**Teaching and Learning Program for the Elements**

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| **School Logo** | **Teaching and Learning Program** | | | | | | | | | | | | | | | | | | | | |
| **Title/Type of Unit: Creative Arts – Identity**  **Section 1 Drawing**  **Program Risk Level: Low** | | | | | | | | | | | | | | **Duration: 2-3 weeks**  **By Carol** | | | | | | |
| **Syllabus Outcomes**  **Stage 4/5** | *A student:*  **Visual Arts**  **4.1** uses a range of strategies to explore different artmaking conventions and procedures to make artworks  **4.4** recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts  **4.5** investigates ways to develop meaning in their artworks  **4.6** selects different materials and techniques to make artworks  **5.1** develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks  **5.4** investigates the world as a source of ideas, concepts and subject matter in the visual arts  **5.5** makes informed choices to develop and extend concepts and different meanings in their artworks  **5.6** demonstrates developing technical accomplishment and refinement in making artworks | | | | | | | | | | | | | | | | | | | | |
| **Connectedness**  **Why does this learning matter?** | **Students learn to:**   * make artworks using a range of 2D, 3D and 4D materials and techniques * reflect on actions and choices, and document these in their diaries * use their imaginations and experiences in the making of art * communicate experiences, responses and points of view | | | | | | | | | | **Students learn about:**   * the material, physical and virtual forms of artwork * the pleasure and enjoyment in making artworks * understanding the belief, value and meaning in artmaking in the subjective and cultural frame | | | | | | | | | | |
| **Background and Key Ideas** | This is Part 1 of the Identity program and will introduce students to the elements in art – line, shape, tone, texture and colour. It is an introduction to the Identity program and is quite structured.  Artist’s work will be discussed with a focus on these elements.  **Key Ideas**   * To engage students in artmaking and broaden their understanding of their own and others artworks * To increase skills in drawing, colour mixing and painting * To experience the pleasure and enjoyment in making artworks * Supporting the elements of learning and Achievement | | | | | | | | | | | | | | | | | | | | |
| **Literacy Continuum** | Reading Texts | | Comprehension | | | Vocabulary Knowledge | | | Aspects of Writing | | | Aspects of Speaking | | | | Phonics | | Phonemic Awareness | | | Concepts About Print |
| Clusters:  Activities linked to program to increase learning:   * Recording thoughts and techniques in a Visual Arts Diary to assist students to reflect on and discuss the making of their work * Express their point of view by responding to artworks using language specific to art | | | | | | | | | | | | | | | | | | | | |
| **Numeracy Continuum** | Counting Sequences | | | Counting as Problem Solving | | | Pattern and Number Structure | | | Place Value | | | | Multiplication and Division | | | | | Fraction Units | | Length, Area and Volume |
| Numeracy is not a focus in this program although concepts in Measurement and Geometry are naturally used in art making eg proportions | | | | | | | | | | | | | | | | | | | | |
| **Quality Teaching** | | | | | | | | | | | | | | | | | | | | | |
| **Intellectual Quality** | | | | | **Quality Learning Environment** | | | | | | | | **Significance** | | | | | | | | |
| * IQ1 Deep Knowledge * IQ2 Deep Understanding * IQ3 Problematic Knowledge * IQ4 Higher-order Thinking * IQ5 Metalanguage * IQ6 Substantive Communication | | | | | * QLE1 Explicit Quality Criteria * QE2 Engagement * QE3 High Expectations * QE4 Social Support * QE5 Students’ Self-regulation * QE6 Student Direction | | | | | | | | * S1 Background Knowledge * S2 Cultural Knowledge * S3 Knowledge Integration * S4 Inclusively * S5 Connectedness * S6 Narrative | | | | | | | | |
| **Teaching and Learning - Drawing** | | | | | | | | | | | | | | | | | | | | | |
