



# Cultural Engines : Kids Culture Day Advance Lesson Plan for Teachers

Note: this is an overview of the Cultural Engines Launch event which hosted over 90 students from Windsor-Essex at the Central Branch of the Windsor Public Library

<p><b>Object: To familiarize students with Community cultural partners.</b></p> <ul style="list-style-type: none"> <li>• See page below: “Background about the Cultural Engines project”</li> </ul>	<p><b>Contact names: Sarah Jarvis –</b> <a href="mailto:sjarvis@windsorpubliclibrary.com">sjarvis@windsorpubliclibrary.com</a> <b>Rebecca Canty –</b> <a href="mailto:rcanty@windsorpubliclibrary.com">rcanty@windsorpubliclibrary.com</a> <b>519-255-6770 ext. 4411</b></p>
<p><b>Grade Level:</b> 5 – but activities can be adapted to different abilities</p>	<p><b>Date:</b> November 23, 2012</p>
<p><b>Topic:</b> Kids Culture Day</p>	<p><b>Time of Event:</b> 9:30 – 11:30 am</p>
<p><b>Library Contact:</b> Janet Brown ext 4403</p>	<p><b>Location:</b> Windsor Public Library Central Branch, Children’s Activity Area</p>

## 1. Instructional Expectations and Opportunities

<p><b>a) Expectations:</b></p> <ul style="list-style-type: none"> <li>• <b>Writing: Purpose and Audience</b> 1.1 identify the topic, purpose, and audience for a variety of writing forms <b>Classifying Ideas</b> 1.4 sort and classify ideas and information for their writing in a variety of ways <b>Publishing</b> 3.7 use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout</li> <li>• <b>Music: C1. Creating and Performing</b> C1.4 use the tools and techniques of musicianship in musical performances C1.5 demonstrate an understanding of standard and other types of musical notation through performance and composition. Reflecting, Responding and Analysing C2.2 identify the elements of music in the music they perform, listen to, and create, and describe how they are used.</li> <li>• <b>Visual Arts: D3: Exploring Forms and Cultural Contexts:</b> 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.</li> </ul>
<p><b>b) Opportunities:</b></p> <ul style="list-style-type: none"> <li>- Students will be introduced to and participate in activities related to the three main “Cultural Engines” in Windsor: the Art Gallery of Windsor; the Windsor Symphony Orchestra and the Windsor Public Library</li> <li>- Students will experience activities that involve listening, cooperation and creativity</li> </ul>

## 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	<ul style="list-style-type: none"><li>- Activities will rely on demonstration rather than a long set of instructions</li><li>- Students and Cultural Engines team members will help interpret any instructions as needed.</li> <li>- Activities have been designed by education coordinators of each organisation to accommodate large groups of varying abilities</li></ul>

### b) Learning Environment:

- activities will take place in the Children's Learning Centre – 4 stations including one central large group activity
- Musical activities may involve sitting on the floor and listening (chairs can be provided if needed)
- Musical and art activities will take place at tables or in groups on floor
- Tour of the Self-Publishing Book Lab will take place in groups near the Children's Learning Centre.
- If time, optional activities will involve the children's librarian and allow groups to browse the books in the children's library area
  
- Writing pages for the "Class Book" may take place in the classroom

## 3. Required Resources

### Music activity:

- i. Large straws – provided by Cultural Engines project
- ii. CD player – provided by Cultural Engines project
- iii. CD – provided by WSO representative

### Art activity:

- Materials will be provided by Cultural Engines/Art Gallery of Windsor

**Library activity:** Students are welcome to bring their library cards.

## 4. Content and Teaching Strategies of Kids' Culture Day

### a) Overview/Agenda/Review

9:30 – arrival and gathering of students

9:30 – 9:40 = Introduction and overview

9:40 – 10:05 : Group A for Art visits the Self-Publishing Lab with Ms. Perry

Group B for Books visits the “Create a Book” table with Ms. Brown

10:05 – 10:30: Group A for Art visits the “Create a Book” table

Group B for Books visits the Self-Publishing Lab

10:30 – 11:00: Group A for Art sits in the chairs near the Book Lab for the presentation with Mrs. Wiebe

Group B for Books goes to the Art activity area with Ms. Vanwattghem

11:00 – 11:30: Group A for Art goes to the Art activity area with Ms. Vanwattghem

Group B for Books sits in the chairs near the Book Lab for the presentation with Mrs. Wiebe

11:30 – students depart WPL

### b) Introduction

- As students gather, they will be able to see on the big screen in the children's area scrolling photographs of cultural organisations, AGW, WSO/ Capitol and the WPL. There will be photographs of children engaged by these organisations through the years.
- Start a mini-discussion – what does an Orchestra do? What happens at an Art Gallery? What are libraries for? - ask students for their ideas.

