

GLOBAL COMPETENCIES

Innovation, creativity, and
entrepreneurship

INITIATIVE HIGHLIGHT

Mental Health and Well-Being

MATERIALS

Paint
Brushes
Pencils
Newspapers
Music (various styles)
Large sheet of paper or canvas

CROCK-A-DOODLE POTTERY

Junior Level

ACTIVITY DESCRIPTION

There's hands-on fun for everyone in our cool and colourful studio. Transform ready-to-paint ceramic tiles into amazing works of art. Pieces are glazed and kiln-fired overnight to a brilliant and durable finish.

CURRICULUM CONNECTIONS

[The Arts Curriculum](#)



Ontario
Curriculum



Visual Arts:

D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings (D1.1, D1.2, D1.3, D1.4)

D2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feeling (D2.1, D2.4)

BEFORE YOU GO

Learning Goal

Students will learn about the importance of emotions in artmaking as they create paintings based on feelings.

Minds On Activity

- As a whole class activity, discuss human emotions. Guiding questions could include:
 - *What does the word emotion mean to you?*
 - *What kinds of emotions do we experience throughout the day?*
 - *Describe an experience and/or an event that got you feeling happy, sad, angry, frustrated, nervous.*
 - *How do certain colors make us feel? Why?*
 - *What kinds of lines, shapes and textures are there? (e.g. straight, jagged, squiggly, zig-zag, circular, square, rough, smooth, spiky).*
- Warm up by having students draw lines with a pencil based upon certain feelings. (e.g. draw happy lines, draw angry lines)
- You can also encourage your students to draw lines based on the music they are hearing (e.g. hip hop, classical, jazz).
- Hang the students' line drawings, then do a gallery walk so students can see each other's work.

Action Activity

- Provide each student with a paintbrush, paper and access to primary colours: red, yellow and blue.
- Review primary colours, and also mixing primary colours (ie yellow + blue = green; red + yellow = orange; red + blue = purple)
- Have students choose an emotion/feeling which they will express through painting colors, lines, textures and shapes.
- Encourage students to take their time and to pause to look at their painting. Possible guiding questions:
 - *Do the colours on your painting depict the emotion you chose?*
 - *How do the colours on your painting engage the viewer?*
 - *How can you add elements of colour, texture, shape, contrast to make your painting show that emotion?*
 - *How can you use a particular point of view in your painting to create a particular impression?*

WHILE YOU ARE THERE

At Blue Mountain Resort

- Students will paint their own ceramic tiles, building on the discussion and skills learned in class.

ONCE YOU GET BACK

Consolidation Activity

- Display the students' finished ceramic tiles around the room.
- Have students do a gallery walk to look at each other's tiles. Give opportunities for students to ask each other questions about their tiles. Possible guiding questions:
 - *Share what you like about your own artwork.*
 - *What did you want to express on your tile?*
 - *What is the most important thing that you painted on your tile and why?*
 - *What part would you change if you could?*
 - *Given the opportunity, what other details could you add to your tile?*
 - *If the painting on your tile could talk, what would it say?*