

# Visual Arts Program

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McKinnon Primary School

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# Learning areas

<p><b>Line</b> – a mark on a surface</p> <ul style="list-style-type: none"><li>• Width</li><li>• Length</li><li>• Direction</li><li>• Focus</li><li>• Feeling</li></ul>	<p><b>Space</b> – the area inside, around or between flat objects on the same plane or between foreground and background objects.</p> <ul style="list-style-type: none"><li>• Postive space</li><li>• Negative space</li><li>• Picture plane</li><li>• Composition</li><li>• Focal point</li><li>• Depth</li></ul>
<p><b>Shape</b> – formed when a line or lines cross to enclose space</p> <ul style="list-style-type: none"><li>• Geometric</li><li>• Organic</li><li>• Positive</li><li>• Negative</li><li>• Static</li><li>• Dynamic</li></ul>	<p><b>Form</b> – A 3 dimensional shape</p> <ul style="list-style-type: none"><li>• Real – can be held, touched</li><li>• Implied- a visual representation</li></ul>
<p><b>Value</b> – the range of darkness to lightness</p> <ul style="list-style-type: none"><li>• Tint</li><li>• Shade</li><li>• Value scale</li><li>• High key</li><li>• Low key</li><li>• Contrast</li></ul>	<p><b>Colour</b> – the spectrum of light broken down by light hitting an object and being reflected into the eye</p> <ul style="list-style-type: none"><li>• Hue</li><li>• Intensity</li><li>• Value</li><li>• Temperature</li></ul>
<p><b>Texture</b> – how an object feels when touched</p> <ul style="list-style-type: none"><li>• Real – actual texture</li><li>• Impaired – visual representation of the texture</li></ul>	

## Victorian Curriculum

In Levels 5 and 6, students explore how and why artists, craftspeople and designers realise their ideas through different visual forms, practices and processes. They develop conceptual and expressive skills.

As they make and respond to visual artworks, students explore a diversity of ideas, concepts and viewpoints. They draw ideas from other artists, artworks, symbolic systems, beliefs and visual arts practices in other cultures, societies and times.

Students extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies.

PYP	Key Concepts:	Learner Profile:	Unit of Inquiry
<b><i>Where we are in Place and Time:</i></b>	<u>Causation</u> <u>Change</u> <u>Reflection</u>	Responsibility Risk taker	<i>Migration (5 weeks)</i> "People migrate out of necessity or to seek new opportunities."  “ ” .

## Assessment

- DREAMER Steps – Discussion, research, experiment, art making, exhibit, response
- Work Samples
- Checklists
- Vic Curriculum progression points

Lesson	Essential learning Outcomes	Learning Activities	Resources
1.	<p><i>Dreamer</i></p> <ul style="list-style-type: none"> <li>• Analyse and explore artists Barbara Kobylynska artwork - show an understanding of her construction method, use of proportion, texture, pattern and colour.</li> <li>• Accurate observational drawing – focus on line, shape, textures, proportions</li> </ul>	<p><u><b>Whimsical Birds</b></u></p>  <ul style="list-style-type: none"> <li>• Introduce artist <b>Barbara Kobylynska</b> – discuss briefly her background, style of fantastical birds - show powerpoint .</li> <li>• Use artful thinking routine – 10 questions times 2. Students analyse and ask questions about her work (Top two questions pre group fuel discussion).</li> <li>• Analyse the parts of her birds and see if students can identify aspects of real life birds.</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Artful thinking routines</li> <li>• Laminated bird pictures</li> </ul>

