

Essential Skills Coat of Arms

Activity Summary

In this activity, students will: ♦ Create a coat of arms that depicts the **Essential Skills** they possess

Prior Knowledge

- **Essential Skills**
- Coat of Arms Design Theory

Teaching Planning Notes

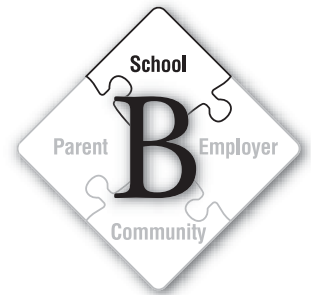
- Review assignment including prior knowledge required and assessment and evaluation tools
- Provide students with materials to complete assignment
- Provide an exemplar

Assessment of Student Achievement

Task	Tool / Type
Coat of Arms	Armed with Essential Skills Coat of Arms Rubric (Summative)

Activities and Evaluation Materials

- Coat of Arms Assignment Sheet
- Coat of Arms Rubric



FOCUS ON LEARNING

Essential Skills:

Thinking Skills

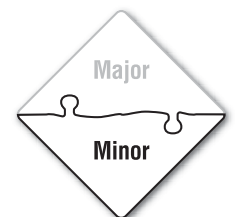
*Creating Coat of Arms
Analysis*

Reading Text

Creating Coat of Arms

Writing

Creating Coat of Arms



Curriculum Linkages For Ontario Educators

Essential Skills truly are everywhere and as teachers we are always teaching students the **Essential Skills!** As subject teachers and specialists, we know that many of the curriculum expectations we are accountable to teach and assess, also address the **Essential Skills** and while the linkages are not always readily apparent, the linkages exist nonetheless.

While this activity connects to a variety of courses it is most closely aligned to the following course(s):

- Grade 7 Arts

To assist you, the teacher, in making more transparent linkages, we have identified the following curriculum linkages for this activity.

Grade 7 Arts

Visual Arts – Overall Expectations

- 7a35 • produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using appropriate art forms;
- 7a36 • identify the principles of design (emphasis, rhythm, balance, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art;
- 7a37 • explain how artistic choices affect the viewer, and support their conclusions with evidence from the work;
- 7a38 • use correctly vocabulary and art terminology associated with the specific expectations for this grade.

Armed with Essential Skills

Heraldic symbols were important during medieval times because a suit of armour made it very difficult to distinguish friend from foe on the battlefield. Knights chose symbols as their marks of identification. Each knight had his own design on his shield. The design was known as the coat of arms. Heraldic symbols are still used today in many countries. Institutions, companies, and members of the public may obtain officially recognized coats of arms from governmental heraldic authorities.

Your assignment is to design a shield or a coat of arms to represent the **Essential Skills** that you possess. Think about your strengths and weaknesses. The items on the shield should show someone looking at it the skill areas you feel most developed in, as well as those where you are just beginning to develop your skills.

- Use colour, symbols, lettering and animals to represent these **Essential Skills**
- Your shield must be made on white poster board. Use 1/4 of a full sheet
- You must include your SURNAME somewhere on the shield. Also, include the nationality of your surname and what it means
- Your shield should be divided into at least two sections. See samples in the classroom
- The shields will be displayed in the school – make it your best show!
- Explain your choices in terms of symbolism for colour, animals and lettering on a separate piece of paper and attach this analysis to the back of your shield



Armed with Essential Skills Coat of Arms Rubric

CATEGORIES/CRITERIA	LEVEL 1 (50-59%)	LEVEL 2 (60-69%)	LEVEL 3 (70-79%)	LEVEL 4 (80-100%)
<p>Understanding of Concepts Understanding concept of the <i>Essential Skills</i></p> <p>Produces a two-dimensional work of art that communicates their understanding of their <i>Essential Skills</i></p>	<p>Shows understanding of few of the concepts</p> <p>Rarely gives explanations that show understanding of the concepts</p>	<p>Shows understanding of some of the concepts</p> <p>Sometimes gives complete explanations</p>	<p>Shows understanding of most of the concepts</p> <p>Usually gives complete or nearly complete explanations</p>	<p>Shows understanding of all (or almost all) of the concepts</p> <p>Consistently gives complete explanations</p>
<p>Critical Analysis and Appreciation Explains how artistic choices affect the viewer, and supports their conclusions with evidence from the work</p>	<p>Provides analysis that shows limited understanding, and does not give evidence to support opinions</p>	<p>Provides partial analysis, and gives some evidence to support opinions</p>	<p>Provides complete analysis, and gives sufficient evidence to support opinions</p>	<p>Provides complete analysis, and gives well-considered evidence to support opinions</p>
<p>Performance and Creative Work Uses the principles of design in ways appropriate for this grade when producing their Coat of Arms</p>	<p>Applies few of the skills, concepts, and techniques taught</p>	<p>Applies some of the skills, concepts, and techniques taught</p>	<p>Applies most of the skills, concepts, and techniques taught</p>	<p>Applies all (or almost all) of the skills, concepts, and techniques taught</p>

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.