

Beat around the bush

Stage 1

Subject matter: places and spaces

Forms: drawing, painting

Duration: 3 to 4 weeks

Image resources

Beyond the frame

- *Pulpit Rock, blackbird and cow*, Arthur Boyd, image no.2
- *South Coast from Coalcliff mine to D.H. Lawrence*, Colin Lanceley, image no.18
- *May Morning No.2 (The Harbour from Lane Cove)*, Lloyd Rees, image no.25

Outcomes and indicators

Making

VAS1.1 Makes artworks in a particular way about experiences of real and imaginary things.

- recognises how places are represented in artworks.

VAS1.2 Uses the forms to make artworks according to various requirements.

- explores the qualities of different drawing media and tools such as fibre tip pens, watercolours and oil pastels.

Appreciating

VAS1.3 Realises what artists do, who they are and what they make.

- understands that there are artists who make paintings about places.

VAS1.4 Begins to interpret the meaning of artworks acknowledging the roles of artist and audience.

- responds to and describes what artworks are about

Unit overview:

Students investigate a local natural environment and record responses in drawings and photographs. They look at how three artists respond to the environment. They explore ways of incorporating direct experiences and artist's interpretations into a new work.

| Learning experiences | Teaching notes |
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| <p><u>Learning experience 1</u> Making drawings and photographs of a place</p> <p>Visit a site which has particular qualities associated with the natural environment: a section of bushland, a waterway, a park, a reserve, a garden.</p> <p>With eyes closed, identify scents, aromas, odours and fragrances. Explore the area and record words to describe these different scents, fragrances and odours. Invent symbols, colours and lines to represent each fragrance.</p> <p>Use oil pastels to represent scents with colour and texture. Write down a description of the scent.</p> <p>Using the fingers as viewfinders, select an area of the bush or park that has some interesting shapes, colours and textures. If possible, take a photograph of the selected view or scene.</p> <p>Using water-based felt pens or watercolour pencils, sketch a selected scene in a continuous line. Paint water onto the drawing, moving the dissolved colours around to create subtle changes of colour.</p> | <p>Resources</p> <ul style="list-style-type: none"> • art paper • oil pastels • camera • water colour pencils or water-based felt pens. <p>This exercise is focusing on using olfactory senses and inventing visual symbols to represent the responses e.g. a colour associated with a particular fragrance.</p> <p>This exercise helps students to focus their vision by looking at particular sections of a larger scene. Students make a <i>viewing frame</i> by joining their forefingers and thumbs to create a rectangular shape. They should move their <i>viewing frame</i> around and notice things that are of interest to them.</p> <p>The continuous line sketch will help students to look and record. They should imagine that their pen is running around the outside of the object and along all of the details. They should use one continuous line without lifting their pen, avoiding looking at the paper.</p> |

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| <p>Appreciating: reflecting Refer to drawings: <i>Do the drawings suggest the look and smells of the place?</i></p> | <p>Arrange drawings on wall in the classroom.</p> |
| <p><u>Learning experience 2</u> Appreciating artworks</p> <p>Refer to the artworks by Boyd, Lanceley and Rees.</p> <p><i>What is each painting about?</i> <i>What sort of mood is created?</i> <i>How does each painting make you feel?</i> <i>Describe the colours that are used.</i> <i>Which artworks do you think were painted with thin or watery paint and which were created using thick paint?</i></p> <p>Appreciation: reflection Compare student drawings with the artworks.</p> | <p>Image resources <i>Beyond the frame</i></p> <ul style="list-style-type: none"> • <i>Pulpit Rock, blackbird and cow</i>, Arthur Boyd, image no.2 • <i>South Coast from Coalcliff mine to D.H. Lawrence</i>, Colin Lanceley, image no.18 • <i>May Morning No.2 (The Harbour from Lane Cove)</i>, Lloyd Rees, image no.25 <p>Guide students to mention the types of colours, shapes and light, and the mood created.</p> |

Making drawings of an imaginary place

This work is a translation of an artist's painting. Select one of the paintings by Boyd, Lanceley or Rees and use some of the shapes and/or colours to make a new work.

Add to this work some of the shapes, objects and colours used in the first drawing (learning experience 1).

Use water and watercolour to soften edges and produce colour.

Appreciation: reflection

Compare the three works.

Resources

- art paper
- watercolour pencils
- water-based felt pens
- thin paint (washes) or Edicol dyes

Students are selecting elements of each of the artist's painting and their own drawing to create a new work.

Display the drawings (learning experience 1), the artists' paintings and the students' paintings.