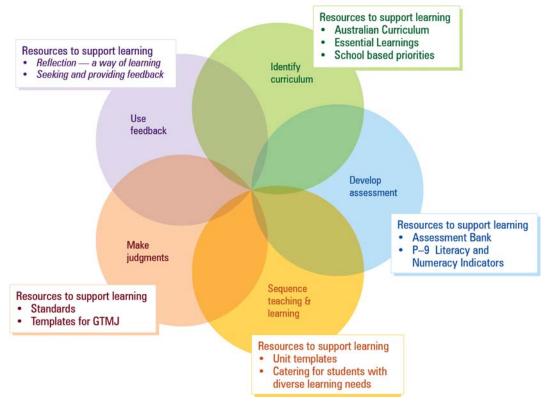
The Arts — Visual Art: Faces in clay

Example unit plan

This unit of work supports the Curriculum and Assessment Overview — Model A for early phase of learning (Prep - Year 3) <www.gsa.gld.edu.au/downloads/p-9/curric assess model a vrs1-3.doc>, demonstrating the alignment between teaching, learning and assessment. The focus is on using visual art elements to express ideas and emotions using 2-D and 3-D media across four year levels.

This 10-week unit of work identifies:

- balanced and progressive coverage of visual arts elements across four year levels
- scope and sequence of teaching and learning across four year levels
- specific teaching and learning and assessment focuses
- assessment techniques
- considerations for catering for diversity
- resources
- unit evaluation for future unit planning.



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This resource is one of the supporting documents developed for the curriculum and assessment planning overview models. It is available for download from the QSA website <www.qsa.qld.edu.au>. Search for "curriculum and assessment overview" (using the quotation marks in your search term).

					Term	1	2 ✓	3	4
Year level	Prep ✓	1、	✓	2 ✓	3 ✓	4	5	6	7
Organisers	Dance)		Music	Dram	na	Media	Vis	ual Art ✓

Essential Learnings

The Arts — Visual Art

Ways of working

Children will be able to:

- select ideas for arts works, considering particular audiences and particular purposes, using arts elements and languages (Assessment)
- create and shape arts works by combining arts elements to express personal ideas, feelings and experiences (Assessment)
- practise arts working, using interpretive and technical skills (Teaching and learning)
- follow guidelines to apply safe practices (Teaching and learning)
- respond to arts works and describe initial impressions and personal interpretations, using arts elements and languages (Assessment)
- reflect on learning to identify new understandings (Assessment).

Knowledge and understanding

Visual Art involves using visual art elements, concepts, processes and forms (both 2-D and 3-D) to express ideas, considering particular audiences and particular purposes, through images and objects.

- Warm (red, orange, yellow) and cool (blue, green, purple) colour schemes, and mixed and complementary colours, are used to create tone and variation (Assessment).
- Line is used to suggest movement and direction (Teaching and learning).
- Regular, irregular, open, enclosed, overlapped and adjacent shapes are used to create categories and position (Teaching and learning).

Assessable elements — focus for assessment

- · Knowledge and understanding
- Creating
- Responding
- Reflecting

At the end of this unit children will be able to:

- understand, through investigation and creating, the properties and use of clay, decoration and construction techniques for transposing 2-D portraits into 3-D busts (relief sculpture of face only in P-1)
- identify arts elements and concepts, features and emotion in their own and others' work
- view and respond to portraits by sculptors
- reflect on their own and others' creations.

Prior knowledge and experiences

The children will need to have opportunities to explore, experiment and understand:

- drawing looking at how artists use portraits
- deconstructing images feature or parts
- · experimenting with drawing faces
- identifying detail of structures in prepared drawings
- viewing abstract perspectives across assorted genres, i.e.cartoon, including anime.

Visual Art techniques and processes for teaching, learning and assessment — see Zart Art DREAMER Steps®, p. 7

TASK 1: Explore clay

(Discussion + Research + Experiment)

Art Media: Clay

Processes: Explorations in use and techniques; sculpting; use of tools; specific joining and shaping techniques.

