

Name:

Research Booklet	2	3	4
Demonstrates skills and processes for inquiry and research (Social Studies)	<p>Recorded information from at least one source. Some information was explained in their own words.</p> <p>Jot notes showed some organization and contained general information</p>	<p>Recorded information from at least one source using their own words.</p> <p>Jot notes were mostly organized with some detailed and specific information</p>	<p>Recorded information from a variety of sources using their own words.</p> <p>Jot notes were organized, detailed and specific</p> <p>At least one artist was chosen independently (not from the supplied list)</p>

ART	2	3	4
<p>Demonstrates thoughtful, creative decision making to communicate through art</p> <p>Manages and evaluates information and ideas (Language Arts)</p>	<p>Did a basic job explaining why each artist was matched to each region.</p> <p>Identified general characteristics of each region to include in the artwork.</p> <p>Explained with some support why specific mediums were chosen to create each piece of art.</p> <p>Created a basic plan for their artwork.</p>	<p>Did a good job explaining why each artist was matched to each region.</p> <p>Identified some specific characteristics of each region to include in the artwork.</p> <p>Explained why specific mediums were chosen to create each piece of art.</p> <p>Created a detailed plan for their artwork.</p>	<p>Did an excellent job explaining why each artist was matched to each region.</p> <p>Identified specific and unique characteristics of each region to include in the artwork.</p> <p>Clearly explained why specific mediums were chosen to create each piece of art.</p> <p>Created a thorough plan for their artwork.</p>
Creates visual art that demonstrates technical proficiency	<p>With support, did a basic job applying the artists' style/technique</p> <p>Application is done with basic precision and detail.</p>	<p>Did a good job applying the artists' style/technique (minimal support)</p> <p>Application is done with good precision and detail</p>	<p>Did an excellent job applying the artists' style/technique without mimicking the original piece.</p> <p>Application is done with excellent precision and detail.</p>
Analyzes, evaluates and responds critically to art works	<p>With some support, uses the "Looking at Art" questions to reflect upon pieces of art.</p> <p>Included basic information in their reflection about their art and that of their peers</p>	<p>Uses the "Looking at Art" questions to reflect upon pieces of art.</p> <p>Included good detail in their reflection about their art and that of their peers</p>	<p>Effectively uses the "Looking at Art" questions to reflect upon pieces of art.</p> <p>Included excellent thought and detail in their reflection about their art and that of their peers</p>

Name:

Paragraph	2	3	4
<p>Writes to develop, organize and express information and ideas</p> <p>Region:</p> <p>Artist:</p>	<p>Created a basic piece of writing that included general facts about the region and artist style, and followed the outlined format.</p> <p>Did a satisfactory job editing for COPS</p>	<p>Created a detailed piece of writing that included some specific facts about the region and artist style, and followed the outlined format.</p> <p>Did an thorough job editing for COPS</p>	<p>Created a very detailed piece of writing that included many specific supporting facts about the region and artist style, and followed the outlined format.</p> <p>Did an exemplary job editing for COPS</p>
<p>Descriptive</p>			
<p>Writes to develop, organize and express information and ideas</p> <p>Region:</p> <p>Artist:</p>	<p>Created a basic piece of writing that included general facts about the region and artist style, and followed the outlined format.</p> <p>Did a satisfactory job editing for COPS</p>	<p>Created a detailed piece of writing that included some specific facts about the region and artist style, and followed the outlined format.</p> <p>Did an thorough job editing for COPS</p>	<p>Created a very detailed piece of writing that included many specific supporting facts about the region and artist style, and followed the outlined format.</p> <p>Did an exemplary job editing for COPS</p>
<p>Poem</p>			
<p>Writes to develop, organize and express information and ideas</p> <p>Region:</p> <p>Artist:</p>	<p>Created a basic piece of writing that included general facts about the region and artist style, and followed the outlined format.</p> <p>Did a satisfactory job editing for COPS</p>	<p>Created a detailed piece of writing that included some specific facts about the region and artist style, and followed the outlined format.</p> <p>Did an thorough job editing for COPS</p>	<p>Created a very detailed piece of writing that included many specific supporting facts about the region and artist style, and followed the outlined format.</p> <p>Did an exemplary job editing for COPS</p>

Artist Study/Natural Region Writing Rubric

Fact Paragraph

Tom Thomson's art style was the perfect choice to represent the rugged beauty of the Great Lakes/St. Lawrence Lowlands region. To show how he used large strokes in his work, I ripped up big pieces of tissue paper like in my brown cliff. I made sure to mix light and dark blue bits in my Lake Ontario section so there wouldn't be a lot of solid colours in my art. The waterfall I created shows how much water there is in this region. It's not Niagara falls, but it's still spectacular. In the background of my picture I made sure to include lots of maple and pine trees to show the lush vegetation. I'm sure you now can see how I created my Great Lakes/St. Lawrence Lowlands piece of art using the style of Tom Thompson.

- Topic Sentence (region and artist mentioned)
- Body - detailed specific facts about:
 - region (land, vegetation, water, resources, interesting facts, etc)
 - artist style (medium, colour, strokes etc).
- Concluding Sentence (could include region and artist)

Poem

Part 1 – Poem about region

- Acrostic Poem
- I Remember
- Place Poem

Part 2 – Artist Style Description

- A few sentences to describe how you represented the artist style in your artwork

Descriptive Paragraph

Part 1: Region description using 5 senses

I had a really amazing time this summer exploring the Canadian Shield region in Tobermory, Ontario. The land was covered in rock. Huge pieces of ancient smooth stone that warmed in summer sunshine. If you looked close enough, they weren't just grey, they were actually filled with dark and light swirls of black and white concentric circles. Around these sheets of rock, bright green trees and shrubs rose up into the blue sky. Often, I could hear the leaves, grasses and few wild flowers rustle against each other in the winds that came off Lake Huron. If you got close enough to the ground, you could see the orange and black lichen somehow growing right on top of the rough rocks by the shore. If it was windy enough, the many holes on these rocks would be filled with the icy water from the Great Lake. Either the sound of the crashing waves against the shore or the shrill cry of seagulls in their hunt for food constantly filled the air during the day. These were good sounds though, the sounds of the Canadian shield.

- Topic Sentence (region mentioned)
- Body - detailed specific facts about the region
 - land, vegetation, water, resources, interesting facts, etc
 - 5 senses (see, hear, taste, touch, smell)
- Concluding Sentence

Part 2 – Artist Style Description

- A few sentences to describe how you represented the artist style in your artwork

Checklist

Art

Natural Region	Artist	Completed?
Cordillera		
Interior Plains		
Canadian Shield		
Arctic		
Atlantic		
Great Lakes/St. Lawrence Lowlands	Tom Thomson	

Writing

Type	Natural Region/Artist	Completed?
Fact Paragraph 1		
Fact Paragraph 2		
Poem		
Poem		
Descriptive Paragraph 1		
Descriptive Paragraph 2		

Things to Remember:

- Don't repeat words or phrases (art, represent, region, artist name, region name)
- Add specific detail about the region and artist (use your notes)
- Give exact example from you work (in the background, the cliff, Lake Erie)
- Detail generating questions (specific example, describe, no grocery list, why is it important?)
- Topic and concluding sentence that are different from each other and for each paragraph
- You can use the main idea starters page to help
- Indent on paragraphs

Reflection

The piece of artwork I'm most proud of is my _____

because _____

The piece of artwork I'd like to improve is my _____

because _____

I really though _____ did a great job on their _____

art because _____

Next time I would _____
