

<b>Art Educator</b>	Patrizia Battaglia
<b>School</b>	Royal Vale School
<b>Level</b>	Grade 6
<b>Course</b>	ERC / Language Arts / Visual Arts
<b>Time Frame</b>	3 days

1. **Educational & Instructional Aims**

a. **Rationale:** The students will explore the idea that families are diverse. We will discuss what it means to be a family, and list the many possible combinations of families that exist in our society.

b. **Specific Objectives:** The students should learn that many combinations of families exist, and that the construct of family is ever-changing. The students should realize that families are built on love, regardless of sex and gender.

c. **Guiding Question/ Stimulus for Creation:** Represent a type of family that is not like yours.

2. **Links to the Curriculum**

a. **Broad Areas of Learning:** diversity, inclusion, celebrating our unique selves, open thinking

b. **Educational Aim: Individuals as members of society**

Gives examples of prejudices, generalizations or stereotypes that are present in society (Prejudice: he is certainly the one who did it because he is the leader of his group; Generalization: my neighbour likes hunting, therefore all men like this activity; Stereotype: children who come from this neighbourhood are more intelligent than children from other neighbourhoods)

Names the possible effects of prejudices, generalizations and stereotypes (e.g. there could be discrimination, rejection, injustice, categorization)

c. **Focuses of Development:** *Choose the area that fits most*

**Cross Curricular Competency(ies):**

- **Organizes his/her work**
- **Communicates effectively**

3. **Subject Specific Competency(ies):**

- **Appreciates works of art** (*Reflection, Reaction, Connection*)

**Key Features:** ensure their art is a true reflection of the type of family they would like to represent

4. **Interdisciplinary**

*English Language Arts - Oral communication*

*Visual Arts - drawing, sewing, use of space*

5. **Vocabulary and Concepts: Essential Knowledges**

*Family - people who love each other and share common values*

*Heteroparental - 2 parents, one of each sex (Mom/Dad)*

*Homoparental - 2 parents with at least one being homosexual (ex: Mom/Mom, Dad/Dad, Mom/Dad (one is homosexual))*

*Blended - 2 previously joined families who split up and introduce new members (step parents, step siblings, half siblings)*

*Single Parent - 1 parent of any sex*

*Adoptive - parent(s) who permanently adopt a child born to other parents*

*Foster - parent(s) who temporarily care for child(ren) waiting to be adopted or reintegrated with previous family*

*Multigenerational - families which include grandparents, or many generations living in common quarters*

*Multicultural - families of multi ethnicities, cultures, religions*

*Surrogate / Donor - families which have children via egg and/or sperm donation and/or gestational carrier*

6. **Adaptations for Diverse Learners and Enrichment Activities**

*Students who require more time to ensure understanding should absolutely be accommodated.*

*Definitions should visually posted at all times so that students and teachers can continually reflect on them.*

7. **Materials and Equipment**

*Dictionary*

*Chart paper*

*Large markers*

*Felt squares*

*white paper*

*markers/colour pencils/crayons*

*yarn*

*sewing needles*

*scissors*

*transparent tape*

*hot glue*

8. **Assessment**

*Students will illustrate a family that IS NOT LIKE THEIRS by drawing it on paper. The picture will show the parent(s) and their child(ren) and the audience will clearly understand which family it refers to.*

*Include your evaluation tools (rubrics, checklists, summative and formative). Students must draw preferably one type of family. Students must also each take a turn sewing one square of the quilt.*

9. **Cultural References and Bibliography**

*Optional Book: "What Makes a Baby?" by Cory Silverberg*

10. **Preparation**

**Stimulus for Creation:**

*We will discuss the cultural value of a quilt (that each square is unique, and when put together, makes a beautiful and sentimental quilt). Students will look at images of quilts online and recall any previous quilting experience (perhaps in Kindergarten).*

*We will discuss the idea that there is not necessarily a pattern in quilting and that each square is unique and imperfect.*

**Learning Activities: Visual Arts Language and Transforming Gestures:** *Students will be shown an image of a quilt. The separate quilt squares will also be shown. Students will have the ability to*

arrange the squares in any random pattern. Students will watch teacher demonstrate by hand how to thread a sewing needle with yarn. Teacher will demonstrate by hand motions how to sew in and out of the felt squares. This will occur in small groups of 3 to ensure each student gets a close look and one-on-one support. This will be done at the back of the room on the floor so that students can practice hands-on techniques on the quilt.

11. **Performance:**

**Complex Task:**

*Step 1: Review the various types of families (see attached page)*

*Step 2: Choose a type of family that is different from yours*

*Step 3: Draw this family on white paper and colour it*

*Step 4: Sew the felt squares together*

*(a) Show students how to thread needle*

*(b) Demonstrate how to sew a stitch*

*(c) Hot glue all white papers on felt squares*

*Step 5: Hang up quilt on display*

**Work Time:**

*Discussion: 1-2 hours*

*Drawing: 1 hour*

*Gluing/Sewing: 1-2 hours (assuming everyone gets a turn to sew)*

**Clean-up:**

*Follow usually classroom routine for cleaning up*

**Final Outcome:**

*Quilt representing various types of families*

12. **Closure and Integration:**

Students can speak on the various images on the quilt. Students also relay the idea that the quilt is diverse, just like our families and unique like our families.

Lesson: Family Diversity

Objective: To open up to the idea that there are different types of families

Types:

1. Heteroparental/Nuclear
2. Homoparental (at least 1 parent is gay/lesbian)
3. Blended (couples with children from previous relationships)
4. Foster (temporarily caring for children)
5. Multicultural (culturally diverse parents)
6. Single-Parent/Monoparental (one parent)
7. Adoptive
8. Multi-Generational (many generations)
9. Surrogate/Carrier/Donor
10. Polygamous