



TERRY FOX Lesson Plan

Sharing his story with your students

Lesson: Terry Fox Doodle Art

Learning Goal: Students will be able to share their experiences with cancer. Students will be able to express their awareness and thoughts by creating a piece of art that conveys a strong message regarding Terry Fox and Cancer.

Materials/Media:

- Appendix A: Think-Pair-Share Graphic organizer
- Appendix B: Terry Fox Doodle Art example
- Appendix C: Terry Fox Doodle Art template
- Appendix D: Terry Fox Doodle Art Assessment Rubric
- Pencils, Pencil Crayons, or Fine Tip Markers

Instructions:

1. Hand out the Appendix A: Think/Pair/Share graphic organizer to students and ask them what they know about Terry Fox's story or other facts pertaining to cancer and record it beside the "Think" category. Follow the Think-Pair-Share process having students join a partner and then share with the class. Posting the shared ideas on paper/board/LCD projector at the front of the class would be a good reference for the students to have during the activity.
2. Show Appendix B: Terry Fox Doodle Art example provided, and ask students to pick out different images or words from this example and infer why they feel these images or words were used in this piece of art. Have students look at the example carefully and pick out the different techniques used to pull all of the images together to make it effective (eg. spacing, thickness of lines, images, etc...). Lead students to the understanding that all of the images are small, have equal distance of space between them, and that a lot of the space is filled with triangles and lines of different thickness. Discuss what messages or ideas can be taken from this piece of art.
3. Have students create a list of words and images they might want to use in their doodle art. Students should practice on a blank sheet of paper before they start drawing on their template to ensure they have their ideas organized and their technique down. Hand out Appendix C: Terry Fox Doodle Art template once they have a plan and are ready to begin their artwork.

Extension: Encourage students to create their own outline and fill it with doodle art (i.e., map of Canada, a silhouette of Terry Fox or a word that represents the message that they are trying to convey).

Assessment: Using Appendix D: Assessment Rubric provided, assess students on their ability to use elements of design to communicate ideas, messages, and understandings. Anecdotal notes may be used to assess ideas presented during the Think/Pair/Share activity.

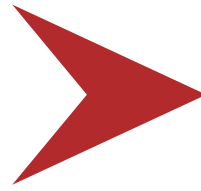
Curriculum Expectations:

Visual Arts Grade 7 and 8

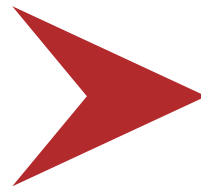
- Overall Expectation D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies;
- Specific Expectation D1.3 use elements of design in art works to communicate ideas, messages, and understandings for a specific audience and purpose.

Appendix A: Think-Pair-Share Graphic Organizer

Part of Terry's mission was to create awareness of the need to fund cancer research. By telling his story, Terry was able to inspire a nation. On your own, **THINK** of and write down different people you know who have fought cancer, or write down words when thinking about cancer and Terry Fox. In **PAIRS**, share your ideas and try to develop more – talk about and record the ideas that you wish to present to the class. **SHARE** these ideas and record new ideas that you would like to add to your art work.



