



OUR LADY OF THE ROSARY, THE ENTRANCE VISUAL ARTS PROGRAM

Stage:	3	Year:	5	Module:	Australian Artists & Environments	Term:	1 & 2	Duration:	20 Weeks
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Unit Overview	Subject Matter							
<p>This unit has been developed to coincide with the themes present in the History unit of work " The History of the Australian Colonies". Students will be engaged in creating their own artworks while at the same time learning about the elements of a range of European and Indigenous Australian Artists. Students will be involved in a learning process which allows them the independence to experiment, problem solve, and generate possibilities for their design, developing critical thinking skills in a relaxed learning environment.</p>	People	Other living things	Objects	Place and spaces	Forms			
	Drawing	Painting & colouring	Sculpture & 3D form	Printing & making	Photography	Processes		
	Make	Construct	Design	Appreciate	Investigate	Reflect	Analyse	Interpret

Outcomes & Indicators

<p><u>Making:</u> VAS3.1 Investigates subject matter in an attempt to represent likenesses of things in the world.</p> <ul style="list-style-type: none"> • Explores subject matter of personal and social interest from particular viewpoints. • Uses different artistic concepts (eg colour, tone, light, scale, abstract), and explores how symbols may be used in their interpretation of selected subject matter. <p>VAS3.2 Makes artworks for different audiences, assembling materials in a variety of ways.</p> <ul style="list-style-type: none"> • Examines a range of concepts and experiments with different media for expressive purposes. • Recognises how an audience has an influence on the kinds of works they make, and seeks to clarify the purpose of their works. • Discusses the conditions and requirements of artworks that are made for particular purposes, sites or events and how those conditions and requirements can affect how they might go about their own art making. 	<p><u>Appreciating:</u> VAS3.3 Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.</p> <ul style="list-style-type: none"> • Talks about and writes about the meaning of artworks and how they can be valued in different ways by audience members. • Identifies some of the reasons why artworks are made. • Recognises that an artist may have a different view about the meaning of his or her work, to the view of an audience. • Recognises that views about artworks can be affected by different theories and beliefs. <p>VAS3.4 Communicates about the ways in which subject matter is represented in artworks.</p> <ul style="list-style-type: none"> • Identifies and describes the properties of different forms, materials and techniques in artworks and comments on how these are employed in the representation of subject matter. • Discusses the artist's intention including the artist, the work, the world and the audience. • Considers a range of artworks and their subject matter including paintings, drawings.
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<p><u>Artist Focus:</u></p> <ul style="list-style-type: none"> • Minnie Pwerle • Tjanpi Central Desert Weavers • Thomas Baines • Augustus Earle • Joseph Lycett • Sidney Nolan 	<p><u>Assessment:</u> For/ As/ Of Learning</p> <ul style="list-style-type: none"> • Exploring artistic concepts (Assessment For Learning) • Representing artistic concepts through Indigenous Art Forms (Assessment For Learning) • Analysing Art As Evidence (Assessment For Learning) • Experimenting with Artistic concepts & Different Media (Assessment Of Learning) • Reflecting on use of artistic concepts in art (Assessment As Learning) • Experimenting with photographic techniques (Assessment For Learning)
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	<ul style="list-style-type: none"> Investigating and Communicating Subject Matter (Assessment Of Learning) 		
CONTENT FOCUS	LEARNING & TEACHING SEQUENCE - 1	EVALUATION	RESOURCES

Making

Students:

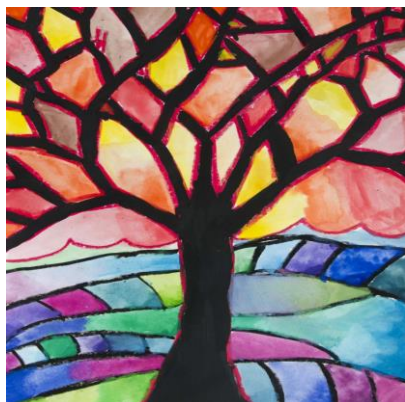
- Use different artistic concepts and explores how symbols may be used in their interpretation of selected subject matter.
- Examine a range of concepts experiments with different media for expressive purposes.

