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National Gallery of Canada

CyberMuse Teachers - Lesson Plans People of African Descent

Lesson Plan Activity:

A Unity Wall Drawing: Grade K-3 Visual Arts

GCO 2. Students will use a range of independent and collaborative art-making strategies.

GCO 5. Students will bring personal meaning to artwork and communicate their discoveries

Summary



Description:

After exploring a selection of works from the NGC collection that focus on certain aspects of the social history of the African diaspora, students will create a unity wall drawing to symbolize our unique Canadian heritage and their contribution to this multicultural mosaic.

Theory:

Students will identify and recognize the elements of design such as shape and pattern and the principles of design such as symmetry and asymmetry.

Creation:

Students will produce a two-dimensional work of art that communicates their own unique cultural background.

Analysis:

Students will use grade appropriate terminology.

Cross Curriculum Links:

This lesson plan also explores the subject areas of? Language Arts, Social Studies

Duration:

2- 40-minute period

Look & Discuss

Present and discuss a selection of the 5-featured artworks in the Artwork & Artists slideshow with your class.

(Tabs will provide you with information on the theme, composition, interpretation and the artist.)

A downloadable Presentation that you can add to or manipulate will also help share these images in your classroom.

ContextBlack History month is a celebration of the history and accomplishments of people of African descent. It also celebrates the diversity of all cultures. In recognizing the accomplishments of individuals of Black descent, students of other cultures should feel that they also have made a contribution to the cultural landscape of this country.

Discuss: Discuss with your students the issue that Canada is a multicultural country that includes people from all races and cultures and that this is one of the aspects that makes our country unique. In this wall drawing we will be celebrating each

students' unique contribution to this cultural landscape. For the decoration of the handprint ask each student to share with the class their cultural background.

Materials



- Pencils
- Crayons
- Pastels
- Paper
- Scissors
- Glue
- Roll of paper

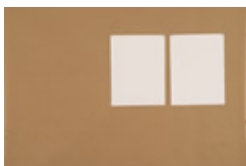
Preparation Tasks

- Pre-cut 2-8x11 sheets of paper for each student.
- Pre-cut a large sheet of mural paper (size depends on classroom and number of students)
- Each student will bring in patterns or shapes that are typical to their cultural heritage. The students will have to ask their parents for help in selecting these images.

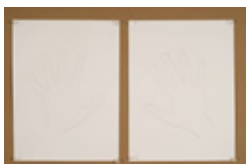
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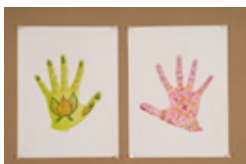
Cut the roll of paper for the wall mural and place it on the floor.



Give each student two 8x11 sheets of blank paper.



Ask students to trace their left and right hand onto the piece of paper.



Have students decorate the hand drawing with patterns and shapes unique to their personal cultural background.



Ask students to glue the decorated cut out hands onto the wall mural, the right hand in a symmetrical pattern and the left hand in an asymmetrical pattern on the opposing side of the paper.

Take it Further

Hang the wall drawing in your class and discuss the unique feature (pattern, shape) of each hand- print.

Have students try to join the left and right hand, on opposite sides of the paper, with their eyes.

Assessment Guide

	1	2	3
Theory Criterion To what degree does the student identify and recognize the elements and principles of design such as shape, pattern, symmetry and asymmetry?	The student demonstrates limited understanding of the elements and principles of design such as shape, pattern, symmetry and asymmetry.	The student demonstrates understanding of the elements and principles of design such as shape, pattern, symmetry and asymmetry.	The student demonstrates a thorough understanding of the elements and principles of design such as shape, pattern, symmetry and asymmetry.
Creation Criterion Does the student produce two-dimensional works of art that communicate their own unique cultural background?	The student demonstrates limited understanding of how two-dimensional works of art communicate his/her own unique cultural background.	The student demonstrates understanding of how two-dimensional works of art communicate his/her own unique cultural background.	The student demonstrates a thorough understanding of how two-dimensional works of art communicate his/her own unique cultural background.
Analysis Criterion How does the student use grade appropriate terminology when describing the choices he/she has made?	The student is able to apply little of the grade appropriate terminology when describing their image.	The student is able to apply grade appropriate terminology when describing their image.	The student is able to apply all of the grade appropriate terminology when describing their image.