

PLACES AND SPACES: On the ground

FORM: DRAWING, PAINTING

STAGE: 3

ACTIVITY: 1

OBJECTIVE

Demonstrate an understanding of the way artists' works reflect their perceptions of the real and imagined environment.

OUTCOMES

To demonstrate achievement students can:

- explore the elements of visual arts to create images from the environment
- make detailed observations to communicate responses to the environment
- respond positively to their own artwork and the artwork of others.

TEACHING NOTES

Display examples of drawn images which serve diverse functions. Discuss the difference in style and approach taken, depending upon the purpose of the drawn image. People draw for many reasons these could be, for example, to describe or explain the function and appearance of objects, as in a designer's sketch, to explain direction and location as in a tourist map, for fun as in a doodle, to accurately record as in a botanical drawing, or to communicate a personal interpretation or response.

LANGUAGE

structure	grill	sketch
gutter	simulate	detail
downpipe	document	

RESOURCES

art paper - large and small	paint and brushes
felt tip pens	scissors
black crayons	glue and applicators
examples of drawings (see teaching notes)	

SUGGESTED TEACHING AND LEARNING ACTIVITIES

Students will:

- go outside and directly observe the school building.
Discuss the buildings in terms of line, shape, feature, size and colour. Ask questions about the buildings. How high are they? How many windows and doors can you see? Describe their shape. What material is the school built from? The texture of the roof?
- use black felt tip pen on plain paper to record observations of important or interesting features of the surrounding school buildings
- in and around their drawings, record lists of words which describe the features and qualities of what they see
- use their memory to paint a large picture of the school
What art materials and techniques would you use to simulate the surfaces?
- create a new work by selecting parts of the observational drawings and gluing these onto the painted artwork as a 'detailed insert'.



ASSESSMENT

Were the students able to:

- manipulate observational drawings to create an imaginative artwork?
- sketch their observations of the qualities and characteristics evident in the school environment?
- consider and compare the qualities of each other's work?

EVALUATION

- Did the activity reinforce or develop work practices necessary when painting?
- Were the students able to recall and paint detailed impressions of the school?
- Were the students able to evaluate their own imagery?

LINKS WITH OTHER:

Key learning areas

Science and Technology K-6 Syllabus
p. 96 – *Indoors, Outdoors.*

Environmental Education Curriculum Statement K-12
p. 44 – *Solving Environmental Problems*
English K-6 Teaching Unit Book 3
p. 13-14 – *Windows on the environment*

PLACES AND SPACES: In the air

FORM: 3D

STAGE: 3

ACTIVITY: 2

OBJECTIVE

Demonstrate an understanding of the way artists' works reflect their perceptions of the real and imagined environment.

OUTCOMES

- To demonstrate achievement students can:
- use imagination to develop new ways of seeing
 - manipulate and organise materials to make a sculptured form
 - appreciate the different sculptural effects created by different artists.

TEACHING NOTES

Students need to be able to manipulate the wire easily. Tie wire is inexpensive and readily available from hardware stores. Carefully consider the colour and texture of the material used to wrap the wire form. After the wire is wrapped, materials found in the environment can be added to give interest to the sculpture. These could be manufactured (bottle tops, straws, ice cream sticks) or natural (feathers, leaves or twigs).

LANGUAGE

sculpture	join	3-dimensional
wire	colour	2-dimensional
construct	line	

RESOURCES

wire	string
PVA glue mixture (2/3 glue : 1/3 water)	wool
fabric strips of different textures	yarn
	paint and varnish
	material for the base

SUGGESTED TEACHING AND LEARNING ACTIVITIES

- Students will:
- imagine that a bike has grown wings overnight and that as they pedal the bike, it flies through the air
 - trace the path taken to school on this new bike. *You might take shortcuts or perform stunts to entertain your friends*
 - shape a piece of wire to represent the journey
 - wrap materials dipped in the PVA mixture around the wire to make an interesting sculpture. *If you need a base to stand your work on, use a piece of clay or plasticine, or incorporate natural materials such as a stone or piece of wood into your design. Your work can be painted, varnished or left as it is.*

ASSESSMENT

- Were the students able to:
- discuss how a sculpture is different from a painting?
 - complete a simple sculpture using wire?
 - tell the class about their amazing journey?

EVALUATION

- Did discussion between the students take place?
Were the students interested and challenged by the activity?

LINKS WITH OTHER:

Visual arts activities

Visual Arts K-6 Syllabus and Support Statements
p. 126 – Exploring Large Objects: *Living Sculptures*

Key learning areas

Science and Technology K-6 Syllabus
p. 89 – *Out and about*

PLACES AND SPACES: Up there

FORM: DRAWING

STAGE: 3

ACTIVITY: 3

OBJECTIVE

Demonstrate an understanding of the way artists' works reflect their perceptions of the real and imagined environment.

OUTCOMES

To demonstrate achievement students can:

- discuss the use of perspective in their own work and the work of other artists
- organise, analyse and evaluate information about the environment
- critically appraise their own artworks and those of others.

LANGUAGE

focal point	viewing	proportion
landmark	overhead	perspective
aspect	observations	environment annotated

RESOURCES

viewing frame	black crayon
paper	paints
pencils or pen	coloured crayons

TEACHING NOTES

Perspective drawing allows the artist to suggest 3D on a 2D surface. (See glossary)

Choose a prominent landmark as the focal point for this lesson, for example, an easily seen feature of the school or local environment, the top of a building or bridge, the flag pole, or a very tall tree.

The landmark should require students to look up in the air to notice sky, clouds, treetops and the perimeters of buildings overhead.

To make a paper viewing frame, fold stiff paper, or card, in half and cut out a rectangular shape along the folded edge.

Students should hold these at arm's length to sight objects. An alternative would be to use a cardboard tube.

Encourage students to record notes (*annotations*) about their impressions, observations and so on around the page of their landmark drawing.

Annotated sketches are drawings with notes and remarks to highlight observations about the subject.

Explain how the size of objects diminishes as they recede into the distance.

SUGGESTED TEACHING AND LEARNING ACTIVITIES

Students will:

- find a number of places from which the landmark can be seen
- spend ten minutes in each place to draw the view of the landmark. Use viewing frame to help focus on the landmark. Make annotated sketches
- discuss which view they liked the best and the least. Explain why.
- assemble class drawings onto a map of the area to illustrate the different perspectives

• explain how they and others have used scale, proportion and contrast to express perspective in artworks

• imagine their landmark is in another time or place. *Is it night or day time? What surrounds your landmark now? Are there people? animals? Is the environment happy or spooky?*

• use the elements of art and the principles of design to create a new artwork.



ASSESSMENT

Were the students able to:

- explain how the organisation of shapes, lines, scale, and proportion create the illusion of depth?
- draw by direct observation and record details?
- organise their research drawings to create a new image?
- use appropriate labels to add meaning to their artwork?

EVALUATION

How well did the students participate?

Were the students able to evaluate their own imagery?

What changes would you make if you were to repeat this lesson?

LINKS WITH OTHER:

Visual arts activities

Drawing from 'bird's eye' view: Using black crayon draw the view a bird would see from on top of the object you have just studied. Add detail with paint and coloured crayons.

Paint from a worm's eye view.

Key learning areas

Mathematics K-6 Syllabus

p. 90 – Space 2D 21

p. 101-2 – Perspective

Position 6 & 7 – Describing Position

Environmental Education Curriculum Statement K-12

p. 53 – The school environment