VA3.1, VA3.2




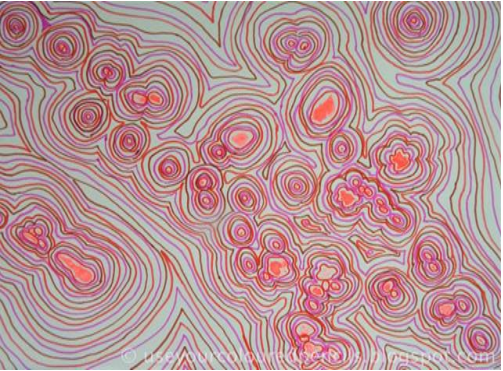
Assessment For Learning


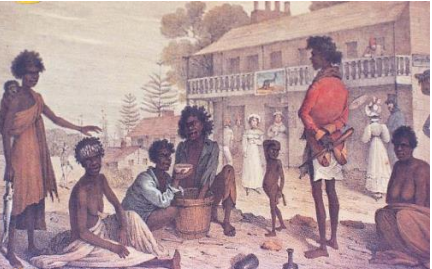
Learning Intention: To explore artistic concepts


- Display the tree artwork and use the thinking routine [See Think Wonder](#) to explore the artistic concepts present in the artwork - warm and cool colour, tone, light, abstract, scale
- Using a pencil students draw the tree and the fields exploring different lines and angles as
- Students they go make a decision about which component of their artwork they will choose to use warm colours and which component will be created with cool colour.
- Choose one warm coloured oil pastel and one cool coloured oil pastel and outline the related component.
- Paint the areas with watercolours, shading and mixing the colours on the paper with water.
- Finally paint the trunk and the branches with a solid black watercolour but not diluting it too much.









A3 art paper
oil pastels
water colours
paint brushes
water containers
[Image sample](#)
IWB

CONTENT FOCUS	LEARNING & TEACHING SEQUENCE - 2	EVALUATION	RESOURCES
<p>Appreciating</p> <p>Students:</p> <ul style="list-style-type: none"> Identify some of the reasons why artworks are made. Recognise that an artist may have a different view about the meaning of his or her work, to the view of an audience. <p>Making</p> <p>Students:</p> <ul style="list-style-type: none"> Use different artistic concepts and explores how symbols may be used in their interpretation of selected subject matter. Explore subject matter of personal and social interest from particular viewpoints. <p>VA3.1, VA3.3</p> <p>Assessment For Learning</p>	<p>Learning Intention: To examine and experiment with Aboriginal & Torres Strait Islander Art Forms</p> <ul style="list-style-type: none"> View the video of Elcho Island and discuss what art, song and storytelling mean to Aboriginal people, how it's embedded in community life, and how it inspires people to create a wide range of artworks. NB: Teachers may like to involve the schools Aboriginal Education Officer in this discussion to gain a deeper understanding. Examine an artwork by Minnie Pwerle and discuss common Aboriginal symbols found in artworks and their meaning - concentric circles, lines etc. Students drip one watercolour paint colour in a random pattern on their paper. Choose about 4-5 different coloured textas or oil pastels that focus on a particular colour scheme - warm or cool. Using one colour, students trace a contour line around each drop of watercolour paint. Then use the next colour to trace another contour line and so on, repeating the pattern until they reach the end of the page.     <ul style="list-style-type: none"> Challenge: Students could develop the artwork to show the connections between their homes, school and favourite places in the community. 		<p>A4 or A3 art paper water colours paint brushes water containers textas or oil pastels Image sample IWB</p>

