invitation cards (field of language).

Self-evaluation exhibition participation

- 1) Did I participate in the preparation of the exhibition?**
- 2) Am I satisfied?**
- 3) Did I make invitations?**

Further Avenues

1 Students take active steps and propose the Well-being Challenge (Défi bien-être) project: play outside for a minimum of fifteen minutes every day after class hours.

2 Students write down their daily challenge in their agenda.