



Lakeshore Grounds Interpretive Centre

# Permission to Ponder

Art Programming for JK - Grade 5

Teacher Resource and Program Guide

for:





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# JK & SK

## Visual Thinking Strategies for Art Learning

### Learning Objectives:

Students will be able to -

- Distinguish the colours within a painting and relate them to other familiar spaces.
- Use art to communicate elements of their identities.
- Gain an increased understanding of local landscapes.

### Sample Questions for Viewing:

VTS Questions

- What do you think is going on in this picture?
- What do you see that makes you say that?
- What else do you see in this picture?

Additional Questions

- What time of day is this?
- What season is this?
- What do you see that makes you think that?
- Where is the foreground, middle ground, and background?



# JK & SK

## Visual Thinking Strategies for Art Learning

### Procedure

Begin with a gallery tour that discusses the themes of the exhibition and the purpose of the Interpretive Centre

- Discuss the local landscapes and communicate how these areas are apart of our local identities and communities

Focus on one artwork

- Discuss the colours being used and how they might be showing different seasons, times of day, or types of plants (i.e. white for winter, reds and browns for fall, red vines for a different plant)

Ask them to find their favourite painting and identify the time of day and season, and draw an animal that they might find in this location.

- Brief sharing afterwards of why they chose the subject and elements that they did

# Grades 1-2

## Visual Thinking Strategies for Art Learning

### Learning Objectives:

Students will be able to -

- Identify the shapes and movement of shapes being used in the paintings.
- Use art to communicate elements of their identities.
- Gain an increased understanding of local landscapes.

### Sample Questions for Viewing:

#### VTS Questions

- What do you think is going on in this picture?
- What do you see that makes you say that?
- What else do you see in this picture?

#### Additional Questions

- What time of day is this?
- What season is this?
- What do you see that makes you think that?
- Where is the foreground, middle ground, and background?

# Grades 1-2

## Visual Thinking Strategies for Art Learning

### Procedure

Begin with a gallery tour that discusses the themes of the exhibition and the purpose of the Interpretive Centre

- Discuss the local landscapes and communicate how these areas are apart of our local identities and communities

Focus on one artwork

- Discuss the shapes being used in the painting to create the natural environment being conveyed (i.e. the tree looks triangular, the road is a rectangle, the background trees look like cones)
- Discuss how when you use shapes you can begin the drawing process and make it look more realistic by filling in the details
- Ask about colours used and how they might reflect the seasons, weather, and time of day

Ask them to find and draw a tree starting with the basic shape and then filling in the details

- Brief sharing afterwards of why they chose the subject and elements that they did



# Grades 3-5

## Visual Thinking Strategies for Art Learning

### Learning Objectives:

Students will be able to -

- Identify the foreground, middle ground and background in a work of art to create the illusion of depth.
- Use art to communicate elements of their identities.
- Gain an increased understanding of local landscapes.

### Sample Questions for Viewing:

VTS Questions

- What do you think is going on in this picture?
- What do you see that makes you say that?
- What else do you see in this picture?

Additional Questions

- What time of day is this?
- What season is this?
- What do you see to make you think that?
- Where is the foreground, middle ground, and background?



# Grades 3-5

## Visual Thinking Strategies for Art Learning

### Art Vocabulary:

- **Foreground:** The area of the artwork that appears nearest to the viewer.
- **Middle Ground:** Generally, the focus of a painting, the space between the foreground and the background.
- **Background:** The area of the artwork that appears furthest from the viewer.
- **Horizon Line:** A physical/visual boundary where sky separates from land or water



# Grades 3-5

## Visual Thinking Strategies for Art Learning

### **Procedure:**

Begin with a gallery tour that discusses the themes of the exhibition and the purpose of the Interpretive Centre

- Discuss the local landscapes and communicate how these areas are apart of our local identities and communities

Focus on one artwork

- Discuss the foreground, middle ground, background as well as horizon line
- Ask about the colours that are used and how they might reflect the seasons, weather, and time of day

Ask them to draw a scene that's apart of the landscapes in their lives using foreground, middle ground, and background elements

- Brief sharing afterwards of why they chose the subject and elements that they did