

Creative Art Series

TEACHER PACKAGE

Thank you for booking a Teacher's Pet In-School Field Trip!



TEACHER'S PET™



In this package, you will find some key documents that will help you prepare for your upcoming fieldtrip. This package includes:

- ✓ Field Trip Form
- ✓ Checklist Letter
- ✓ Learning outcomes that will be explored during the fieldtrip
- ✓ Information Sheets about payments and volunteers

★ Please use the Checklist Letter as your guide as you prepare your classroom for our visit.

Please note that all documents are copyrighted and any reproduction or distribution of these documents electronically or otherwise, in whole or in part, is strictly prohibited except for the purposes of this singular scheduled field trip.

If you have any questions, please feel free to contact us at

- ★ 780 434 8224
- ★ 1-888-634-8738 for Calgary
- ★ Email: fieldtrips@tpet.ca

We are looking forward to visiting your classroom and engaging your students in an energetic and interactive learning experience!

Best wishes,

The Teacher's Pet Team



*No bus needed!
We come to your
classroom!*

Creative Art Series

FOR YOUR INFORMATION

Payments

Please note our Payment Policy:



1. You will be invoiced once the field trip has taken place. This invoice will be emailed directly to the accounts payable individual at your school.
2. Payments may be by cheque or credit card.
3. If paying by cheque, please make the cheque out to **Teacher's Pet Educational Services** and mail to:
Teacher's Pet Educational Services
11215-180 Street
Edmonton, AB
T5S 0B4
4. If paying by credit card, please call the office at:
780 434 8224 (Edmonton)
1 888 634 8738

Please note: We are an approved vendor in your school district.

Volunteers

Volunteers are an integral part of your classroom and during this field trip. On your checklist letter and on the field trip form, you will find a suggested number of volunteers that are needed for this event. Please be aware that there may be components of this field trip where volunteers will need to read English. If this is difficult for some of your volunteers, we will try to place them at stations with little or no reading but this is not always possible.



Student Booklets



Teacher's Pet is going green! We are committed to helping the environment in accordance with green initiatives undertaken within schools. We are currently in the process of reducing the length of or eliminating the student booklets that have been used in our field trips. We understand that photocopying costs are steep and excess paper usage is not good for the environment.

As change takes time, some our field trips will still have a reproducible student booklet this year. We thank you for your patience during this time of transition.

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IN-SCHOOL FIELD TRIP FORM

A Teacher's Pet In-School Field Trip is visiting our classroom! Our students will have an opportunity to participate in interactive centers while learning several key components of the curriculum.

Here is brief outline of our learning adventure!



Creative Art Series!

From Monet to Georgia O'Keefe, our new Art series is full of inspiration! Based on the learning objectives of the Elementary Art Curriculum in Alberta, these projects begin with an art appreciation lesson based on the artist and project you choose! Following some time to look deeply at art, your students will participate in a teacher-led art lesson to create an amazing work of art. Each student will have his or her own piece of art to display, take home, or to give as a gift.

Date of presentation: _____ Time of presentation: _____

Cost: _____ Please return your payment for this event by _____

✂ -----

I hereby give my son/daughter _____ permission to participate in the Creative Art Series In-School Fieldtrip on _____ at _____ AM/PM.

Date: _____ Signature: _____

Amount enclosed: _____

In order for your child to receive the maximum benefit from this field trip, we will require 1-3 volunteers to help out in station activities. Please arrive at least 15 minutes before the scheduled field trip time to receive instructions.

I will be able to volunteer.
Name/phone number: _____

I am sorry, but I will not be able to volunteer.



Creative Art Series

CHECKLIST

The following is a checklist to help you prepare for this exciting event. We kindly recommend that this checklist is followed to ensure a smooth and productive fieldtrip.

Before the field trip:

- If it is your policy to send home a field trip form letter for in-school field trips, you are welcome to use the one included in this package. It has been provided for your convenience!
- 1-3 volunteers are required and they should arrive at least 15 minutes prior to the beginning of the field trip.



