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| <p><b>Unreal</b></p> <p><b>Stage 3</b><br/> <b>Subject matter:</b> events, places and spaces<br/> <b>Forms:</b> drawing, painting, digital forms<br/> <b>Duration:</b> 3 to 5 weeks</p>   | <p><b>Image resources</b></p> <ul style="list-style-type: none"> <li>• Mondrian's <i>Tree</i> series or other examples of abstract painting where objects have been simplified or reduced to their basic shapes and colours, but are still recognisable</li> <li>• Monet's <i>Waterlillies</i> series or an artwork by Emily Kngwarreye</li> </ul> <p><b>Enter Art</b></p> <ul style="list-style-type: none"> <li>• <i>After Sirius</i>, Michael Johnson, image no.7</li> </ul> <p><b>Beyond the frame</b></p> <ul style="list-style-type: none"> <li>• <i>Dream of an Ancient Tablet</i>, Yvonne Audette, image no.1</li> <li>• <i>The Music Room</i>, Elisabeth Cummings, image no.7</li> </ul> |
| <p><b>Outcomes and Indicators</b></p>   |   |
| <p><b>Making</b></p> <p><b>VAS3.1 Investigates subject matter in an attempt to represent likenesses of things in the world.</b></p> <ul style="list-style-type: none"> <li>• uses marks and symbols to make works which represent imagined subjects.</li> </ul> <p><b>VAS3.2 Makes artworks for different audiences assembling materials in a variety of ways.</b></p> <ul style="list-style-type: none"> <li>• explores ideas and the relationship to selected forms.</li> </ul> | <p><b>Appreciating</b></p> <p><b>VAS3.3 Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.</b></p> <ul style="list-style-type: none"> <li>• discusses the way an audience looks at selected artworks.</li> </ul> <p><b>VAS3.4 Communicates about the ways in which subject matter is represented in artworks.</b></p> <ul style="list-style-type: none"> <li>• discusses symbols as representing ideas, images and objects.</li> </ul>  |
| <p><b>Unit overview:</b><br/> Students consider how artists represent ideas and feelings in abstract artworks through the use of symbols. Students develop their own symbols in response to dream images. They experiment with layering techniques in painting, drawing and fibre media.</p>  |   |

| Learning experiences  | Teaching notes  |
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| <p><b><u>Learning experience 1</u></b><br/><b>Appreciating artworks</b></p> <p>Discuss the notion of abstraction referring to Mondrian's <i>Tree</i> series or <i>The Music Room</i> by Elisabeth Cummings.</p> <p>Look at Yvonne Audette's <i>Dream of an Ancient Tablet</i>.<br/>Discuss the type of material and implements the artist may have used to create the work.<br/>Discuss the relevance and possible meaning of the title <i>Dream of an Ancient Tablet</i>.</p> <p>Identify the main symbols that Audette has created.<br/>Sketch the symbols in the work and decide on possible meanings for each symbol.<br/>Create a narrative based on your interpretation of the symbols.</p> | <p><b>Image resources</b></p> <ul style="list-style-type: none"> <li>• Mondrian's <i>Tree</i> series or other examples of abstract painting where objects have been simplified or reduced to their basic shapes and colours, but are still recognisable</li> </ul> <p><b>Beyond the frame</b></p> <ul style="list-style-type: none"> <li>• <i>Dream of an Ancient Tablet</i>, Yvonne Audette, image no.1</li> <li>• <i>The Music Room</i>, Elisabeth Cummings, image no.7</li> </ul> <p>Abstract art is a style of art which does not attempt to directly represent the recognisable physical world.</p> <p>Discuss the notion of <i>dream</i> in the title. It suggests that it is an imagined image, not a literal translation or copy of an existing tablet. Explain the notion of the wall as a mark of history and time. Look at local examples particularly where posters have been pasted and torn off, graffiti is overlaid and wear and tear is evident.</p> |
| <p><b><u>Learning experience 2</u></b><br/><b>Making paintings using symbols</b></p> <p>Discuss dreams and how the images might be different to reality because the colour or detail is altered in the dream.</p>   | <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• soft pencils</li> <li>• oil pastels</li> <li>• skewer</li> <li>• Edicol dyes</li> <li>• art paper</li> <li>• glue</li> </ul>   |

Recall a dream and draw some images from it.

Create *frottages* by rubbing oil pastel on paper over textured surfaces in the playground.

Use a skewer to scratch through the pastel, etching personal symbols onto the surfaces.

Layer washes of Edicol dyes or diluted acrylic paint over the surfaces.

Collage and glue strips of text based upon your dream over the work.

### **Appreciating: reflecting**

Title the work, *Dream of...*

Exhibit the work alongside a statement which describes the dream.

### **Extension activity**

Create a computer generated work based upon the collage.

Use a drawing program to layer different drawing marks to create an abstract image.

E-mail the artwork to a friend.

*Frottages* or rubbings are best achieved by applying pastel or crayon evenly to thin strong paper.

The scratched symbols will take up the dye.

### **Learning experience 3**

#### **Appreciating artworks**

Describe Michael Johnson's *After Sirius* to a friend who cannot see the work. Concentrate on colour, line and texture.

*Would you consider this to be an abstract work?*

*Why?*

*What do you think the artist is saying in this work?*

*Why did the artist choose these colours?*

Discuss the scale of the work and the relevance of the title.

Discuss possible implements used by the artist to apply paint.

Brainstorm a list of possible new titles for the work.

#### **Image resource**

- Monet's *Waterlillies* series or an artwork by Emily Kngwarreye

#### **Enter Art**

- *After Sirius*, Michael Johnson No.7

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| <p>Compare <i>After Sirius</i> with Monet's <i>Waterlilies</i> series or an artwork by Aboriginal artist, Emily Kngwarreye.</p>   | <p>Consider the way the audience views the works given the size, shapes, directions (or suggested movements) of lines, etc. Compare the colours and the marks made by the artists as they applied the paint.</p> |
| <p><b><u>Extension (optional)</u></b><br/> <b>Making fibre artworks employing layering</b></p> <p>Collect threads, fabric offcuts, magazine images, objects and symbols which are comprised of harmonious colours and relate to a particular theme.</p> <p>Layer these materials onto a clear plastic sheet creating layers. Attach another piece of clear plastic to the top so that the work is enclosed between the two layers of plastic.</p> <p>Apply paint with a variety of painting implements to the surface of the plastic creating a range of marks.</p> <p>Sew through the layers of plastic and fabric to fix the work. Consider the linear quality of the thread as part of the composition.</p> <p><b>Appreciating: reflecting</b></p> <p>Exhibit the works on the classroom windows. Discuss the relationship between the images, symbols, colours and objects and the theme. Invite other classes to view the works from outside the room.</p> | <p>Example themes: warm, cool, wet, dry, desert, rainforest, etc.<br/> Two works could be made representing contrasting themes, e.g. hot and cold.</p>   |