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|  | **Campbell House School Teaching and Learning Program** | | | | | | | | | | | | | | | | | |
| **Title/Type of Unit:** Architectural/Landscape Painting  **Duration:** 9 weeks | | | | | | | | | | | | | | | | | |
| **Syllabus Outcomes**  **Stage 4/5** | 4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks  4.3 makes artworks that involve some understanding of the frames  4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts  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  5.3 makes artworks informed by an understanding of how the frames affect meaning  5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts  5.6 demonstrates developing technical accomplishment and refinement in making artwork | | | | | | | | | | | | | | | | | |
| **Connectedness**  **Why does this learning matter?** | **Students learn to:**   * Look at their urban environment in different ways by describing, investigating and conveying the qualities of the subject matter through recording information in preliminary drawing, to inform their landscape paintings. * Develop new skills, concepts and techniques in drawing and painting to facilitate and explore the disciplines in the contexts of how they can use them to record and interpret our expansive environment, while discovering its potentials and limitations. * Develop awareness of the significance of comprehensive visual research of the subject matter and the importance of careful selection of appropriate use and application of colour and painting techniques in conveying the of space, depth, atmosphere. * See the broader potential uses in which they can make drawings and paintings as a point of departure for to inform and develop further work. * overview of the principles of Impressionist art and prompt a discussion on the movements historical significance and the how its fundamental principles altered the use and application of colour in conveying light and space and to allow them to see how they can use this to inform their own work. | | | | | | | | **Students learn about:**   * Investigating the subject matter in context through observational drawing – describing and investigating the qualities of the subject matter within an urban parkland. * Developing an understanding of the process of thorough visual research and experimentation of materials, and how this informs and impacts upon their final piece. * Making a painted landscape composition which conveys the space and mood of the subject matter using a variety of techniques, including colour mixing and application . Have an awareness of the potentials for and the limitations of the medium of acrylic paint. * Having an awareness of the principles of Impressionist art and discuss the movement’s historical significance and the how its fundamental principles altered the use and application of colour in conveying light and space. * Being aware of the work of Impression artists William Leech in terms of the form, materials and use of colour in conveying light and space in his work and how they can use these to inform their own work. * Recording details of the subject matter through preliminary observational drawing and annotation develop and make a well balance visually interesting painted composition, through appropriate use of research and materials, and careful selection and innovation in their choice and application of colour which have been drawn from the qualities observed in the subject matter. | | | | | | | | | |
| **Background and Key Ideas** | Students will investigate the subject matter in context through observational drawing – describing and investigating the qualities of the subject matter within the school environment. Students will develop an understanding of the process of thorough visual research and experimentation of materials, and how this informs and impacts upon their final painting. | | | | | | | | | | | | | | | | | |
| **Literacy Continuum** | Reading Texts | Comprehension | | | Vocabulary Knowledge | | Aspects of Writing | | | Aspects of Speaking | | | | Phonics | Phonemic Awareness | | | Concepts About Print |
| Students knowledge of the translation process from drawing to painting, along with artistic properties will be increased thus their language in the subjects will be improved upon also. Full and descriptive explanations will be asked for throughout the project so the use of correct language will be crucial.  Methods to be used –  Group critiques  Keyword lists  Recapping | | | | | | | | | | | | | | | | | |
| **Numeracy Continuum** | Counting Sequences | | Counting as Problem Solving | | | Pattern and Number Structure | | Place Value | | | | | Multiplication and Division | | | Fraction Units | | Length, Area and Volume |
| Measurement and placement are key elements when creating an effective composition; Students will work with measurement to ensure a comprehensive layout is obtained. | | | | | | | | | | | | | | | | | |
| **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 | **Week 1:** Introduce subject matter through presentation of images. Using images as a reference drawing approaches and techniques. Prepare students for working out of doors, address areas of safety concerns and establish the areas in which they must work.   * Discuss landscape drawings by Van Gogh & Hockney, by asking students questions in relation to the works, e.g. How does the artist convey space in these drawing? Describe the (coloured) drawings? Describe the approach and style used by the artist in the coloured drawings? * Describe the type of drawing used by the artist? Compare the works in terms of space – even though the drawing approaches are quite different, does he still convey a sense of space. * Go for a walk to look at areas students may be set up in. Focus student’s attention to points of interest or focal points. Discuss elements that should appear in their drawings to create perspective. Highlight the role that these initial drawings will play in later works.   **Week 2**: Students will go outside the art room to collect visual material that will allow them to make a landscape painting within school setting. They will be positioned in specific locations dotted around the school and directed to make a drawings investigating a specific view/focal point. Teacher will move from student to student, observing progress and giving advice or assistance where necessary.   * Get out of doors into the environment as well as using visual aids/photographs of the subject matter to assist the students to engage discuss and describe the various viewpoints options and how they might render these in drawing with the view to making a painting. * In their initial drawings students must carefully consider their composition in terms of the space, shape, form, colour and light and dark. * Students to be encouraged to take the approach of drawing as recording – to record the appearance and qualities of things in the environment. * Students to be encouraged to take the approach of drawing as recording – to record the appearance and qualities of things in the environment. * The students will investigate the subject matter through making observational drawings. Their initial drawings and annotations will investigate, explore and describe the subject matters space, colours, form and atmosphere. The qualities of their drawings should reflect the key qualities and details of the subject matter, through the use of line, tone and colour.   **Week 3**: Review visual research collected and Continue drawing and analyzing subject matter in detail themselves. View student’s progress and discuss work from previous lesson, focusing on areas of strength and highlighting areas necessary for improvement. Before students return to their outdoor positions show them examples of successful pieces of work with emphasis on what it is that makes them efficient. Discuss drawing techniques and show students how to use their pencil as a measuring tool to gain perspective in terms of angels.   * Set students up and draw their attention to a specific focal point/ viewpoint, encourage them to convey a sense of space, by considering the relationship between one object and another. Remind students that they are recording information visually through drawing using line, colour, tone. * Throughout the stages students will review and discuss their work as a group, describing and identifying the main qualities in their subject matter found through their observational drawings, looking at and making particular reference to space and identifying how they have conveyed it in their drawings.   **Week 4**: Demonstrate observational drawing techniques using soft medium such as conte or chalk pastel – include incremental drawing approach to recording details and conveying a sense of space. Students will return to the same location from the previous lesson, they will now begin to work in a soft medium as they focus on the tonal aspects of their drawings.   * Students will take an incremental approach to recording the details within their compositions, using a combination of soft medium, such as chalk pastel, charcoal or conte, or crayon, and variety of different paper types. * Encourage the students to experiment with drawing on different surfaces to develop and aid the process of recording and studying elements such as mood, atmosphere, and light effect in the subject matter.   **Week 5**: Continuation of drawings in soft medium. Students continue and complete their tonal studies in soft medium. When students have completed these drawings they will return to class to take part in a group critique.   * Display student’s development work and prompt them to discuss their work specifically in relation to key elements like composition, space and colour, discussing ways in which these will be treated in their final painting. * The peer discussion and reviews students will be encouraged to analyse and discuss the effects of the lighting conditions that they recorded on location. * Students to analyze how the materials they used influenced the way in which they recorded their subject matter, and look at how they can translate these qualities to best effect in their paintings.   **Week 6**: Colour experimentation and mark making. Students will use this lesson to experiment with colour and line making. They will see how to create different tones of colour and they different marks we can make from various drawing implements/tools.   * Students to carry out experiments with colour mixing and practice a variety of brush strokes and applications of paint in their preparatory work. * The exploration phase is for both practicing techniques shown as well as discovery of the possibilities and restriction particular to their subject matter, and colour palette. * Teacher to demonstrate some painting techniques – including colour mixing, making a wash, and variety of approaches to application of colour. * Students to experiment to see how many colours they can make using one colour by using varying amounts of water, and by painting on different papers. Also see how many colours can be made through adding different combinations of colours * Students to experiment with mark making using medium and a variety of different implements eg, plastic knives, spoons, twigs, hands, etc. * Encourage the student to experiment with materials and techniques and select appropriate one for their painted composition. * Ask the students to identify any difficulties and ask other students to offer suggestions as to how they may overcome these difficulties. * Students to carry out experiments with colour mixing and practice a variety of brush strokes and applications of paint in their preparatory work. * The exploration phase is for both practicing techniques shown as well as discovery of the possibilities and restriction particular to their subject matter, and colour palette. * Through group reviews students must identify the suitability of the techniques and approaches which they plan to use in their painting to best describing the subject matter and atmosphere, mood of the composition.   **Week 7**: Using their line and tonal drawings student’s transfer their drawing onto card. Teacher will demonstrate transferring drawing information onto card for painting, making note of the areas that require particular attention.   * Students to translate the information recorded for their composition onto card, and make a light base wash, and gradually build up and develop the composition incrementally. * To aid and enhance understanding of painting techniques, paint application, composition, creating a sense of space atmosphere and mood in a painting students will be shown and discuss the work of Irish Post-Impressionist artist William Leech * Give a brief overview of the principles impressionist art through presentation and discussion on specific element of a number of artworks in relation to subject matter, use of materials and colour, techniques etc. *S*tudents will act as visual detectives to investigate discover and discuss the principle of Impressionism by asking questions in relation to the paintings * Describe the mood/atmosphere created by the artist in the painting? How has the artist achieved this? Describe the colours used in the painting? Describe the subject matter? How has the artist used colour to convey light? What approach does the artist take to show surface qualities of the subject matter?   **Week 8**: Recap on details highlighted in discussion on Impressionism and William Leech’s work. Students continue to work on their painting, building up tonal qualities, applying knowledge derived from lesson based on experimentation of colour mixing and mark making.   * Students will make a creative striking painting, which has a high visual impact and demonstrates a sense of space and appropriate treatment of colour and brushstrokes that shows sensitivity to materials and subject matter.   **Week 9**: Discuss appropriate presentation for paintings. Compile drawing, research and design development for presentation. Complete presentation of work and prepare work and workspace for presentation. Each student to present work and have concluding class discussion.   * Students will mount their final piece and preliminary work and present. * Display students work and prompt them to discuss their drawing and painting specifically in relation to key elements; subject matter, viewpoint, composition, space, colour. Engage students in discussion about use and application of colour, and to identify the characteristics of acrylic paint including its potential and limitations. Furthermore to identify elements of the composition such as; proportion, balance harmony, depth in design –foreground, middleground, backround. * How have their preliminary drawings made on location been useful in informing their paintings? What was most effective technique used to render the qualities identified in their subject matter? Did they achieve a sense of space in their drawings/paintings, how did they do this? Did any of the painting convey a particular mood or atmosphere? If yes, describe it, and how was this carried across, was it through the treatment of subject matter, brushstrokes or colour? | | | | | | | | | | | | | | | | **The Australian General Capabilities**  Aboriginal and Torres Strait Islander histories and cultures boriginal and Torres Strait Islander histories and cultures  Asia and Australia's engagement with Asia sia and Australia's engagement with AsiaSustainability ustainability  Critical and creative thinking ritical and creative thinking  Ethical understanding thical understanding  Information and communication technology capability nformation and communication technology capability  Intercultural understanding ntercultural understanding  Literacy iteracy  Numeracy umeracy  Personal and social capability ersonal and socail capability  Civics and citizenship ivics and citizenship  Difference and diversity ifference and diversity  Work and enterprise ork and enterprise | |
| **Special Needs Adjustments** | | | | | | | **School to Work** | | | | | | | | | | | |
| Whole class teaching, discussion.  Use of visual aid to discuss work and engage students.  Class discussion, review, questions, comparing and contrasting student progress.  Demonstrations of various techniques and processes and group experimentation.  Digital presentations and handouts to engage and develop student appreciation.  Group critiques and class reviews.  Demonstrations on how to safely use craft knives, scissors, glue guns, etc. as needed.  Demonstrations on specific techniques to ensure students are working in satisfactory and safe conditions | | | | | | | Program assists students with furthering their creative skills and ability.  Develop cultural acceptance to assist with accepting diversity in the work force. | | | | | | | | | | | |
| **Assessments. Type. Weight. Due Date** | | | | | | | | | | | | | | | | | | |
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| **Resource List** | | | | | | | | | | | | | | | | | | |
| * Drawing boards. * Different papers; card, watercolour (A4,A3) * Drawing tools (Pencils, erasers, sharpeners, charcoal, conte) * Masking tape * Paintbrushes (Various sizes) * Tools/implements for mark making/experimentation * Palettes * Paint (Acrylic) * Water containers * Cloths | | | | | | | | | | | | | | | | | | |
| **Roles and Responsibilities** | | | | | | | | | | | | | | | | | | |
| **Teacher** | | | | **SLSO** | | | | | | | | **Student** | | | | | | |
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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**: |