CONTENT FOCUS	LEARNING & TEACHING SEQUENCE - 3	EVALUATION	RESOURCES
<p>Appreciating Students:</p> <ul style="list-style-type: none"> • Talk about and writes about the meaning of artworks and how they can be valued in different ways by audience members. • Identify some of the reasons why artworks are made. • Recognise that an artist may have a different view about the meaning of his or her work, to the view of an audience. • Recognise that views about artworks can be affected by different theories and beliefs. • Discuss the artist's intention including the artist, the work, the world and the audience. <p>VAS3.3, VAS3.4</p> <p>(Links to History Outcomes HT3-1, HT3-2, HT3-5)</p> <p>Assessment For Learning</p>	<p>Learning Intention: <i>To recognise that views about artworks can be affected by different theories and beliefs.</i></p> <ul style="list-style-type: none"> □ Observe the painting Thomas Baines with Aborigines near the mouth of the Victoria River, NT 1857 by Thomas Baines. Use the thinking routine Zoom In or See Think Wonder to interpret and analyse the image. Ask: <i>What does this painting tell you about European settlement of Australia and its impact on Aboriginal peoples?</i> <ul style="list-style-type: none"> ○ Students could unpack this or other painting artefacts further using the Main Side Hidden thinking routine: <ul style="list-style-type: none"> ▪ What is the main story or perspective being shown in this painting? ▪ What is happening to the other people in this painting? What's their story? ▪ What is the theme or key message hidden beneath the surface of these stories? ❖ Analyse Art as Evidence: Source D 'Natives of NSW as seen in the streets of Sydney' by Augustus Earle (1830). Suggested questions to help analyse this painting include: <ul style="list-style-type: none"> ○ What are the Indigenous people doing? What does this tell you? ○ Does their appearance or behaviour suggest some adherence to traditional Indigenous practices? ○ How are the Indigenous people and Europeans interacting? What does this suggest? ○ Is there anything to suggest the artist was influenced by stereotypes? ○ If an Indigenous artist had painted this scene in 1830, what differences (if any) might there have been? Would some things have been included or left out? How differently might the people have been drawn? Think about what this reveals about point of view. <p>Assessment For Learning (HT3-1, HT3-2, HT3-5 and VAS3.3, VAS3.4)</p>  		<p>image sample thinking routine scaffolds (if needed) IWB</p> <p>image sample question prompts IWB</p>

CONTENT FOCUS	LEARNING & TEACHING SEQUENCE - 3 continued...	EVALUATION	RESOURCES
<p>Appreciating Students:</p> <ul style="list-style-type: none"> • Talk about and writes about the meaning of artworks and how they can be valued in different ways by audience members. • Identify some of the reasons why artworks are made. • Recognise that an artist may have a different view about the meaning of his or her work, to the view of an audience. • Recognise that views about artworks can be affected by different theories and beliefs. • Discuss the artist's intention including the artist, the work, the world and the audience. <p>VAS3.3, VAS3.4</p> <p>(Links to History Outcomes HT3-1, HT3-2, HT3-5)</p>	<p>Learning Intention: <i>To recognise that views about artworks can be affected by different theories and beliefs.</i></p> <ul style="list-style-type: none"> • Explore paintings such as: First Peoples and find out a little more about artist and convict Joseph Lycett and his depictions of the Awabakal Aboriginal people and the environment on which they lived, through this museum video: https://youtu.be/zDfAV7oJOh0 <ul style="list-style-type: none"> ◦ Ask your students to explore the Lycett paintings to find evidence of ways the people he depicted lived off the land. They should list their findings under the following three headings: Food, Shelter, Community (family/friends) ◦ In a class discussion, ask your students: <ul style="list-style-type: none"> ■ What can we learn about the past from paintings? ■ How is a painting different from a photograph? ■ Do you think that paintings, including the above five by Lycett, are always accurate in what they show? • The Lycett paintings show Aboriginal people and the environment in which they lived. • Students create a picture of themselves showing the environment in which they live or enjoy spending lots of time, e.g. the beach, lake, skatepark, shops, home etc. 		<p>image samples IWB question prompts</p> <p>A4 or A3 art paper</p>

CONTENT FOCUS	LEARNING & TEACHING SEQUENCE - 4	EVALUATION	RESOURCES
<p>Appreciating</p> <p>Students:</p> <ul style="list-style-type: none"> Use different artistic concepts (eg colour, tone, light, scale, abstract), and explores how symbols may be used in their interpretation of selected subject matter. Examine a range of concepts and experiments with different media for expressive purposes. Recognises how an audience has an influence on the kinds of works they make, and seeks to clarify the purpose of their works. <ul style="list-style-type: none"> Discusses the conditions and requirements of artworks that are made for particular purposes, sites or events and how those conditions and requirements can affect how they might go about their own art making. <p>VAS3.1, VAS3.2</p> <p>Assessment</p>	<p>Learning Intention: <i>To experiment with different media for expressive purposes</i></p> <ul style="list-style-type: none"> View the video about the Tjanpi Desert Weavers and discuss how they use different mediums to create art and express their culture. Students choose any Australian animal for their sculpture. Using scrunched up newspaper, students sculpt the body, head and limbs and tape in place using masking tape. NB: wooden skewers, toothpicks or pipe cleaners may be used for thinner body parts. Students use brown string or jute twine to wrap their sculpture. Repeat this process with coloured wool and embellish with beads for eyes and noses.      <p><u>Background:</u> CENTRAL DESERT FIBRE</p> <p>Woven sculpture and baskets by Tjanpi Desert Weavers are made from desert grass (tjanpi), wool, raffia and found objects. The artists collect the materials and make the work in their traditional homelands. The weavings reflect the culture, environment and activities of Ngaanyatjarra, Pitjantjatjara and Yankunytjatjara women in Central Australia. Tjanpi (grass) began as a series of basket-weaving workshops held in 1995. Today women across 18 central desert communities make a spectacular array of quirky and animated sculptural forms as well as magnificent baskets from locally collected grasses. Working with fibre in this way is a fundamental and vital part of contemporary desert culture.</p>		<p>newspaper brown string or jute twine coloured wool masking tape toothpicks or skewers coloured beads</p>