Day of the field trip:

- The presenter will need access to a computer and SmartBoard
- Please organize your classroom in the following way:
 - A classroom works great for this fieldtrip, but we can work with almost anyspace.
 - We require tables or level desks for the students to work on.
 - A carpet area or open space (preferably off to the side or in a corner) will be required for the introduction and other activities. One chair needs to be placed in this carpet/open area.
- Please provide each student with a name tag.
- The Teacher's Pet representative will arrive approximately 20-30 minutes prior to the scheduled field trip to set up stations and talk to parent volunteers.

During the field trip:

- Students will NOT rotate through stations. They will be doing the same activities at the same time at their own desk or at a table.
- The Teacher's Pet representative does not replace the classroom teacher. It is beneficial for the classroom teacher to roam freely to provide positive reinforcement and troubleshoot. This is a great opportunity to monitor and assess your students' learning!
- Since students are quite involved during the field trip, it is necessary for them to stay in for recess.

After the field trip:

- Please fill out the online evaluation form found at <https://tpet.wufoo.com/forms/r7x3a7/> . Your input is very valuable and very much appreciated!

Payment:

- Please refer to the Payment section included on the "For Your Information..." page for detailed information about our Payment Policy.

Please contact us if you have any questions or comments. Thank you for allowing us the privilege of visiting your classroom!

Best wishes,

The Teacher's Pet Team

Creative Art Series

LEARNER OUTCOMES

The following **Learner Outcomes** are explored to varying degrees within the Creative Art Series In-School Field trip.

LEVEL ONE (Grades 1 and 2)

REFLECTION

Component 3 APPRECIATION: Students will interpret artworks literally.

- Art takes different forms depending on the materials and techniques used.
- An art form dictates the way it is experienced.
- An artwork tells something about its subject matter and the artist who made it.
- Colour variation is built on three basic colours.
- Tints and shades of colours or hues affect the contrast of a composition.
- All aspects of an artwork contribute to the story it tells.



DEPICTION

Component 4 MAIN FORMS AND PROPORTIONS: Students will learn the shapes of things as well as develop decorative styles.

- All shapes can be reduced to basic shapes; i.e., circular, triangular, rectangular.
- Shapes can be depicted as organic or geometric.
- Shapes can be made using different procedures; e.g., cutting, drawing, tearing, stitching.
- Animals and plants can be represented in terms of their proportions.
- A horizontal line can be used to divide a picture plane into interesting and varied proportions of sky and ground.

Component 5 ACTIONS AND VIEWPOINTS: Students will increase the range of actions and viewpoints depicted.

- Forms can be overlapping to show depth or distance.

Component 6 QUALITIES AND DETAILS: Students will represent surface qualities of objects and forms.

- Primary colours can be mixed to produce new hues.
- Colour can be lightened to make tints or darkened to make shades. These tints or shades are also referred to as tone or value.
- Images are stronger when contrasts of light and dark are used.
- Details enrich forms.

COMPOSITION

Component 8 UNITY: Students will create unity through density and rhythm.

- Families of shapes, and shapes inside or beside shapes, create harmony.
- Overlapping forms help to unify a composition.
- Repetition of qualities such as colour, texture and tone produce rhythm and balance.
- A composition should develop the setting or supporting forms, as well as the subject matter.

EXPRESSION

PURPOSE 5: Students will create an original composition, object or space based on supplied motivation.

Component 10 (iii) MEDIA AND TECHNIQUES:

B. Painting

- Learn simple brush skills: holding and unloading the brush, applying paint, cleaning the brush.
- Experiment with the medium to explore its possibilities.
- Work primarily with tempera paint or tempera paint with additives, using large brushes to paint.
- Mix primary colours and lighten and darken colours.
- Paint using experimental methods, including without a brush.
- Paint directly without preliminary sketching.
- Use paint in combination with other media and techniques.

Creative Art Series

LEARNER OUTCOMES

LEVEL TWO (Grades 3 and 4)

REFLECTION

Component 3 APPRECIATION: Students will interpret artworks by examining their context and less visible characteristics.

- A. Contextual information (geographical, historical, biographical, cultural) may be needed to understand works of art.
- B. Artistic style is largely the product of an age.
- D. Our associations influence the way we experience a work of art.
- E. Art is valued for different reasons; e.g., aesthetic, economic, symbolic, associative.

DEPICTION

Component 4 MAIN FORMS AND PROPORTIONS: Students will perfect forms and develop more realistic treatments.

