

## GLOBAL COMPETENCIES

Communication  
Innovation, creativity and  
entrepreneurship

## INITIATIVE HIGHLIGHT

Eco Schools  
Healthy Schools

## MATERIALS

Paper  
Pencils  
Coloured pencils  
Images of nature from a profile and  
bird's-eye view

# OPEN-AIR GONDOLA

Primary Level

## ACTIVITY DESCRIPTION

Experience 360-degree views of Blue Mountain on this gondola ride to the top. The open-air gondola provides perfect photo opportunities as it gently rises above the trails and scenic views. Relax and enjoy the ride over the heart of Blue Mountain Village while taking in a spectacular view of Georgian Bay and the Niagara Escarpment.

## CURRICULUM CONNECTIONS

[The Arts](#)



Ontario  
Curriculum



## D. 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 - D1.4)

### BEFORE YOU GO

#### Learning Goal

Students will learn how to apply elements and principles of design when representing an artifact from nature.

#### Minds On Activity

- Show students a variety of nature images from both a profile and bird's eye view.
- Ask students to place the images into the two groups -- profile and bird's-eye view.
- Ask students the following guiding questions when comparing the images from a profile view and a bird's-eye view:
  - *What kinds of lines would you use to show the texture of the image?*
  - *Look carefully at the elements of nature in the images. How do their shapes change to represent their position closer or farther away?*
  - *How are colours used to represent depth in a picture?*

#### Action Activity

- Take students on a nature walk to collect artifacts. Advise them to collect only non-living things.
- Have students place the artifacts on their desks. Ask students to choose between representing their artifact from a profile or bird's-eye view.
- Provide students with paper, pencil and coloured pencils in order to draw their artifacts.
- Possible guiding questions:
  - *What techniques or tools can you use to make textures (e.g. wood bark) look real on your paper?*
  - *When you overlap parts of your drawing, which one looks farthest away? How can you arrange and place shapes of different sizes throughout your pattern to make a more varied image?*
  - *How can you vary the thickness of lines to make your characters stand out from the background?*
  - *How have you used colour to create a point of emphasis and a sense of space?*

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### WHILE YOU ARE THERE

#### At Blue Mountain Resort

- Encourage students to take notice of nature during the gondola ride, as well as how it makes them feel.

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### ONCE YOU GET BACK

#### Consolidation Activity

- As a class, recount the experience on the gondola ride:
  - *What did you enjoy about the gondola ride?*
  - *What did you see that you didn't expect to?*
  - *What feelings did you have during the ride?*
  - *List some living things that you saw during the ride.*
  - *List some non-living things that you saw during the ride.*
  - *How did your perspective from the gondola ride change your view of Blue Mountain?*
- Give students the opportunity to recount their experience on the gondola ride in a drawing. Students can choose to represent their experience from a profile view or a bird's-eye view.