

# PROGRAMA AUXILIARS DE CONVERSA

## FITXA D'ACTIVITAT

<b>Títol</b>	Haida Totem Poles			
<b>Nivell educatiu</b>	Primària	<b>Curs</b>	6è	<b>Idioma</b> Anglès
<b>Centre</b>	Escola Rosselló Pòrcel			
<b>Codi centre</b>	08041180	<b>ST</b>	Barcelona Comarques	
<b>Nom auxiliar</b>	Jodie Nichols	<b>Nom tutor/a</b>	Marta Plasència	

<b>OBJECTIUS</b>	<b>De convivència, sensibilització i interculturalitat</b>	<ul style="list-style-type: none"> <li>Value the use of the English language as a way of communicating with other people and as a way to access their culture</li> <li>Respect other student's productions</li> <li>Participate in the activity and help to create a good climate of respect and exchange within the classroom</li> <li>Respect and appreciate a culture from another country</li> </ul>
	<b>De comunicació i aprenentatge lingüístic</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Create a personal animal totem</li> <li>Identify an new artistic style and use it in their own artwork</li> <li>Learn about the Canadian Haida Aboriginal People and animals from Canada</li> </ul> <p>Linguistic Outcomes:</p> <ul style="list-style-type: none"> <li>Follow the oral and written instructions on how to make their sculpture</li> <li>Learn vocabulary to understand the process, materials and describe their artwork</li> <li>Orally present their sculpture to the rest of the class</li> </ul>

Preparation:

Before the first class assign an "Art Vocabulary" worksheet to teach the vocabulary necessary for the steps of making the sculpture. IE. Tape, newspaper, dip, mixture etc. (Dictionary exercise)

Day One:

1. Review homework
2. Show Haida Slideshow
  - a. Have you seen this before?
  - b. What is it?
  - c. What do you see?
  - d. Tell Students some facts about the Haida Culture:
    - i. The Haida people are the original people from the Pacific Northwest Coast of Canada.
    - ii. Their main territory is on Queen Charlotte Island in British Columbia
    - iii. The Haida have many rituals. One is a Potlatch to celebrate special occasions and share wealth with each other. At a Potlatch there is usually a feast, dancing and spiritual ceremonies.
    - iv. Nature, storytelling and art are very important to the Haida culture.
  - e. Totem poles are a type of art the Haida make. Totem poles are created to tell stories, show family history or show special events.
  - f. Totem poles and Haida art show nature and animals from Canada
    - i. Beaver, grizzly bear, owl, frog, sun & moon, killer whale, eagle, salmon fish, wolf
3. Introduce project using the "Steps" Worksheet
4. Students pick an animal and create a sketch. Students can choose Canadian animals or any other animal. They are asked to represent these animals in a style similar to the Haida totem poles
5. Demonstrate how to make a base
6. Have students make the base for their sculpture

Day Two:

1. Demonstrate paper mache
2. Set up for paper mache (cover tables, have students tear paper, make four/water mixture)
3. Students Paper Mache sculptures (suggest 2-3 layers).
4. Clean Up
5. In class/Homework: "Haida Facts" worksheet reviewing history and artwork

Day Three:

1. Show students examples of Haida art again and discuss color choice and design
2. Paint Sculptures
3. Homework: prepare oral presentation on their animal totem following the outline below.
  - My sculpture is as .....
  - This animal is a mammal/bird/fish/insect etc....
  - It lives on land/in water/in the air.
  - It eats insects/grain/meat/grass etc...
  - It's got (colour) eyes, (long/short) ears, wings, a snout, a (big/small) mouth, whiskers, a beak, etc...
  - I chose this animal because it is.....
  - My project is very good/quite good/good/OK.

Day Four:

1. Students present oral presentation to the class.

	Observacions	<p>This activity will take three and a half (1.5 hours each):</p> <p><b>Session 1:</b> Teach vocabulary required to make the sculpture. Show power point on Haida Totem Poles. Explain steps to complete Paper Mache project. Students choose an animal then sketch their design. Create Base</p> <p><b>Session 2:</b> Paper Mache &amp; Haida Animals worksheet</p> <p><b>Session 3:</b> Paint sculpture base</p> <p><b>Session 4:</b> Oral presentation of student totems</p>
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COMPETÈNCIES	Comunicativa lingüística i audiovisual	X
	Artística i cultura	X
	Tractament de la informació i competència digital	
	Aprendre a aprendre	
	Autonomia i iniciativa personal	X
	Social i ciutadania	X

ORGANITZACIÓ ALUMNAT	Individual	X
	Parelles	
	Petits grups	X
	Equip	X
	Tota la classe	X
	Altres	

RECURSOS	<ol style="list-style-type: none"> <li>1. PowerPoint presentation of Haida totem poles and animal art</li> <li>2. Worksheets (Art Vocabulary, Steps, Haida Facts)</li> <li>3. Photographic examples of project in various stages</li> <li>4. Supply/Art Material List: <ul style="list-style-type: none"> <li>▪ Cardboard</li> <li>▪ Masking Tape</li> <li>▪ Scissors</li> <li>▪ Newspaper</li> <li>▪ Flour</li> <li>▪ Water</li> <li>▪ Containers for mixture</li> <li>▪ Tempera or Acrylic Paint</li> <li>▪ Paint Brushes</li> <li>▪ Water Containers</li> <li>▪ Paint Trays</li> </ul> </li> </ol>
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ANNEXOS	<ul style="list-style-type: none"> <li>▪ PowerPoint presentation</li> <li>▪ Pictures</li> </ul>	DATA	Febrer 2010
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