ARTIST IN RESIDENCE
Education Program
Paro College of Education, Paro, Bhutan

LESSON ALIGNMENT

Artists Name	Trish Donald
Activity Name	Children's literature: Creating Characters, Stories, Masks and Games This alignment document applies to the following lessons: • Lesson 1 – Understanding the Role of Illustrators • Lesson 2 - Creating Characters • Lesson 3 - Exploring Genre and Story Development • Lesson 4 - Creating a Picture Book • Lesson 5 - Mask Making and Performance • Lesson 6 - Expanding Stories and Learning Through Games
Collaborating Teacher Who is the collaborating teacher and what discipline do they teach?	Sangay Biddha Asst. Professor – Children's Literature
Link to Traditional Craft Indicate which of the 13 traditional arts the activity links with i.e. painting, carpentry, carving, sculpture, casting, blacksmith, bamboo and cane, gold and silver smithing, weaving, embroidery, masonry, leather work, papermaking.	Papermaking Mask Making
Community Engagement Who in the community will you engage with when facilitating this activity? i.e. pre-schools, schools, staff and students of Paro College, local artists and crafts people, local community etc.	The lessons have been delivered to Bachelor of Education (Primary) students in their last semester of teaching. By engaging in this activity, students will gain valuable experience and an understanding that will enable and empower them to deliver these lessons to their own students when they are teaching in their classrooms. The lessons have become a capstone for these university students, as these project-based learning activities reiterate theory and practices undertaken in throughout their literacy unit. The activities in the six lessons can be delivered to primary, high school students and university students.
Discipline Link Include the discipline your activity links with (i.e. textiles, literature, visual arts, science, math etc). If you are linking across disciplines, explain how your activity will link with it.	This activity is a cross curricular activity linking to **Visual Arts** and **ENA404 Children's Literature.** The purpose of the activity is to explore visual literacy along with literacy skills.

	Students will draw characters and create a story based on this character. Students will sketch ideas that can be developed into illustrations in a book. Throughout the activity, students go between drawing and writing to develop their ideas.
Link to Curricular Learning Outcomes Include relevant learning outcomes that map to the activity.	Curricular mapping includes two discipline areas: • Arts Education • Children's Literacy **Children's Literacy** I did not have access to the Literacy Curriculum Framework but have used the outline created by Sangay Biddha from ENA404 Children's Literature as follows:

Learning objectives, Core Concepts, and Process/Essential Skills

Visual Art

Objective	Concepts/topics	Process/essential skills
• Use lines and shapes to create different forms • Capture different emotions • Draw pictures that capture a narrative • Develop a love of learning	• Lines • Curves • People • Environment • Friends, me and family • Imagination	• Oral communication • Working with others • Critical thinking • Develop own voice/agency and confidence

Children's Literature

Objective	Concept Concepts/topics	Process/essential skills
• Explore visual literacy and literacy • Identify elements of storytelling, narrative devices and genre • Explore strategies to strengthen vocabulary, writing skills, expression, imagination, comprehension, and identifying emotion • Explore the power of play and experimentation in learning • Develop a love of learning	• Characters • Themes in picture books and stories • Environment • Friends, me and family • Imagination	• Oral communication • Working with others • Critical thinking • Develop own voice/agency and confidence

Curricular mapping includes two discipline areas:

Arts Education Curriculum Framework
The sequence of lessons provides opportunities for:
• 3.3. Art for communication (promoting freedom of expression, generation of original and authentic ideas)

	• 3.4. Inclusive Learning (Promotion of cooperation, collaboration and team work.
	
	Provides skills as follows:
	• 4.1.4. Art Process Skills
	   a) Observing Skills i.e. an individual's ways of viewing, perceiving
	   b) Processing Skills i.e. analyze, link, and interpret ideas, thoughts, and concepts
	   c) Expressing Skills i.e. present one's own ideas, thoughts, and values
	
	This activity is the first step in a sequence of activities that will align with:
	• 4. CURRICULUM STRUCTURE AND ORGANIZATION
	  - 4.1.1. Drawing
	  - 4.1.3.2. Paper work
	  - 4.3.1. Key Stage I Competency – Based Learning Standard (observe, understand and apply the basic elements of design)
	  - 4.5.1. Class PP – Process/essential skills (in particular oral communication, working with others and critical thinking)