TASK 2: Create bust (Art Making)

Art Media: Clay (white Earthenware paper clay)

Processes: Applying assembly and joining techniques; sculpting; use of tools; specific joining and shaping techniques to build a bust (relief sculpture of face only in P–1).

Themes:

- Prep-Year 1 = Me
- Year 2 = Animal influenced portrait
- Year 3 = Fantasy/Fairy portrait

TASK 3: Decorate bust (Art Making + Exhibit + Response)

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Art Media: Paint

Processes: Using paint infused with media to provide textures, tones and variations.

Practising mixing and using fine brushes to

paint bust.

Using reference to colour schemes or palettes for aesthetics and use of colour knowledge e.g. warms and cools.

Reflection: Reflecting on own creation and responding to own and others arts work using arts language and personal interpretations.

Visual Arts scope and sequence

The Arts — Prep to Year 3 children experience these selected assessable elements — creating, presenting, responding and reflecting.

- Forms selecting from and combining: drawing, design, painting, sculpture, ceramics, installation, performance art.
- Materials various media and surfaces e.g. play dough (damp, flexible), wooden blocks (dry, inflexible)
- Elements colour, line, shape, texture
- Concepts ways (or methods) of mixing the elements
- Processes ways of manipulating, including use of manipulative devices
- Display and Exhibition ways to celebrate production
- Purpose (function) targets (audiences).

	Forms	Elements (see expansion, next page)	Concepts	Processes (Ways of working) Creating, Presenting, Responding & Reflecting		
Prep	ceramics2-D & 3-D shapespainting	shapetexture	 position 	experimentingexploringassemblingdisplaying & exhibitingviewing & discussing	 communicating feelings & ideas embellishing personal expression 	
Year 1	ceramics, sculpturetransform 2-D to 3-Dpainting	colourline shapetexture	positionmovement	experimentingexploringassemblingdisplaying & exhibitingviewing & discussing	 communicating feelings, ideas & observations embellishing representing personal expression 	
Year 2	 ceramics, sculpture transform 2-D to 3-D painting 	colourlineshapetexture	positionmovementvariation	 experimenting exploring manipulating assembling displaying & exhibiting viewing interpreting 	 communicating feelings, ideas & observations narrating representing embellishing reflecting personal expression personal display 	
Year 3	 ceramics, sculpture transform 2-D to 3-D painting 	colourlineshapetexture	positionmovementvariationdirectionrepetition	 experimenting exploring manipulating assembling displaying & exhibiting modifying viewing interpreting installing 	 communicating feelings, ideas & observations narrating representing embellishing reflecting personal expression personal display functions of informal & formal display 	

	Visual Art elements — expansion								
	Colour	Line	Shape	Texture					
Prep			2-D to 3-D regular, irregular, symmetrical, asymmetrical	rubbings — smooth, rough					
Year 1	matching, mixing, lighter, darker, tones	 to suggest movement such as directions forward, backward; different speed & time frames pressure such as heavy, light 	2-D to 3-D regular, irregular, symmetrical, asymmetrical	rubbings — smooth, rough					
Year 2	 matching, mixing, complementing warm — red, orange, yellow cool — blue, green, purple tones to convey mood 	to suggest movement through squiggly, delicate, long & changeable patterns	open, enclosed, smooth, long	 rubbings — rough, prickly, invented (using found materials) 					
Year 3	 warm — red, orange, yellow cool — blue, green, purple shades — black added to colour tints — white added to colour tones to convey mood 	expressive marks: strong, subtle, contour — continual, broken & hatched lines	2-D to 3-D regular, irregular, symmetrical, asymmetrical enclosed, open, curved, angular, volume	rough, smooth, invented (using imagined marks, lines & patterns)					

