**Teaching and Learning Program for the Elements**

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| **School Logo** | **Teaching and Learning Program** | | | | | | | | | | | | | | | | | | | | |
| **Title/Type of Unit: Creative Arts - Identity**  **Program Risk Level: Low** | | | | | | | | | | | | | | **Duration: 1 Term**  **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  **Photographic and Digital Media**  **5.4** investigates the world as a source of ideas, concepts and subject matter for photographic and digital works  **5.8** uses their understanding of the function of and relationships between the artist-artwork-world-audience in critical and historical interpretations of photographic and digital works  **Music**  **4.11 & 5.11** demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform | | | | | | | | | | | | | | | | | | | | |
| **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** | The idea of identity will be explored as a way of understanding more about themselves and others.  Artists work will be studied in the fields of Visual Arts and Music. Students will experiment with a range of techniques and materials in 2D, 3D and 4D. A Visual Arts diary will be kept to encourage students to reflect on their development as a student of Art and Life. It will contain ideas, inspirations and observations which lead to the creation of portraits and self portraits. This is Part 2 of the Identity program and follows Part 1 Drawing.  **Key Ideas**   * To engage students in artmaking and broaden their understanding of artworks in their own and other cultures * To increase skills to create artworks * To experience the pleasure and enjoyment in making artworks * Cross-curricular topics and outcomes * 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 Lesson Overview** | | | | | | | | | | | | | | | | | | | | | |
| **The Elements of Learning & Achievement**    F:\Mock ups\Square elements\Numeracy.jpg      E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | **COLLAGE**  **Appreciation**  Students can browse through some of the 124 process diaries of Year 12 students who exhibited in Artexpress  [**http://www.artgallery.nsw.gov.au/insideartexpress/process-diaries/**](http://www.artgallery.nsw.gov.au/insideartexpress/process-diaries/)  **Practical**  Complete decoupage boxes  Distorted faces **using magazines, scissors and glue**  **PAINTING**  **Appreciation**  Students can browse through some of the Year 12 students who exhibited paintings in Artexpress  [**http://www.artgallery.nsw.gov.au/insideartexpress/expressive-forms/painting/**](http://www.artgallery.nsw.gov.au/insideartexpress/expressive-forms/painting/)  2012 Archibald Prize Winners- book  Portrait - magazine  **Practical**  Students choose an object of interest, or that is special to them to paint. They may also choose to paint a portrait  Canvases, paints, brushes  On white masks, students draw in texta or paint. Stimulus photographs of other student’s work. White masks, textas,  **CERAMICS**  **Appreciation**  Students can browse through some of the Year 12 students who exhibited ceramic work in Artexpress  [**http://www.artgallery.nsw.gov.au/insideartexpress/expressive-forms/ceramics/**](http://www.artgallery.nsw.gov.au/insideartexpress/expressive-forms/ceramics/)  **Practical**  Demonstrate pinch bowls, coil and slab pottery.  Students create an animal or creature (pinch pot method)  Students create a box, hanging planter or vase using slab or coil method clay, water, clay sculpting tools, boards  **WIRE SCULPTURE**  **Appreciation**  Students can browse through some of the Year 12 students who exhibited sculptures in Artexpress  [**http://www.artgallery.nsw.gov.au/insideartexpress/expressive-forms/sculpture/**](http://www.artgallery.nsw.gov.au/insideartexpress/expressive-forms/sculpture/)  Discuss Ria Hanco’s work (sculpture of Praying Mantis) and her Visual Arts Diary (initial ideas, study of an artist, preliminary drawings, research of techniques)  [**http://www.artgallery.nsw.gov.au/insideartexpress/2011/ria\_hancock/?model=diary-all**](http://www.artgallery.nsw.gov.au/insideartexpress/2011/ria_hancock/?model=diary-all)  Artist study – Matthew Gale Powerpoint ‘I think in Wire Sculpture’ slides 8-16  **Practical**  Introduction –Powerpoint ‘I think in Wire Sculpture’ slides 1-7 see below  Discuss Wire Techniques and Safety with Wire  Choose a plastic insect and draw it from 3 angles.  Collect materials from outside eg sticks, leaves etc  Teacher demonstrates wire techniques  Create an insect using found objects and wire  Wire, found objects, wire cutters, point nose pliers  **PAPIER MACHE**  **Appreciation**  Students can browse through some of the Year 12 students who exhibited sculptures in Artexpress  [**http://www.artgallery.nsw.gov.au/insideartexpress/expressive-forms/sculpture/**](http://www.artgallery.nsw.gov.au/insideartexpress/expressive-forms/sculpture/)  **Practical**  Papier-Mache creatures  African Artefacts Papier-mache Calabash  Turtle Pinata  Mexican Day of the Dead Skulls  **Newspaper, glue, masking tape, acrylic paint, water, brushes**  **PHOTOGRAPHY**    **Appreciation**  Students can browse through some of the Year 12 students who exhibited photographs in Artexpress  [**http://www.artgallery.nsw.gov.au/insideartexpress/expressive-forms/photomedia-photography/**](http://www.artgallery.nsw.gov.au/insideartexpress/expressive-forms/photomedia-photography/)  **Practical**  Discussion of privacy issues and etiquette when taking photos  Lesson on how to use the Canon school camera. Students take photos of each other. Superimpose one of the photos onto a famous painting or landmark using Photoshop. Canon camera, Photoshop  Students are given a disposable camera to take photos of people and places in their lives. Students use the iPad to take photos in photo booth. disposable cameras, iPads  Collage photos photos, glue, cardboard  **SCREENPRINTING**  **Appreciation**  Students can browse through some of the Year 12 students who exhibited prints in Artexpress  [**http://www.artgallery.nsw.gov.au/insideartexpress/expressive-forms/printmaking/**](http://www.artgallery.nsw.gov.au/insideartexpress/expressive-forms/printmaking/)  **Practical**  Screenprinting is demonstrated using a paper cut stencil, demonstrate colour change  Students create a screenprint using a paper cut stencil  Paper, paint, squeegee, screen, rags  **MUSIC**  **Appreciation**  Students choose one of their favourite songs where lyrics reflect aspects of the artist’s life  **Practical**  Students write their own lyrics reflecting an aspect of themselves or their life. Students compose a song using Garageband on the iPad.  iPads  **VIDEO**  **Appreciation**  Photostories other students have done.  ‘You got me Wrong’ on you tube  Selected Tropfest short films Tropfest DVDs    **Practical**  Students write a script and produce a short film using iMovie on the iPad iPad | | | | | | | | | | | | | | | | | | | **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 each technique will be assessed according to skills checklist  Major work will be assessed according to skills checklist | | | | | | | | | | | | | | | | | | | | | |
| Roles and Responsibilities | | | | | | | | | | | | | | | | | | | | | |
| Teacher | | | | | SLSO | | | | | | | | Student | | | | | | | | |
| Carol | | | | | Trevor | | | | | | | |  | | | | | | | | |
| **Risk Assessment** | | | | | | | | | | | | | | | | | | | | | |
| **Resources** | | **Safety Strategies** | | | | | | **Identified Hazards** | | | | | | | | | **Control Strategies** | | | | |
| Computer  Ipad  Cameras  Art materials | | Discussion of safety strategies in each section | | | | | | Behaviour issues  Scissors, wire, | | | | | | | | | 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**: |