		<ul style="list-style-type: none"> <li>Using pictures of various birds students observationally draw various parts in VA diary – focusing on particular feature e.g the beak of a Rosella, they eye of a Macah, comb of a chicken, the neck of a swan.</li> </ul>	
2.	<p><i>Dreamer</i></p> <ul style="list-style-type: none"> <li>Show an understanding of proportion and correct anatomical detail</li> <li>Demonstrate accurate drawing of shapes and patterns</li> <li>Effective use of colour and pattern</li> <li>Ability to design and then construct effective features on their bird.</li> <li>Use of effective construction techniques and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>In VA diary Students plan their bird. They must decide on the parts of each bird they wish to have and the materials they will need to create these features. Colour choices need to be made along with patterns that will be used.</li> <li>Clean dry bottles then can be filled with sand or rice to about half way.</li> <li>Explicitly model construction techniques – e.g rolling and twisting paper for strength, folding paper and inserting wire for support....</li> <li>Discuss how Kobylinska often painted on legs rather than attached them.</li> <li>Students begin construction of features.</li> <li>Note – long necks need to be strong – demonstrate using newspaper and twisting then supporting with wire, masking tape.</li> </ul>	<ul style="list-style-type: none"> <li>Coloured pencils</li> <li>VA diaries</li> <li>Bottles</li> <li>Sand/rice</li> <li>Newspaper</li> <li>Masking tape</li> <li>Wire</li> </ul>
3.	<p><i>Dreamer</i></p> <ul style="list-style-type: none"> <li>Use of effective construction techniques and problem solving</li> <li>Effective use of paper and glue to create a <b>smooth, well sealed</b> paper mache layer over constructed bottle bird.</li> </ul>	<ul style="list-style-type: none"> <li>Explicitly demonstrate effective use of small ripped paper and glue to create an effective layer of Paper Mache on bottle sculpture.</li> <li>After students complete bird construction they begin to create a paper mache layer over their bird.</li> <li>The students must rip small pieces of the newsprint and have a good sized mound before they begin. They receive a small container of glue that they share with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>Thin newsprint paper</li> <li>Paper Mache glue – Cellomix</li> <li>Small container</li> </ul>
4.	<p><i>Dreamer</i></p> <ul style="list-style-type: none"> <li>Show an understanding of colour mixing – how to</li> </ul>	<ul style="list-style-type: none"> <li>Discussion and explicit demonstration of effective colour mixing and painting techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Paint on pallets (place colours that mix well</li> </ul>

	<p><i>make colours using primary and secondary colours</i></p> <ul style="list-style-type: none"> <li>• <i>Make effective design and colour choices</i></li> <li>• <i>Demonstrate forward thinking– understanding the impact of the base colour and the pattern over.</i></li> <li>• <i>Demonstrate effective paint techniques</i></li> </ul>	<ul style="list-style-type: none"> <li>• Students paint their base coat of the birds, referring to their initial design in VA diary</li> </ul>	<p>together on the pallet)</p> <ul style="list-style-type: none"> <li>• Mixing plates</li> <li>• Paint brushes</li> <li>• Spatulas</li> </ul>
5	<p><i>Dreamer</i></p> <ul style="list-style-type: none"> <li>• <i>Demonstrate an effective use of pattern to create texture and effective features.</i></li> <li>• <i>Make effective design and colour choices</i></li> </ul>	<ul style="list-style-type: none"> <li>• Discuss Barbara’s use of patterns</li> <li>• Explore the types of patterns we can see on her birds, discuss their effects</li> <li>• Students refer to their VA diaries and look at the patterns they have explored at the start of the topic. They can add and refine these.</li> <li>• Using Posca paint pens, their patterns are applied to the birds</li> </ul>	<ul style="list-style-type: none"> <li>• Posca Paint Pens</li> </ul>
6.	<p><i>Dreamer</i></p> <ul style="list-style-type: none"> <li>• <i>Discuss and reflect on the art making process</i></li> <li>• <i>Identify and analyse the use of effective art concepts and skills</i></li> </ul>	<ul style="list-style-type: none"> <li>• 3,2,1 reflection</li> <li>• Exhibit and respond</li> </ul>	<ul style="list-style-type: none"> <li>• Final Art work</li> </ul>