CONTENT FOCUS	LEARNING & TEACHING SEQUENCE - 5	EVALUATION	RESOURCES
<p>Appreciating</p> <p>Students:</p> <ul style="list-style-type: none"> • Explores subject matter of personal and social interest from particular viewpoints. • Uses different artistic concepts (eg colour, tone, light, scale, abstract), and explores how symbols may be used in their interpretation of selected subject matter. • Identifies and describes the properties of different forms, materials and techniques in artworks and comments on how these are employed in the representation of subject matter. • Discusses the artist's intention including the artist, the work, the world and the audience. • Considers a range of artworks and their subject matter including paintings, drawings. <p>VAS3.1, VAS3.4</p>	<p>Learning Intention: To investigate subject matter and communicate about ways in which it is represented</p> <ul style="list-style-type: none"> • Display Sidney Nolan's iconic painting of Ned Kelly riding on his horse through the Australian outback. • Discuss the artwork using either the Zoom In or See Think Wonder thinking routines. Some adapted prompts may include: <ul style="list-style-type: none"> ○ Can you see any strange things about the way Nolan portrayed Ned in this portrait? ○ Do you think this is a portrait of Ned or an idea of Ned, and why? ○ What do you think the choice of colours say about the environment in which this artwork is depicted? ○ Why do you imagine Nolan made the sky visible through Ned Kelly's helmet? What might the clouds tell us about where Ned Kelly is headed? • View the Ned Kelly Series video as delivered by the National Gallery of Australia and discuss the further insights gained. • Explore the artistic concepts present in this artwork. • Students experiment with collaging and other media forms to recreate the iconic Ned Kelly artwork, adding perspective and depth to their work. <ul style="list-style-type: none"> ○ Students use a range of artistic concepts to create a Ned Kelly artwork (Assessment Of Learning) ○ Students reflect on their use of artistic concepts through a series of reflection questions (Reflecting on Learning) 		<p>IWB image samples coloured paper A4 or A3 art paper glue paint brushes watercolours black paper oil pastels</p>




CONTENT FOCUS

LEARNING & TEACHING SEQUENCE - 6

EVALUATION

RESOURCES

<p>Making Students:</p> <ul style="list-style-type: none"> Examines a range of concepts and their relationships to selected forms and experiments with such things as the sequencing of events in a video, digital work or cartoon <p>Assessment For Learning & Assessment Of Learning</p>	<p>Learning Intention: To explore subject matter of personal and social interest from particular viewpoints.</p> <ul style="list-style-type: none"> Examine a range of photographs taken in Australian places, e.g. Sydney Discuss the use of different photographic techniques, such as close-ups, middle distance, long distance views, mood, atmosphere, light and dark Experiment with techniques in photography to create particular effects to suggest such things as: Close-ups, Middle distance, Long distance views, Mood, Atmosphere, Light and dark; using things in the school playground. Use <i>Pic Collage</i> to represent different techniques in a photographic collage. (Assessment For Learning) <u>Sydney Excursion:</u> (Assessment Of Learning) <ul style="list-style-type: none"> Use digital devices to capture a range of images in Sydney using a variety of photographic techniques. Experiment with sequencing the images to represent different viewpoints of the city of Sydney. Share representations of Sydney through photography in art showcase. 		<p>IWB iPad devices</p> <p>Pic Collage app</p> <p>iMovie app</p>
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