

# GETTING CREATIVE WITH SAFETY...



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## 1. Road Safety Rule Diorama (as described in the OPHEA binder for Grade 3)

Have students create a diorama using a shoebox and the necessary materials to depict a road safety rule.

## 2. Creating a Mural

Have the class design/cut and paste a wall mural of a town or their own community. The mural should include roads, buildings, parks, etc. However, the vehicles, pedestrians, signs and traffic lights should be made as separate items so they can be attached with push-pins and thus be moved around the mural as desired. The mural should have a legend and symbols.

**\*Note – both the diorama and the mural activities contribute to meeting the following curriculum expectations from arts and social studies.**

### Curriculum Links: The Arts Expectations:

#### Visual Arts

#### Overall Expectations:

**3a22** produce two and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences

**3a23** identify the elements of design (colour, line, shape, form, space, texture) and use them in ways appropriate for this grade, when producing and responding to works of art

#### Specific Expectations:

#### Knowledge of Elements

**3a27** identify characteristics of a variety of lines (e.g. thick, thin, broken, dotted)

**3a30** describe textures that are real in art works (e.g. the smooth surface of a piece of pottery) and illusory (e.g. the rough texture of bark in a two-dimensional painting)

**3a31** identify elements of design in a variety of natural and human-made objects (e.g. the form of a tree is asymmetrical and its leaves and flowers may be symmetrical)

**3a32** use art tools, materials and techniques correctly to create different effects (e.g. paint with a sponge to create an open, airy feeling in a work; apply paint thickly with a brush to suggest heaviness)

### **Creative Work**

**3a34** produce two and three-dimensional works of art (i.e. works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate their thoughts and feelings about specific topics or themes (e.g. produce a mural in a group interpreting a Native legend through colour, shape and line)

**3a35** identify and explain the specific choices they made in planning, producing and displaying their own artwork (e.g. the choices of subject matter, colours, location for display)

### **Social Studies Expectations:**

#### **CWC: Urban and Rural Communities**

#### **Overall Expectations:**

**3z31** identify distinguishing features of urban and rural communities

**3z32** describe some possible relationships between communities and natural environments

**3z33** demonstrate awareness of the possible similarities and differences among people, places and environments

### **Understanding Concepts**

**3z34** demonstrate an understanding of the characteristics (e.g. with respect to land use, transportation, physical features, population, buildings) of urban (industrial, residential, commercial) communities

**3z35** demonstrate an understanding of the characteristics (e.g. with respect to land use, transportation, physical features, population, buildings) of rural (fishing, farming, forestry, mining) communities

### **Developing Inquiry/Research and Communication Skills**

**3z38** use appropriate vocabulary (e.g. urban, rural, city, town, village, environment, scale, north, south, east, west) to describe their inquiries and observations

**3z39** ask questions and explore a variety of means to obtain information (e.g. concerning relationships between the community and the environment)

**3z40** locate key information about urban and rural communities from primary sources (e.g. surveys, interviews, and fieldwork) and secondary sources (e.g. charts, graphs, maps, models, and CD-ROMs)

**3z41** sort and classify information about communities to identify issues, solve problems, and make decisions

**3z42** construct and read graphs, charts, diagrams, maps and model for specific purposes (e.g. to describe a community and its environment)

**3z43** communicate information (e.g. concerning the comparison of urban and rural communities) using media works, oral presentations, written notes and descriptions, drawings, tables, charts maps and graphs

### **Developing Maps and Globe Skills**

**3z44** make and use large maps of rural and urban communities, using familiar units of measure (e.g. centimetre, metre, kilometre)

**3z46** consult map legends when looking for selected features (e.g. H/hospital)

**3z47** recognize that different colours on maps indicate different things (e.g. different colours are used for different countries)