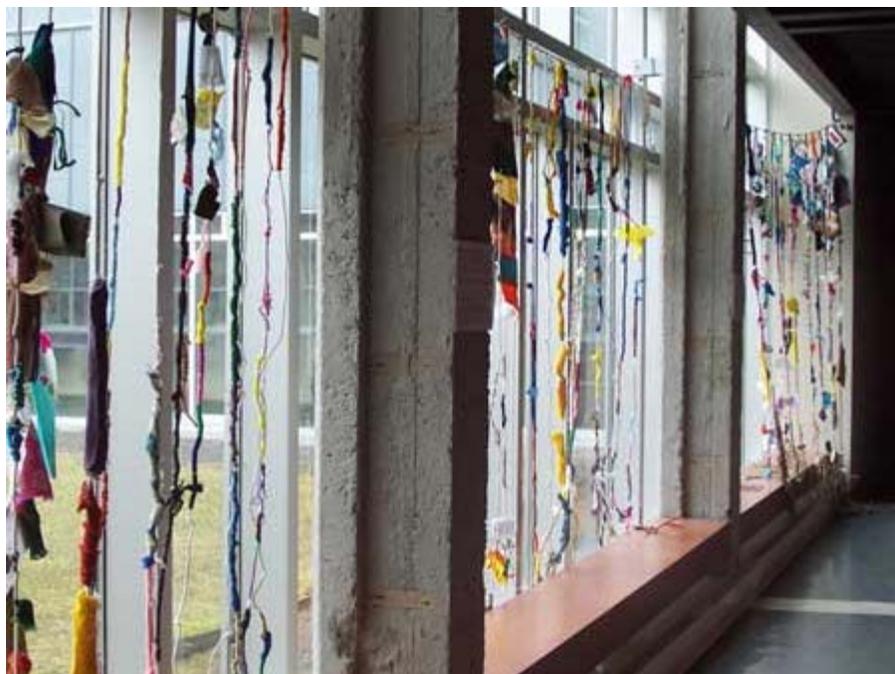


My Family Tree / Line : our community



Submitted by Sylvie Allard
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Did you ever try to represent any family members using only colours and textures? How could I best symbolize the essence of the person? In which order do I place my family since it is linear? Do I represent my mother's side or my father's side? What if the person is dead? What about those who are not born yet? Could I include my friends, my pet? These were some of the problems and questions the students had to resolve.



Level: Secondary Cycle 1

Broad Area of Learning: Citizenship and Community Life

Contribution to a culture of peace: interdependence of individuals, generations and peoples

Educational Aim : To enable students to take part in the democratic life of the classroom or the school and develop an attitude of openness to the world and respect for diversity

Cross Curricular Competencies

Solves problems
Exercises critical judgement

Subject Competencies

Creates personal images

Download the teacher's plan:  **Time frame:** 8-9 75 minute periods

Materials:

- 3 meter long cord for each student
- Students bring leftover material from their home that could be wrapped such as: yarn, ribbon string, wire, foam, plastic wrap, aluminium foil, lace, felt, leather....
- glue, needle and thread, stapler and other tools for attaching the objects onto the cord

Student Reflections

	Listen to SNK reflect on the project.	Listen
	Listen to JJ reflect on the project	Listen



"I chose to make my family spread out on my rope because we are not the type of family who talks to each other everyday and who tells each other everything. I also did it because we all live in different areas of Montreal and we do not see each other often. There is also an empty space at the end of the rope because my uncle just got married so I left space for my cousins, if they decide to have children. My roots are short and there are few because my family has been living in Canada for only 2 generations. My grandparents were born in Italy and moved here before they had my parents. We do not have very long roots."
CC

"The textures reflect not only the kind of person they are but also the feeling one gets from being with them. Similarly, the colour reflects how they stand out or blend-in when around other people. I started my roots for my tree. I'm using the rope to represent an actual family tree. At the top are my grandparents, because they start the tree, then as it moves to the bottom are my parents and my generation. The older roots are thicker because they have had time to grow. I was surprised that it was so easy to get into this project and I was able to analyse my family much deeper and from a different point of view." RS

Project: Family tree/line.

Time allocation: 8-9 periods

The following big questions will need to be addressed and answered in your developing workbook for this project.

- 1) How can my family structure be expressed in a symbolic linear family tree?
- 2) How can I express the infrastructure of my family using the following visual arts elements: line color and texture?

Procedure: -The students will produce in their DW/sketchbook a chart that lists each members of their family. Four other columns will be added for the following information: line, color, texture and event.

- Each member of the student's family must be associated to a line or lines, color or colors they embody and textures that best represents them..

-Reference to this chart is needed when the student will begin the final symbolic art work.

-Students are asked to bring "leftover" material from their home that could be wrapped such as: yarn, ribbon string, wire, foam, plastic wrap, aluminium foil, lace, felt, leather....

-Each student will have a 3 meter long cord that will be hung in the vertical sense to represent symbolically their family.

-Choose the material for the first person, starting from the top of the rope. Bind the material to the rope using an appropriate technique. Then in your DW/sketchbook answer the following questions.

- 1- Why did you choose the specific line, color and texture to represent that person?
 - 2- Did you fully represent that person with the artistic materials that were used?
 - 3- Did your ideas or concepts change from the original outline? If so why?
- These questions must be answered in your DW/sketchbook before going on to the next person.

-For the completion of your family tree/line. Think and create about the symbolic structure of roots and how this should apply to your art work.

-You are to think how the regrouping of the family tree/line will be displayed illustrating a larger community.

Reflection: In your final reflection the following questions should be answered

- 1- What was the most difficult aspect of this project?
- 2- If you could do any part over what would it be?
- 3- How did your ideas evolve and what did you discover as your ideas changed?

- 4- What were the most and least difficult aspects of this project?
- 5- What did you learn about your relationship to your family?
- 6- Did you gain insights into specific family members?
- 7- What aspects of the project surprised you?

Method: In you DW you must show you entire process, answer the above questions in your conclusion. The work must relate to the following Areas of Interaction: Approaches to Learning, Homo Faber and Environment.

Your evaluation will be based on the MYP criteria

/10Criteria B: Application of symbolism using line, color and texture for each family member in a linear model.. Ability to find original and inventive solution with the available materials. Demonstrate technical skills in attachments. Plan and organize your goals.

/8Criteria C: Reflection and evaluation in order to set goal for further development in family members representation. Have group discussion and feedback to support your creative development. Appraise the use of symbolism with the visual arts elements.

/8Criteria D: Accept and incorporate view and feedback from others. Show self motivation in setting and meeting deadlines. Show willingness to take risks in their art creation. Show awareness and sensitivity to the divers community representation..

Areas of Interaction

Approaches to Learning

- a) organize
- b) collaborate
- c) communication
- d) reflect
- e) problem solving

Homo Faber

- a) origin
- b) process
- c) product
- d) context
- e) impact

Environment

- a) awareness
- b) responsibility
- c) action
- d) reflect
- e) implementation