THINK



PAIR

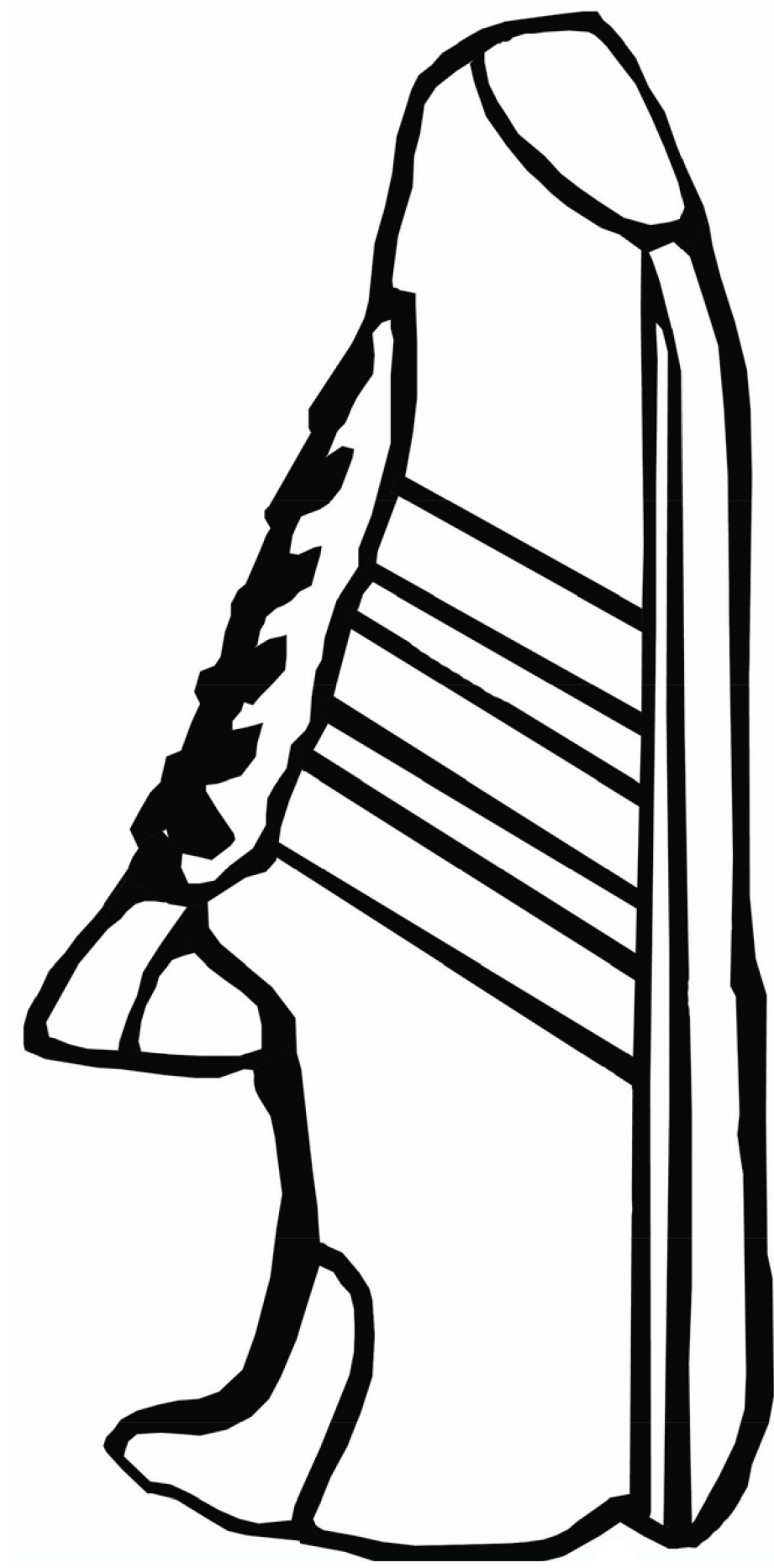


SHARE

Appendix B: Terry Fox Doodle Art Example



Appendix C: Terry Fox Doodle Art Template



Appendix D: Terry Fox Doodle Art Assessment Rubric

Criteria	Level 4	Level 3	Level 2	Level 1
Visual Arts D 1.3	<p>Used a variety of design elements effectively to communicate a purposeful message or idea.</p> <p>Artwork was very creative, eye-catching and completed with extra attention to detail.</p>	<p>Used design elements effectively to communicate a purposeful message or idea.</p> <p>Artwork was eye-catching and completed with extra attention to detail.</p>	<p>Used some design elements effectively to communicate a purposeful message or idea.</p> <p>With more attention to detail, artwork could be eye-catching and more effective.</p>	<p>Used few design elements effectively to communicate a purposeful message or idea.</p> <p>More attention to detail is needed to make artwork eye-catching and effective.</p>
Feedback				

