



Cultural Engines : Kids Culture Day Advance Lesson Plan for Teachers

Object: To familiarize students with Community cultural partners. <ul style="list-style-type: none"> See page below: “Background about the Cultural Engines project” 	Compiled by: Thanks for the activity leadership to Mary-Ann Van Watteghem and to detroitfestival.com for ideas.
Grade Level: 5 – but activities can be adapted to different abilities	Date:
Topic: Windsor’s Cultural Heritage	Time of Event:
	Location: Windsor Public Library Central Branch, Children’s Activity Area

1. Instructional Expectations and Opportunities

a) Expectations:

- Visual Arts: D3: Exploring Forms and Cultural Contexts:**

D1.3 use elements of design in art works to communicate ideas, messages, and understandings

D1.4 use a variety of materials, tools, and techniques to determine solutions to design challenges

D3.2 demonstrate an awareness of ways in which visual arts reflect the beliefs and traditions of a variety of peoples and of people in different times and places.

b) Opportunities:

- Students will be introduced to concepts of space and utility, cultural heritage and public art displays.
- Students will experience activities that involve listening, cooperation and creativity
- Students can express creativity with collage and sculpture, without needing specific artistic ability.

2. Preassessment and Accommodations/Modifications

a) Students

Preassessment:	Accommodation/Modification:
Students may be English as a Second Language Learners Students will have varied learning abilities. Students will have varying degrees of creative ability Suitable for special needs students	<ul style="list-style-type: none"> - Activities will rely on demonstration rather than a long set of instructions - Students and Cultural Engines team members will help interpret any instructions as needed. - Activities have been designed by education coordinators of each organisation to accommodate large groups of varying abilities

Learning Environment:

- large tables are needed for artwork
- another table can hold supplies for students to choose from, rather than having to place resources on each table.

3. Required Resources

- Optional resources can include coloured construction paper, miniature accessories (such as for a model train diorama, dolls' houses), stickers, items with various textures to mimic architectural styles.
- Paper, pens, crayons glue for tables

4. Content and Teaching Strategies of Kids' Culture Day

a) Overview/Agenda/Review

This activity is designed to last approximately 30 - 40 minutes.

b) Introduction

- Have students brainstorm about buildings they would like to see in the city. How would they like to design it? What function would it have? If they could design an art gallery for all their own work, what would it look like?

c) Subject Content and Teaching Strategies

Windsor, "Building the Arts" Collaborative Art:

- design and create a diorama of new spaces for art and culture to take place, a kind of future/dream city
- each student is given a small box with which to create a public space, building, park, gallery, store, library, concert hall.
- all the units can be glued onto a board to make one large work that can be left on display at the library or in the classroom.
- 3D design for students to build, design and put into miniature, teaching about scale and surroundings.

d) Consolidation

- -Students can take home art projects to discuss in class
- the Box City can be mounted on the wall of the classroom or placed on a large map of the city
- Students will be able to generate awareness of the possibilities/a connectedness to create how they would like to see the future of art and culture for themselves and our city.

5. Assessment and Evaluation

- Student cooperation and listening at event can also be evaluated by teachers.
- Post-visit class discussion can reinforce learning and provide creative ideas for further class activities.
- Students can write a short paragraph or two about their "space." Why did they make these choices?

6. Reflections

a) Effectiveness of Lesson



Background about the *Cultural Engines* project

*What is *Cultural Engines*? *Cultural Engines* is the title of both an e-book and website. It is a publicly-funded project that is researching the history and activities of the Windsor Public Library, Art Gallery of Windsor and Windsor Symphony Orchestra to produce a combined website and e-book aimed at promoting the organizations to the public and providing educational resources for children and teachers.

The team consists of two researcher/writers and one graphic designer. Together, we have experience in education, communications, promoting not-for-profit organisations, and commercial print and graphic presentation. Our goal is to showcase these organizations and the efforts of community members to support culture in Windsor. The website was launched on March 31, 2013.

About our logo: the shape represents interconnected gears – a nod to Windsor’s history as an automotive producer. All colours are represented. The shape on the left represents flowers in nature for artists and the Art Gallery of Windsor, the middle half-circle represents the lower end of a stringed instrument for the Windsor Symphony Orchestra; and the shape on the right suggests the pages of an open book for the Windsor Public Library.

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