Assessment techniques

Туре	What will be assessed	when and how	Assessment tools	
Formative (Diagnostic)				
Assessment focus Experimentation, techniques	Task 1 (Discussion + Research + Experiment) • Explore clay properties, joining, texture and "feel" • Reflection	 First half of term Observation and responses observed to inform teaching of how to use clay Visual diary — 2-D processes Completion of each task 	 Observation checklist Interviews (Prep) Reflection sheet (Years 1–3) 	
Summative				
Assessment focus Features, emotions and techniques (using Zart Art DREAMER Steps®)	Task 2 (Art Making) Each year level creates 2-D and 3-D faces and busts using the themes of: Prep—Year 1 = Me Year 2 = Animal influenced portrait Year 3 = Fantasy/Fairy portrait	Throughout term journal/visual diary creation of clay bust based on themed brief use of techniques for sculpting and joining use of tools	Criteria sheet Ongoing running record, observations and documentation Digital photographs of children working Display Reflection formats Interviews (Prep) Reflection sheet (Years 1–3)	
Assessment focus Colour and texture techniques	Task 3 (Art Making + Exhibit + Response) Decorate and glaze using colour groups on 3-D bust Reflection	Using paint infused with media to express ideas or emotion Use of fine brushes and colour (as well as colour palette) Response		



Ways of working and Knowledge and understanding targeted in tasks

Task 1: Explore working with clay

• Equipment and techniques for cutting, coiling, texturing, shaping and joining.

Task 2: Create bust using clay

- · Creation of clay bust based on themed brief.
- Use and techniques of sculpting and joining.
- · Use of tools.

Task 3: Decorate bust using paint infused with media to express ideas or emotion on a face

- Use of fine brushes and colour (as well as colour palette).
- · Reflection on new learning, techniques and representations of colour, texture, line and form.

Tools for monitoring learning and assessment

- Formal report cards
- Informal annotated work, one-on-one conferencing, feedback for others, peer evaluation and self-reflection. project portfolio, learning logs, exhibition, child-led conference, reflective journal or visual diary, opportunities for a reflective introduction and review of children' works, artist works and objectives of the task.

Explicit teaching strategies

- Identifying visual messages (and differences) in images.
- Exploring how emotion and feelings can be represented through shape, line, colour and texture.
- · Handling and shaping clay.
- Using processes to reflect on own and others' arts
- Reflecting on own learning to apply in the future.
- Using joining and building techniques pinch, slurry, coil, slab and roll.
- Using texturing techniques and tools.
- Mixing and combining colours and applying paint to clay to create various effects.

Art materials

- Clay white earthenware paper clay air drying
- Clay tools for shaping, cutting and rolling, work
- Acrylic paint (e.g. Chromacryl) standard colours.
- Working spaces
- Drying areas
- · Ceramists and sculptures and/or images
- PVA glue wash or spray lacquer for sealing clay.

Catering for diversity: Planning to meet the needs of all learners

By applying the *Knowledge*, *Interaction*, *Situation* and *Success* model all children may engage and work to their ability, with varying levels of support, according to their understanding and unique demands of each learning task.

A supportive and inclusive learning environment:

- · values diversity of ability, opinion and experience
- · values diversity of language and cultural beliefs as represented in stories and artworks from a range of cultures
- · is supportive of everyone's efforts
- · empowers everyone to communicate freely.

Kno	wledge adjustments	In	ıt
	Teacher–parent/carer communication on Visual Art unit processes and demands.]
	A plan to target both individual and collective learning goals.		
	Modified texts and instructions.		
	Task recall and clarification with child around joining and colouring processes.		_
	Adjustment of learning demands in clay manipulation and 3-D bust creation e.g. flat — low centre of gravity shape.		_
	Graphic organisers for reflection.	_	_
	Concrete materials.	L	┙
	Visual and pictorial supports — word lists, self- management chart, pictorial timetable.]
	Skills practice with teacher-aide.		_
	Use of child's prior knowledge.		_
	Involvement of AVT, GO, OT, SLP in classroom planning and Visual Arts creation process.]
			_
Situ	ation adjustments	S	u
	Targeted Visual Art activities that fit with regular	llr	٦

Situation adjustments							
	Targeted Visual Art activities that fit with regular class environment.						
	Additional work area when difficult clay work is required.						
	Monitoring of social situations (e.g. playtime).						
	"Match-up" buddy or peer working partnerships.						
	Clear behavioural strategies and materials handling processes.						
	Preferential seating — close to teacher or supportive buddy.						