- A. Shapes can suggest movement or stability.
- B. Many shapes are symmetrical.
- C. Images can be portrayed in varying degrees of realism.
- E. Landscapes can show middle ground, background and foreground.
- F. Size variations among objects give the illusion of depth.

Component 6 QUALITIES AND DETAILS: Students will refine surface qualities of objects and forms.

- A. Texture can be represented from a range of different studio techniques.
- B. Colour can be made to appear dull or bright.
- C. Gradations of tone are useful to show depth or the effect of light on objects.
- D. By increasing details in the foreground the illusion of depth and reality can be enhanced.

Component 8 UNITY: Students will create unity by interrelating the parts of a composition.

- A. The parts can be arranged so that movement in the picture space leads the eye around and not out of the picture area.
- D. Limited colours and materials tighten a composition.

EXPRESSION

PURPOSE 5: Students will create an original composition, object or space based on supplied motivation.

Component 10 (iii) MEDIA AND TECHNIQUES: Students will use media and techniques, with an emphasis on mixing media and perfecting techniques in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts.

B. Painting

- Extend brush skills and further experimentation with the medium so as to achieve special effects such as textures.
- Continue to paint, using experimental methods including without a brush.
- Continue working with tempera paint or tempera paint with additives, and be introduced to water colour.
- Mix paints to show intensity of colour.
- Continue to use paint in combination with other media and techniques.
- Apply washes, using tempera or water colour.
- Use preliminary sketches as the basis for a painting, as well as painting directly.



Creative Art Series

LEARNER OUTCOMES

LEVEL THREE (Grades 5 and 6)

REFLECTION

Component 3 APPRECIATION: Students will interpret artworks for their symbolic meaning.

- A. Artistic style affects the emotional impact of an artwork.
- B. An artwork can be analyzed for the meaning of its visible components and their interrelationships.
- C. Artworks contain symbolic representations of a subject or theme.
- D. Artworks can be appreciated at many different levels, literal and symbolic.
- E. An art critic helps us to understand works of art.



DEPICTION

Component 4 MAIN FORMS AND PROPORTIONS: Students will modify forms by abstraction, distortion and other transformations.

- A. The direction of shapes determines the static or dynamic quality of the work.
- B. Shapes can be enhanced with complexities, embedded or extended forms.
- E. Shapes can be abstracted or reduced to their essence.
- F. Shapes can be distorted for special reasons.
- G. Sighting techniques can be used to analyze the proportions of things.
- H. Receding planes and foreshortened forms create depth in a picture plane.
- I. Gridding can be used for systematically capturing or distorting the proportions of things.

Component 6 QUALITIES AND DETAILS: Students will employ surface qualities for specific effects.

- A. Colour harmonies affect the mood and feeling of the viewer.
- B. Tonal interchanges enhance a work.
- C. Distinguishing characteristics of things can be portrayed vividly or subtly.
- D. The character of marks is influenced by drawing or painting tools and methods.

COMPOSITION.

Component 8 UNITY: Students will create unity by integrating the parts of a composition into the whole.

- B. Foreground to background movement keeps the interest within a composition.
- C. Transitions of colour, texture or tone relate the parts of a composition to a unified whole.
- D. Attention should be given to well-distributed negative space, as well as to the balance of positive forms.
- E. Interesting negative space complements and binds the positive areas into a harmonious whole.
- F. Pervasive colour, texture or tone can unify a composition, as from an overall wash of paint, a glaze, a textural additive, a surface treatment, or the like.

EXPRESSION

PURPOSE 5: Students will create an original composition, object or space based on supplied motivation.

Component 10 (iii) MEDIA AND TECHNIQUES:

B. Painting

- Continue to strive for more sophistication in brush skills by using techniques learned in earlier years.
- Continue to paint, using experimental methods including without a brush.
- Continue working with tempera paint or tempera paint thickened with additives, such as liquid laundry starch, fabric softener, wallpaper paste and water colour, and be introduced to acrylic.
- Mix and use colour tones to achieve perspective.
- Use analogous colours, colours close to each other on the colour wheel, to harmonize the colours of the composition.
- Continue to use paint in combination with other media and techniques.
- Use washes under and over painted images to indicate colour value from light to dark, and simulate depth of field.