

# TEACHER'S GUIDE

**TITLE: HOT AIR BALLOON**

**GRADES: 4 TO 6**  
**DURATION: 45 MINUTES**  
**INSTRUCTOR: ROLA JABER**



FINISHED PROJECT

- Timing Summary 1) Pre work - 20 minutes 2) Recorded session runs 45 minutes in length . Students may take 45 minutes to 90 minutes to complete the workshop dependent upon skill
- It is suggested Teachers preview the recorded session in advance
- Pre Work - Students will be required to pre cut paper strips. This will take students approximately 20 minutes They should be advised to seek parental assistance if required. Paper strips (any colored paper – construction/ wrapping/scrapbook/comics/ holiday cards etc.) should be a variety of bright colors . Students should use a ruler to measure and draw in pencil then pre cut ½ inch wide and 8.5 inches long. Cut 30 in total prior to the recording commencing.
- Students should be advised to gather all the materials in advance of the workshop starting
- The video may be paused if required.
- The Artist Educator will advise of the on desk layout in the video.

## PROGRAM OUTLINE

STEP	PROJECT COMPONENT	TIME
Introduction	Instructor introduction and Overview of Station gallery	5 mins.
Materials & Desk Set-up	What materials do you need to start? How to lay out materials on the student's desk	
Pre-Work	Pre work that needs to be completed- paper strips	
Project Overview	High level overview of the project and presentation of finish product	5 mins.
Hot Air Balloon	What is a Hot air balloon and how does it work? Draw the Hot Air balloon demo. Art (Lines/Shapes)	10 mins.
Paper Quilling	Paper Quilling Demo. Colour Theory.	20 mins.
Layout & Assembly	Layout of paper quills. Gluing of paper quills.	
Mounting	Project mounting	5 mins.
SG Thank You	Artist Thank You. Sponsorship Thank You (if applicable)	

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## MATERIALS LIST

ITEM	COLOUR	SIZE	# PER STUDENT
Cartridge Computer Paper or Cardstock	White	8.5" x 11"	1
Scrap Paper or Computer Paper	White		1
Cereal Box Card	Grey	2.5" x 2"	1
Paper Strips (cardstock or construction or magazines or scrapbooking etc...)	Bright various	1/2" x 8.5"	35 Prep Before Session
Black Marker	Black		1
Sharpie or any Ultra-fine marker	Black		1
Pencil/Eraser			1
Bristol for framing (Optional)	Black	9.5" x 12"	1
Small Plastic Plate for Glue			1
Liquid White Glue	White		1
Scissors			1

## ONTARIO CURRICULUM CONNECTIONS

### GRADE 1

#### Visual Arts

Students in Grade 1 will develop understanding of the following concepts through participation in a variety of hands-on, open-ended visual arts experiences. **ELEMENTS OF DESIGN** Students will develop understanding of all elements of design. • line: jagged, curved, broken, dashed, spiral, straight, wavy, zigzag lines; lines in art and everyday objects (natural and human-made) • shape and form: geometric and organic shapes and forms of familiar objects (e.g., geometric: circles, blocks; organic: clouds, flowers) • space. Colour mixing of primary colours ; identification of warm and cool colours • **PRINCIPLES OF DESIGN** • contrast: light/dark; large/small

D.1 Creating one/two dimensional art work

D.3 Exploring forms and Cultural context- art form and style an social context

**Science**

- 3.1 Understanding Matter and Energy
- 1.1 Understanding Structures and Mechanisms

**GRADE 2**

In addition to the concepts outlined above students will develop understanding of the following concepts **ELEMENTS OF DESIGN** Students will develop understanding of all elements of design. • line: horizontal, vertical, diagonal lines; lines that show motion • space: overlapping of objects to show depth • colour: secondary colours

- 3.1 Understanding Matter and Energy
- 1.1 Understanding Structures and Mechanisms

**GRADE 3**

In addition to concepts outlined for grades 1-2 students will develop an understanding of shape and form: composite shapes; symmetrical and asymmetrical shapes and forms in nature (e.g., symmetrical: insects, flowers • space: foreground, middle ground, and background to give illusion of depth

**Science**

- 3.1 Understanding Matter and Energy
- 1.1 Understanding Structures and Mechanisms

**GRADE 4**

**Visual Arts**

In addition to concepts outlined in grades 1-3 students will learn **ELEMENTS OF DESIGN** • line: lines to indicate emotion (e.g., smooth, horizontal lines can give a feeling of peace and harmony); contour lines (e.g., edges of objects); lines of various weights; repetition of lines to create visual rhythm • space: positive and negative space in art work; diminishing perspective in various contexts (e.g., in vertical placement, in diminishing size, and/or in overlapping shapes); variation in size to create the illusion of depth (contrast in value) and one and two dimensional art work in **PRINCIPLES OF DESIGN** Students will develop understanding of all principles of design (that is, contrast, repetition and rhythm, variety, emphasis, proportion, balance, unity and harmony, and movement), but the focus in Grade 4 will be on emphasis. • emphasis: use of colour intensity, contrast in value, element

**Science**

- 1.1, 1.2 Understanding Life Systems Habitats and Communities
- 3.1 Understanding Matter and Energy
- 1.1 Understanding Structures and Mechanisms

**GRADE 5**

**Visual Arts**

In addition to concepts in grades 1-4  
proportion: the relationship of the size and shape of the parts of a figure to the whole figure; the scale of one object compared to its surroundings, with indications of how close and how large the object is

**GRADE 6**

**Visual Arts**

In addition to concepts in grades 1-5 students will explore • balance: arrangement of the elements of design to create the impression of equality in weight or importance (e.g., a formal or symmetrical arrangement produced through distribution of shapes; an informal or asymmetrical arrangement produced through use of colour); colour concepts to be used in creating balance (e.g., light or neutral colours appear lighter in “weight” than dark or brilliant colours; warm colours seem to expand, cool colours seem