

## 2015 IIME REPORT

Country [ Canada ]

School [ Lincoln M. Alexander S. S. ] Teacher [ Anura Bellana ] Grade (11) Students (8)

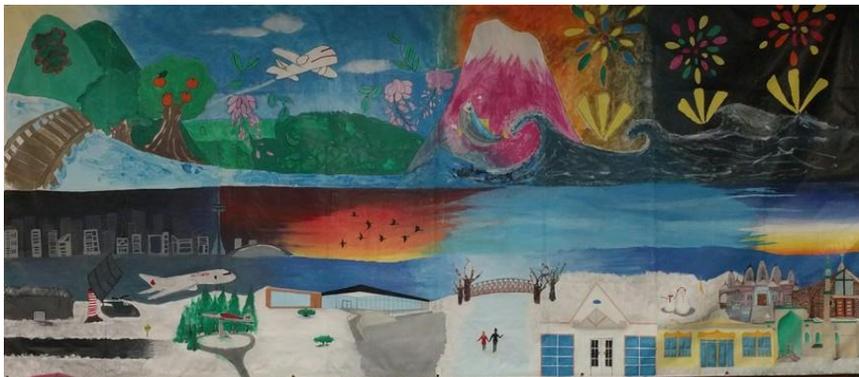
Partner [ (JP) Fujieda-Kita High School ] Teacher [ Yuki Kobayashi ]

### # Subjects, Activities and Times of the lessons

Subject	Conception of the lesson	Hours
<b>Visual Art</b> (Exploring the Topic)	<b>Observing:</b> recording by photographing and drawing, researching, note taking, sharing , and discussing	1.15 x 7 days
<b>Visual Art</b> ( Planning and composing)	<b>Planning:</b> drawing, composing, discussing, and arriving at a final composition	1.15 x 5 days
<b>Visual Art</b> (Producing)	<b>Producing:</b> Drawing on canvas and painting	1:15 x 13 days

### # Theme and Message of the mural

Theme	The places we live in
Message	By us examining our own immediate surroundings as well as our Japanese partners doing the same of their own immediate surroundings, we wanted to discover the similarities and differences between our two different communities as well as how we depict them. At the end of our project we not only discovered the physical similarities and differences between our two communities but also gained an understating of how we tend to have selected the most positive aspects of our lives to depict. In this case they were the natural environment, recreational opportunities, technological advances and places of spiritual worship.



### # Effects and the Problems

Effects your students have gained	Points for further improvement
The research that our students completed prior to starting their side of the mural allowed them to gain a new perspective of the place that they call home. With this approach the students were able explore the history of their own immediate surroundings at a very personal level.	Learn more about the partners' town by asking more pointed questions about their own environment from the students of our partner school.

### # How has your impression toward your partner country and/or the world changed?

Change in student's impression	Change in teacher's impression
This approach helped our students to develop a sense of pride and a deeper connections to their own city. When they saw the mural completed by their Japanese counterparts also displaying this same sense of pride and the connection to their own town, our students understood the deep rooted connections that <b><u>we all</u></b> have towards the places that <b><u>we call home</u></b> .	I was glad to see that the students finally saw this mural painting as a learning opportunity and not a competitive venture.

### # Flow of the Activity

Content	Month	What you did	Your students attitude/reflection	Subject
Introduction	September	Our students exchanged photographs and videos of themselves, the town as well as the school	They enjoyed exchanging pictures and communicating with their Japanese partners. They wished that they could do more of this.	Visual Art
Research & Composition	October	We researched the history of our own city by reading historical articles, old photographs about our city. We were also engaged in visual research by observing and drawing what we thought to be the important landmarks of our city. These drawings were then used for number of compositional ideas that we shared with our partner school in Japan.	At first they were somewhat reluctant to do the reading based research but when they started to discover interesting tidbits about their own city they became more interested in the activity.	Visual Art
Composition	November	We continued to make adjustments to our preliminary compositions.	Even after deciding on the overall composition of the mural, students continued to make finer adjustments to their side of the mural from the feedback they received from their Japanese partners.	Visual Art
Painting	Dec.-Jan.	We completed the pencil drawing and began painting.	They enjoyed this part the best, applying paint and seeing the vibrant colours on the canvas was exciting for the students.	Visual Art
Appreciation Reflection	January	The completed mural was displayed in our school's front foyer for students, staff and visitors to the school see. We were able to display it for five days.	Students received many positive comments from the viewers. Some admired the likeness (and recognizability factor) of the landmarks depicted on the mural and others praised the collaborative nature of the whole mural project.	Visual Art

## # Aim of the Lessons and Result

Aim: Rank A to C in order you put emphasis on (A: very much/ B: much / C: not so much)

Result: Rank 5 to 1 (5: very effective / 4: effective / 3: so- so / 2: not so effective / 1: not effective at all)

Expected Effect	Aim	Result	How your students have reached it
Understanding our own cultures	A	5	Through research, inquiry and deliberate observations,
Understanding the other's cultures	A	4	By communicating with their partner school, appreciating their mural and reading their reports about their own city.
Communication ability in the class/with partners	A	3	Communicating thorough the forum.
IT skills	A	2	Students were already familiar with IT skills used for this project and did not notice any appreciable learning.
Creating friendship in the class/with partners	A	2	Students that worked together formed stronger friendships with their peers.
Collaboration in the class/with partners	A	3	By communicating with partners in Japan as well as their own group here.
Attitude in learning	A	3	Learning seem more fun when exchanging ideas and working together for a common goal.
Expression ability	A	3	They learned to express their ideas with lines, shapes, forms, textures and colours.
Appreciation ability	A	4	They learned to appreciate their own artwork as well as the works of others by displaying their completed work and discussing it with others in the school.