

## 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

Primary 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 are there?* (e.g. straight, jagged, squiggly, zig-zag).
- 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 (e.g. 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?*
  - *What can you add so that your emotion is shown through your painting?*

# 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?*