| **The Elements of Learning & Achievement**    F:\Mock ups\Square elements\Numeracy.jpg      E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | **Introduction**   * **Activity** Having a conversation with line exercise (Crayon and butcher’s paper) * Outline course overview and discuss the theme of Identity * Discuss Assessment checklist * Discussion of ‘What is a Visual Arts Diary?’ –handout   **Appreciation**  View related video (3.13secs) to hear students discuss their work  <http://www.artgallery.nsw.gov.au/insideartexpress/2014/jana_walker/> and discuss Jana Walker’s work ‘A Dot is a Line that Went for a Walk’, her artist’s statement and view her Visual Arts Diary  **Drawing Activities**  Complete Lines and Circles p1 & 2 using pencil (and rubbers) in Visual Arts Diaries  Brainstorm types of lines  Discuss the use of line in Albrecht Durer’s Rhinoceros  Complete Line Drawings p 1 & 2  Choose one and complete Upside down drawing  Discuss before and after drawings Drawing on the right Side of the Brain  **Paint** colour wheel primary colours and paintbrushes  **Appreciation**  Discuss drawing *Immersion* by Joshua Gregson(Artexpress 2014)  <http://www.artgallery.nsw.gov.au/insideartexpress/2015/expressive-forms/#collection-of-works>  View artists according to media used. Look at drawing section and briefly give students a summary of artists’ statements.  <http://www.artgallery.nsw.gov.au/insideartexpress/2015/ruby+may_weir/?model=expressive-forms>  Focus on Ruby May Weir’s work representing the anxious mind. Read the artist statement and Visual Arts Diary (describes her process)  **Drawing**  Discuss Tone in Art  Complete Exploring Colour Tones using pencil, charcoal and ink  Discuss Creating Different Textures  Complete Textures, Cross Hatching and Scumbling  Complete 3D shapes p 1 & 2  Activity -Still life drawing pencils, rubbers  **Activity - collage**  Decoupage a shoe box (this activity can be ongoing in future  lessons) magazines, glue, shoeboxes. These shoeboxes will  contain pencils, textas, crayons, rubber, glue for students personal  use.  In Visual Arts diaries write or sketch:  Describe yourself in 5 words:  5 things you’re obsessed with  5 things you always have in your bag  5 songs you’ll never get sick of  Who was your latest text from  What’s your most overused text-pression  Most overused emoji  What do you end a text with  **Appreciation**  Choose an artist and view their Visual Arts Diaries  <http://www.artgallery.nsw.gov.au/insideartexpress/process-diaries/>  **Activities**  Continue still life drawing, decoupage  Complete Hot and Cold Colour sheet  **Appreciation**  Museum of Contemporary Art Artist’s Voice Series 2 or You Tube  Vernon Ah Kee discussing his work  Complete Vernon Ah Kee worksheet  **Drawing**  Portrait drawing Ed TV  Students practise drawing facial features from worksheets: Facial Features, Head Shapes, Hair Styles, Contours  Portrait drawing | | | | | | | | | | | | | | | | | | | **Aboriginal 8 Ways of Learning**  *The following ways of learning are incorporated throughout the program through pedagogical practices*  2_maps.jpg  Learning Maps  4_symbol.jpg  Symbols & Images  7_deconstruct.jpg  Deconstruct/ Reconstruct  6_non-linear.jpg  Non-Linear    Story Sharing    Non-Verbal  8_community[1]  Community Links | |
| **Special Needs Adjustments** | | | | | | | | | **School to Work** | | | | | | | | | | | | |
| Scaffolding of activities to accommodate students with little knowledge and/or experience in artmaking.  In order to engage students, practical activities are the focus of the lessons | | | | | | | | |  | | | | | | | | | | | | |
| **Assessments** | | | | | | | | | | | | | | | | | | | | | |
| Visual Arts Diaries  Observation of participation in discussions  Samples of drawing will be assessed according to Drawing Skills Checklist | | | | | | | | | | | | | | | | | | | | | |
| Roles and Responsibilities | | | | | | | | | | | | | | | | | | | | | |
| Teacher | | | | | SLSO | | | | | | | | Student | | | | | | | | |
| Demonstrate and provide instruction on tasks  Assist and supervise students  Prepare for each lesson | | | | | Assist the students  Assist the teacher  Supervise students | | | | | | | | Participate appropriately in lessons  Use equipment safely  Complete tasks  Follow staff directions/rules  Clean and wash art materials | | | | | | | | |
| **Risk Assessment** | | | | | | | | | | | | | | | | | | | | | |
| **Resources** | | **Safety Strategies** | | | | | | **Identified Hazards** | | | | | | | | | **Control Strategies** | | | | |
| Visual Arts Diaries  Art materials  Worksheets  Internet  Vernon Ah Kee DVD | | Monitor scissors | | | | | | Behaviour issues  Scissors,  Paints | | | | | | | | | Individual Risk Assessment  Monitoring any material that may be hazardous | | | | |

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| **Teacher Evaluation**  **Comments / Variations** | |
| Guiding Questions  What worked well?  What needed to be changed?  What do I think the students gained from this lesson?  How well did this unit match the Elements of Learning and Achievement?  What did I learn?  How will I use this experience to extend my practice in the future? | |
| **Date Commenced**: | **Date Finished**: |
| **Teachers Signature**: | **Assistant Principals Signature**: |