Inte	Interaction adjustments						
	"Wait time" for child to process information and apply in using clay or paint media.						
	"Hand over hand" support for visual- and movement-restricted learners.						
	Repeated presentation of key points or processes for joining, painting or shaping.						
	Short, clear instructions supported by demonstration of joining and colouring techniques.						
	Small group or one-to-one instruction and modelling.						
	Slower pace for instruction or assigned buddy helper.						
	Direct instruction-modelling, prompting, practice and feedback at all stages of clay work.						
	Frequent checks to ensure that instructions and desired media techniques are understood.						
	Consistent behavioural and work habit strategies across all contexts.						

	Suc	Success adjustments			
egular		Plan to complete or repeat clay creating and decorating tasks to support "developing fine motor/skills".			
ork is		Modified report card.			
ne). ships.		More time for construction and/or embellishing 3-D bust.			
inps.		Modelling and prompting of appropriate clay joining and embellishing techniques.			

Resources

- 1788 21st Century Australian Faces (Art Pack), Kate Hart, 2003, The Creative School Supply Company, Box Hill N, Vic.
- 2. The Figure in Clay, Lark Books, 2007, Lark Books, Asheville, NC.
- 3. ZART Extra (newsletter), Zart Education, accesssed 6 Jan 2010, <www.zartart.com.au/html/zartextra.html>.
- 4. DREAMERSteps® overview and examples, Zart Education, accessed 6 Jan 2010, http://www.zartart.com.au/html/activitiesmain.html and click on "Dreamer Steps".
- 5. The Complete Fundamentals of Drawing, B Barber, 2006, W Foulsham & Co, Slough, UK.
- 6. Working with Clay, 3rd edn, S Peterson, J Peterson, 2009, Laurence King Publishing, London.

Zart Art DREAMER Steps®

Sequence of learning experiences based on Zart Art DREAMER Steps®

DREAMERSteps A Zart Art initiative

D — Discussion	R — Research	E — Experiment	AM — Art Making	E — Exhibit	R — Response
Discussing: • features of 2-D drawings and genre • 2-D and 3-D representations alike and different • how to move from a 2-D portrait to a 3-D bust. Sample questions What are the parts of a face/bust? (Sing a face-naming song. Observe then discuss a selection of bust representations in images and real life contexts.) What are the different emotions or features conveyed in imagery in different examples?	Selecting: ideas teacher-guided research. Sample questions What do we have to do to make a proportioned face/bust in clay? (Identify and explain the stages in the process of creating a bust.) What methods are best to use when we create and join different clay shapes? How do we show a mood of happiness or sadness using warm and cool colours? What ways can you use shape, line and colour to show feelings?	 Exploring: through play and manipulating clay by making and forming shapes by experimenting and discovering how to work with clay. Sample question What can we do with clay? Task 1 Manipulate clay through squeezing, pinching, rolling, squashing. Practise shaping, reshaping, joining and squashing up. Sample question How do you use colour to represent mood? Task 3 Experiment with colour mixing and limitation of colour palettes in embellishing bust. 	Creating: • sketches of 2-D designs and ideas. Sample question What joining or assembling techniques work best? Task 2 Create a 2-D design using paper. Use clay to create a clay bust: • Prep—Year 1 — Me (2-D to relief 3-D face) • Year 2 — animal influenced portrait (2-D to 3-D bust) • Year 3 — fantasy/fairy tale themed portrait (2-D to 3-D bust). Sample question How do you mix colours to create texture and tone variation? Task 3 Painting, texturing and shaping of bust.	Presenting: in class gallery during buddy class visit a long-term collection for whole-school exhibition. Sample question What will be the best placement of artwork for the audience and to meet the purpose?	Responding: describe what you see analyse the art elements, concepts and processes interpret the message or meaning of each arts work judge whether each arts work met its purpose. Sample questions How are colour elements used? What different representations and methods are used? Reflecting: identify new understandings. Sample question What new techniques did you learn and can you apply to another Visual Art creation?



Unit evaluation

Implications for future planning	
Implications for individual children	
Assessment implications	
Suggested refinement	
Materials	