### c) Subject Content and Teaching Strategies

#### **Music/intro to the Windsor Symphony Orchestra with Ruth Wiebe**

- making a woodwind instrument with a straw, some “body percussion: activities,
- some conducting lessons (with music and straws)

#### **Art/ intro to the Art Gallery of Windsor studio activities with Mary-Ann Vanwattghem**

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.
- each unit will 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.

#### **Writing/ Books with Sue Perry, Self-Publishing Facilitator, WPL**

- tour and demonstration of Self-Publishing printing and binding machine

#### **Reading Books on Art, Writing & Music**

- visit book displays in the Children's area of the library

-think, pair, share – review the book and share with a partner or a group what your book is about and how it could help you understand writing, music or art.

**\*\*Optional** writing activity for teachers to conduct ahead of time. See below for separate page:

#### **d) Consolidation**

- Students will take home “reed” instruments and have a greater understanding of how a group of musicians work together.
- Students can take home art projects to discuss in class
- 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.
- students will be familiar with the library, art gallery and symphony and will be encouraged to invite their families and friends to visit these cultural institutions (there are many free or low-cost activities for children offered by these organisations)
- students visiting Canada will have opportunities to learn English in context of cultural activities and will be able to share these with family and friends at home.

### **5. Assessment and Evaluation**

- i. Optional writing activity can be assessed by class teachers.
- ii. Student cooperation and listening at event can also be evaluated by teachers.
- iii. Post-visit class discussion can reinforce learning and provide creative ideas for further class activities.

### **6. Reflections**

#### **a) Effectiveness of Lesson**

**The Cultural Engines team would be happy to receive feedback about the event to share with the library and the other participating organisation and our funding body (Employment Ontario).**

<b>What was effective / ineffective in the presentation?</b>	<b>Could you give us an example/ suggestions for improvement?</b>

#### **Suggestions for Learning Activities to include on our website:**

Thank you for your participation! We hope this lesson plan helps you prepare for this field trip.



## Background about the *Cultural Engines* project

\*What is *Cultural Engines*? *Cultural Engines* is the title of a soon to-be-published 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. Our publication date is 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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Funding for this project provided by:



## Optional Writing Activity: Make a class “Cultural Guidebook to Windsor” With the Self-Publishing Lab:

Curriculum Connections: Community Partners: “Community Partners can be an important resource for a school’s arts program. They can provide models of how the arts relate to life beyond school.”

Multiple Literacies in the Arts: “Literacies in the arts are developed as students learn in, through, and about different art forms within the arts disciplines and as they learn to use the “languages” of these disciplines to communicate and interpret meaning.”

### Suggested resources:

- i. Paper – 8.5 x 11 (saves trimming and cutting)
- ii. Markers/ pens – any colour, but please keep in mind that interior pages will be reproduced in Black and White

a) Have students think of a cultural activity related to Windsor or to the three organisations. Some suggested writing prompts.

- i) If you were a famous artist, what would you paint or sculpt that would tell people about Windsor? (1 paragraph and illustration)
- ii) If you could tell people about Windsor; what is your favourite place in Windsor? (1 – 2 paragraphs; design a border on the page)
- iii) Write a letter to someone who lives far away and tell people what kind of music you like to listen to here, and what your favourite activities are here.
- iv) Create a guidebook for Windsor – choose key locations and write short descriptions with simple illustrations to tell people about Windsor.
- v) Pre-activity information-gathering exercise for the Art Activity: How would you display art, or play music, or share books in your city? If you could design an art gallery, or a concert venue, or a library, what would it look like and why?

b) Gather the students’ submissions together (40 – 50 pages) and leave at the school office for a Cultural Engines project member to pick up. (Call us to let us know when you’re ready: 519-255-6770 ext. 4411)

c) We will scan the pages, design a cover for each class, and have your book ready to print on November 23<sup>rd</sup>.

d) Deadline for pages for this optional activity is November 15<sup>th</sup>.

e) The printed class book\* will be delivered to teacher at your school.

\*Extra copies may be ordered for a small fee from Sue Perry, Self-Publishing Facilitator.  
519-255-6770 ext. 4603 sperry@windsorpubliclibrary.com

### Self-Publishing Lab specs:

- Write, edit and polish your book until you are sure it is ready to publish;
- Choose a size for your book;
- Format your manuscript until you are satisfied with the layout - font, page numbers, headers and footers, etc;
- Convert your book block document into a PDF. (*Cultural Engines* team will do this for you.)

What are the specifications of a Books-On-Demand Book?

Cover: Full-colour

Interior: Black and White

Page-Count: 40-800 pages

Trim Size: 4.5” x 5” to 8.25” x 10.5” and anything in-between.